

Students' Perception on the use of Johnny Grammar's Word Challenge Application in Learning Prepositions

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ABSTRACT: The main problem of this study is "What were the eleventh grade students' perception on the use Johnny grammar's word challenge application in learning prepositions and the impact of Johnny grammar's word challenge application the eleventh grade at PGRI Vocational High School 2 of Palembang?". This study aimed to investigate the eleventh grade students' perception on the use Johnny grammar's word challenge application in learning prepositions at PGRI Vocational High School 2 of Palembang. This data acquired from questionnaires based on four indicators, this research used a descriptive qualitative method in this study. Based on the achievement of the questionnaire, it can be concluded that all indicator high category shows that amounts to 9 (16.36%) students which means the students have comprehension ability is fair, the indicator medium category shows that amounts to 41(74.54%) students which means all of the students understand Johnny Grammar's Word Challenge Application and the low category shows that amounts to 11 (20%) students which means the students half of them can not able to understand Johnny Grammar's Word Challenge Application. So, it can be concluded that using Johnny Grammar's Word Challenge Application can help students learn prepositions.

Keywords: *Perception, Johnny Grammar's Word Challenge Application, Prepositions*

I. Background

The world is constantly changing over the period. In the era of globalization at this time, technological progress getting rapidly and accompanied by the system of information-based technological progress. Technology has become important to many people. Inayati & Damayanti (2016, p. 876)

state that as a result of the current globalization era, English becomes the world's major means of communication. It is widely adopted for communication among two speakers whose native languages are different from each other where one or both speakers are using it as a 'second language'. Also, Inayati & Damayanti (2016,

p. 876) believe that as English is a foreign language in Indonesia, of course, the sentence pattern among Indonesian and English sentences are different. That's why it is rather difficult to master English grammar. However, most of the students think that English grammar is the most difficult one to be learned since the way to teach grammar is delivered traditionally.

Besides, Miangah & Nezarat (2012, p.310) believe that among all modern communication devices, mobile phones are the most powerful communication medium richer than email or chat as it can act as a learning device despite its technical limitation.

Furthermore, Miangah & Nezarat (2012, p.311) believe that Mobile learning technology is more useful for doing activities outside the classroom. Such activities enable learning to be more directly connected to real-world experiments. Moreover, Miangah & Nezarat (2012, p.310) state that learning through the computer or m-learning enables the learners to learn in a non-classroom environment when they are at home in front of their personal computers online or offline.

Moreover, Miangah & Nezarat (2012, p.310) state that learning through mobile phones or m-learning provides the learners with the opportunity to learn when they are on the bus, outside, or at work doing

their part-time jobs. They can learn every time and everywhere they are. Although, Miangah & Nezarat (2012, p.311) state that learning service through mobile devices has some disadvantages, it has its constraints as a small screen, reading difficulty on such a screen, data storage and multimedia limitations, and the like.

There were some problems faced by students when they learn about grammar. The first one is the students have limited time in the classroom because they must go to a workshop. The second is the students are still confused about the rules. Because in grammar so many rules to make the sentences. And the last is the students feel scared to answer the question about grammar. The writer thought that the application of Johnny grammar's word challenge application was a good and right method to introduce the student to learn prepositions. Nowadays, Most of the students used their mobile phones just to play games, get interaction on social media, and communicate with each other. They also spent most of their time with useless activities instead of study. So, we can minimize such kind of activities with the benefit one such as mobile learning. Based on the explanation that this study aims to investigate **“The Students’ Perception on the Use of Johnny Grammar’s Word**

Challenge Application in Learning Prepositions”

2. Problem of the study

The problem of this study was formulated as follows, “What were the eleventh grade students’ perception on the use of Johnny grammar’s word challenge application in learning prepositions and the impact of Johnny grammar’s word challenge application at PGRI Vocational High School 2 of Palembang?”

REVIEW of LITERATURE

1. Concept of Prepositions

Baehaqi (2012:210) states that preposition comes from the word “pre” (before) and “positions” (layout). So, a preposition is a word that is used in front of the word objects or a phrase noun to explain the layout of the object position.

