

**A STUDY ON EFL LEARNERS' ABILITY IN USING IRREGULER VERB THROUGH  
JOHNNY GRAMMAR WORD CHALLENGE APPLICATION**

**STUDI TENTANG KEMAMPUAN PESERTA DIDIK EFL DALAM MENGGUNAKAN  
KATA KERJA TIDAK BERATURAN MELALUI APLIKASI  
JOHNNY GRAMMAR WORD CHALLENGE**

<sup>1</sup>Pratiwi Samad<sup>1</sup>, <sup>2</sup>Nirma Paris<sup>2</sup>

<sup>1</sup> Pendidikan Bahasa Inggris, FKIP, Universitas Pohuwato/Gorontalo, Indonesia

<sup>2</sup> Pendidikan Bahasa Inggris, FKIP, Universitas Sulawesi Barat/Majene, Indonesia

*pratiwisamad@unipo.ac.id, nirma.paris@gmail.com*

**ABSTRACT**

*Johnny Grammar Word Challenge Application become the test checker for students in mastering their skills of grammar. This research is aimed to determine the students' ability and divide the students' level of ability in using irregular verb through the application of Johnny Grammar Word Challenge on the sixth semester students of Universitas Sulawesi barat. The method used was qualitative-quantitative and the sample was drawn through random sampling. The data was collected from multiple choice test of Johnny Grammar by analyzing the data in qualitative and statically. The result shows that student's ability in using irregular verb through Johnny Grammar Word Challenge Application categorized in "FAIRLY POOR" classification and the level of ability classified in "AVERAGE" category based on the measurement of quantitative description.*

**Keywords:** *EFL Learners' Ability, Irregular Verb. Johnny Grammar Word Challenge*

**ABSTRAK**

Aplikasi Johnny Grammar Word Challenge telah berkembang menjadi pemeriksa tes kecakapan tata bahasa untuk siswa. Melalui penggunaan Johnny Grammar Word Challenge dengan mahasiswa semester enam Universitas Sulawesi Barat, penelitian ini berusaha untuk mengidentifikasi dan mengkategorikan tingkat kemahiran siswa dalam menggunakan kata kerja tidak beraturan. Sampel dipilih melalui random sampling, dan metode yang digunakan adalah kualitatif-kuantitatif. Data dikumpulkan dari tes pilihan ganda Johnny Grammar dengan melakukan analisis kualitatif dan statistik. Menurut penilaian deskripsi kuantitatif, kemampuan siswa untuk menggunakan kata kerja tidak beraturan melalui Aplikasi Johnny Grammar Word Challenge digolongkan dalam klasifikasi "RENDAH", dan tingkat keterampilan mereka diklasifikasikan dalam kategori "RATA-RATA".

**Kata Kunci:** *Kemampuan Peserta Didik, Kata Kerja Tidak Beraturan, Aplikasi Johnny Grammar Word Challenge.*

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**INTRODUCTION**

The primary skill used to communicate what one wishes to say and accurately interpret the subject is grammar. Nazari (Nazari et al., 2022) describes grammar as a broad field of study that covers a variety of topics related to the use of language which brings impacts for teaching and learning progress. Grammar defines and simplifies how to use sentences based on patterns. Learners of grammar can locate any concept relating to the use of tenses in English. Additionally, grammar teaches students fundamental principles for using verbs, modals, prepositions, frequency

adverbs, and auxiliaries. When students are not yet prepared to master those types of gerunds, verbs, pronouns, participle, and so on, we need to use the grammar book and utilize the technology as a preference to assess whether the sentences are correct and prepare an appropriate interactive learning application in further results for grammatical competences.

Concerning on a term of grammar it is stated that (Karimova, 2022) it refers to the rules of structure, which include the combining and structuring of phases, phrases, and sentences. Language organizes meaning through a series of structural techniques known as grammar. We need grammar to finish our daily messaging, ideas from our minds, and verify that the content is written correctly. The students who have a high level of grammatical comprehension will be given the right usage of structure and superior notions.

Many grammatical mistakes have been discovered, particularly when employing regular and irregular verbs. As what has been analyzed by Azman and Yunus (2018)(Hotel & Bahru, 2018) that the use of irregular verb of the learners was hard to be assessed in order that they need an application to help them advance their skills of grammar and by giving the gamification of application games learning (Na & Alecsandri, 2021) such as Kahoot students were involved in better qualification of grammar competences. An error of analyzing irregular and regular verb was done with the results (Widya Santiwi Br Simanjuntak1, 2023) that students frequently made the error because of using the similar way of transforming the irregular and regular verb in which the data has been statically described that 50% errors made in transforming the verbs. As the result, the authors perceive a number of tasks that English Language Education students must do in order to master the use of grammatical constructions, particularly in the area of irregular verbs. Students have engaged in numerous writing exercises and other activities targeted at enhancing their command of English by considering the aptitudes and skills that must be mastered.

The researcher comes to the conclusion that mastering grammar is one of the most important rules of learning the English language (Toago & Usman, 2013). Starting with simpler or more fundamental concepts like identifying the subject, verb agreement, and object of the sentences will help the EFL learners master grammar's phases. Students require further practice, completion of the written assignment, learning from grammar books, application, technology tools (Liang, 2018), and other sources to assist them grasp the grammar in order to learn the stages. Yanwar et al, (Karimova, 2022) found that with the application of educational technology, students can independently progress in mastering teaching materials, to choose the pace of work, to repeat thematerial, that is not sufficiently clear, that after test performed immediately get results and track their progrees (2). Raja & Nagasubramani in Najah (Najah et al., 2023) found that the use of technology has made the process of teaching and learning become more enjoyable and fun (Samad & Munir, 2022). Tamhankar et al (Keswani et al., 2008) stated that some welfares of using information technology in education: a) it enducestechnical, economic, technological, information and diverse literacy and global sentience; b) it endorses creative thingking; c) it improves effective communication which leads to teaming, collaboration and relational skills; and d) it leads to high efficacy which given the capability toplan and achieve results (4)

Of all the positive effect in integrating technology in learning process, the writer chooses Johnny Grammar Word Challenge Application to see more capabilities on EFL learners in answering the test and find the correctness of irregular verb. This decision is based on that most

students think that English grammar is the most difficult skill to be learnt. While grammar plays important roles to make the students to be able to master English well. From the observation, some students are still difficult to determine the use of basic grammar in a sentence such as determiners, articles, prepositions, and irregular verbs. Aside from that, learners should start with the most fundamental of those grammatical rules in order to understand the Irregular verb. When the fundamentals of grammar (Pereira & Mosa, 2017) are not properly studied and understood, they would find it more challenging to comprehend English phrases, clauses, and other structural stages.

Johnny Grammar