According to Simaibang (2018:51-53): There are three groups of prepositions in English:

1. Prepositions of place, positions, and direction.
2. Preposition of time.
3. Prepositions for other relationships.

2. Concept of Johnny Grammar’s Word Challenge Application

Johnny grammar’s word challenge is a quiz game where learners have to answer

as many grammars, vocabulary, and spelling questions in 60 seconds. Inayati & Damayanti (2016, p.878) state that the description of the application in android about Johnny grammar’s word challenge is an application of questions about vocabulary, grammar, and daily English spelling with different levels of participation. The users must beat the clock and answer as many spelling, vocabulary, and grammar questions as they can in this 60-second quiz!

Inayati & Damayanti (2016, p.878) state that the main features of Johnny Grammar’s Word Challenge Application:

- a. 3 levels - Easy, Medium, and Hard.
- b. 3 quiz categories – Words, Grammar, and Spelling.
- c. 10 common topics – Food & Restaurants, Travel, Small Talk, Hobbies, etc.
- d. Earn badges as you play and share with others.
- e. Complete with others on a global leaderboard.
- f. Feedback provided on the wrong answers to enhance your learning.

By using Johnny grammar’s word challenge, teachers can able to know how to get a student excited about learning grammar because the design of Johnny grammar’s word challenge is so easy and quick to understand. On Johnny grammar’s word challenge, teachers also can enjoy engaging

the games. The main purpose of Johnny grammar's word challenge is to help educators or teachers use a mobile phone to the class and use the apps in the classroom. Johnny grammar's word challenge is by installing and using a million people. Johnny grammar's word challenge generally focuses on helping teachers, and educators along with students.

3. The Advantages and disadvantages of using Johnny Grammar's Word Challenge Application

- The advantages of Johnny Grammar's

- a. Johnny grammar's word challenge has many categories to play this game, not one but many. So, the student does not feel bored playing this game. The students can exercise their skills to play this game.
(Source: <http://educraft.tech/johnny-grammar-challenge>)
- b. Johnny grammar's word challenge is very easy to use.
- c. There is a leaderboard with the score. Definitely to see and know rank after play the game, the students can interact with each other.
- d. Johnny grammar's word challenge, students can know how to rank themselves.

- e. This application can use without Wi-Fi which means, can use without mobile data or the students can use this app offline.
- f. When the answer is wrong with automatic there is a true answer that must we know.
- g. Johnny grammar's word challenge can be downloaded on Google Play or Play Store, and it is free. It becomes easier for teachers and students because they can check the application every time and everywhere.

- The disadvantages of using Johnny Grammar's Word Challenge Application

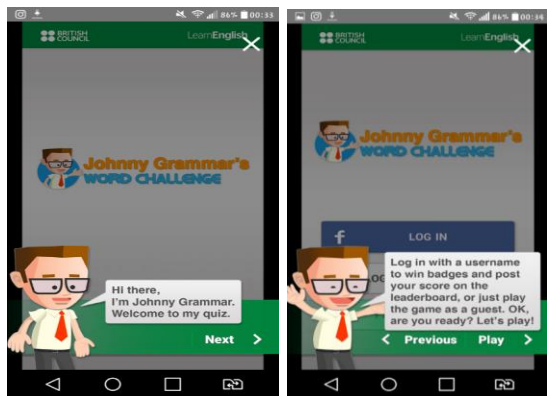
- a. Johnny grammar's word challenge application is the students must have to answer the question with 60 seconds.
- b. There is an advertisement in the game.
- c. Only English, Espanol, and china language.

4. Procedure of Johnny Grammar's Word Challenge Application

Here the procedure of using Johnny Grammar's Word Challenge Application:
(Source: <https://tipsmake.com/how-to-learn-english-on-the-phone-with-johnny-grammars-word-challenge>)

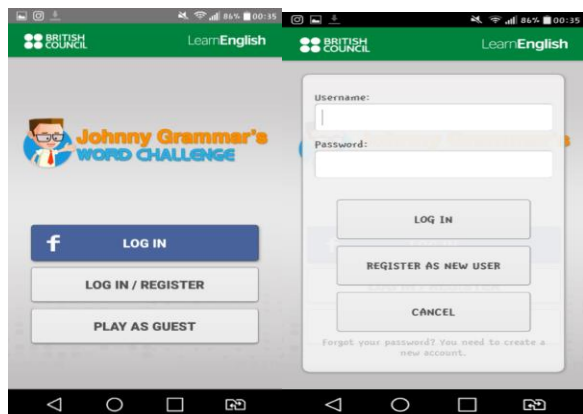
- a. **Step 1**

The students to open the application, **click Next** to skip, and **press Play** to get the main interface.



b. Step 2

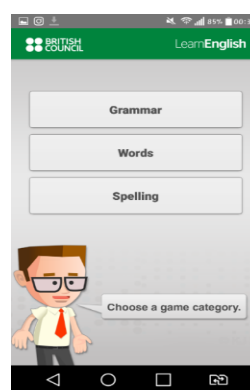
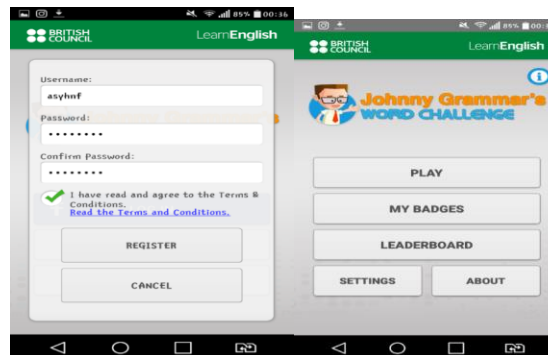
The application provides 3 options to register the application, which is the register with a Facebook account, create a new account, and skip the login step (Play as a guest). Choose to create a new account and click **Login / Register**. Next click **Register as a new user** to create a new account.



c. Step 3

Then enter the **account registration information** in the frame and then **click Register** to register, and fill the password. Before starting the lesson, click on **the Play button** from the main interface. And the application offers three ways to practice

English skills including Grammar, Vocabulary (Words), or Spelling (Test of Spelling).



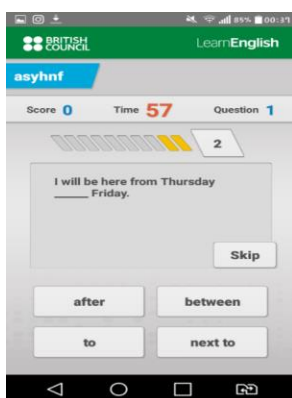
d. Step 4:

Then, the students to choose a big item to study Johnny Grammar's Word Challenge. Each item will be different learning topics. For example, choose advanced grammar, the application will provide words according to different subjects and topics. When clicking on a topic, then to choose the level of study from easy to hard. and **click category prepositions**.



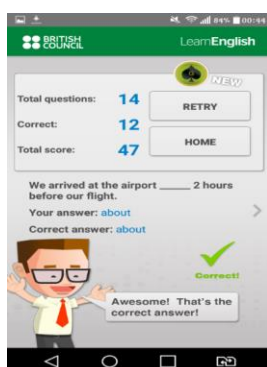
e. Step 5

Then the question is come up in the form of word fill, **60 seconds** to answer all the questions. If answer the questions correctly and quickly, will get points higher than the correct answer that takes time. If incorrectly answer questions, the students will be reduced points.



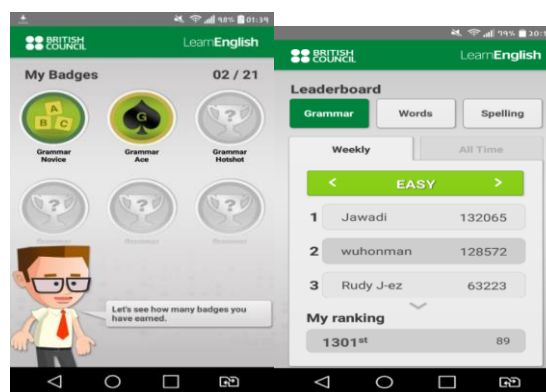
g. Step 6

After answer 1 round of the questions, then will get a **summary** with the number of questions answered and the score. Below on the question, they give the correct answer so, the students can learn about their mistakes. And, if their total score reaches a certain level, the students will receive rewards or help the students increase their rankings compared to other application users in the classroom.



h. Step 7

The last is **click** on the **My Badges** item, you will see a list of 21 rewards that have the opportunity to receive, as well as the total number of rewards received. The **Leaderboard** section will generate a ranking list according to 3 Grammar, Words, or Spelling categories. And then, the students can compare with their friends about their ranking.



Overall the Johnny Grammar's Word Challenge app gives users useful English language learning when the students can improve their prepositions. The students will be able to choose from easy to hard levels to practice according to their ability.

5. Concept of Perception

Humans are created with different perceptions. Lui, et al(2015, p.234) states that students' perception is an influential factor in the successful adoption of educational technology. Furthermore, that perceived effectiveness of educational technology is dependent on the perceived characteristics of technology and the

characteristics and background of students (O'Malley and McCraw as cited in .Lui et al; 2015, p.234). In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word "perception" comes from the Latin words *perceptio*, *percipio*, and means "receiving, collecting action of taking possession, and apprehension with the mind or senses. It can be concluded that perception is the human's ability to see, hear, or feel something through the senses which is can choose what they want with a process to our brain.

METHODS AND PROCEDURES

a. Method of the study

This research used a descriptive qualitative method. The design of the research used a case study. The data has taken questionnaires in the google form. The data collected by meeting the subject directly in zoom.

In collecting the data, the writer used the questionnaire. The questionnaire consisted of forty statements relate to students' perception on the use of Johnny Grammar's Word Challenge Application in learning prepositions (At, In, On). The questionnaires used the Likert Scale Type. According to Darmadi (2013:86), Likert types present several positive and negative statements regarding an attitude object. In

responding to the items on their scales the statement indicated whether they strongly agree, agree, neutral, disagree, and strongly disagree. The writer used SPSS (Statistical Packages for Social Science) to calculate frequencies and percentages for each item of the questionnaire.

FINDINGS AND CONCLUSION

In this research, from 55 students, data percentage calculated: in the high category who comprehension about Johnny Grammar's Word Challenge Application is poor criteria or 16.36%, in the medium category who in the process of implementing of using Johnny Grammar's Word Challenge Application is good criteria or 74.54%, and in low category who interest of using Johnny Grammar's Word Challenge Application is poor criteria or 20%. However, almost the students of PGRI Vocational High School 2 of Palembang whose interest in using Johnny Grammar's Word Challenge Application.

The result of the students' questionnaire high category show that there were nine students who comprehension about the benefit of using Johnny Grammar's Word Challenge Application is poor criteria or 16.36%, eight students who interest in using Johnny Grammar's Word Challenge Application is poor criteria or 14.54%, six students in the process of implementing of using Johnny Grammar's Word Challenge

Application is poor criteria or 10.9%, and seven students in the influence of Johnny Grammar's Word Challenge Application is poor criteria or 12.72%. From the scores, the writer found that there were many students still do not understand using Johnny Grammar's Word Challenge Application.

The result of the question number students' questionnaire medium category that there were thirty-nine students who comprehension about the benefit of using Johnny Grammar's Word Challenge Application is good criteria or 70.9%, thirty-six who interest of using Johnny Grammar's Word Challenge Application is enough criteria or 65.45%, forty-one students in the process of implementing of using Johnny Grammar's Word Challenge Application is good criteria or 74.54%, and thirty-nine in the influence of Johnny Grammar's Word Challenge Application is good criteria or 70.9%. From the scores, the writer found that there were many students interest in using Johnny Grammar's Word Challenge Application.

The result of the question number students' questionnaire low category that there were seven students who comprehension about the benefit of using Johnny Grammar's Word Challenge Application is poor criteria or 12.72%, eleven students who interest of using Johnny Grammar's Word Challenge Application is

poor criteria or 20%, eight students in the process of implementing of using Johnny Grammar's Word Challenge Application is poor criteria or 14.54%, and nine students in the influence of Johnny Grammar's Word Challenge Application is poor criteria or 16.36%. From the scores, the writer found that many students were still not interested in using Johnny Grammar's Word Challenge Application.

Based on the finding in the previous chapter, it could be concluded that almost all the students' interest to use Johnny Grammar's Word Challenge Application use as their way of learning preposition. Teachers also can use this application in the classroom to introduce the technology to support the globalization era, however, the class can be fun, and also students can be active. The writer also realized that using Johnny Grammar's Word Challenge Application at PGRI Vocational High School 2 of Palembang by Johnny Grammar's Word Challenge in learning preposition can help students were more interested and motivated to learn.

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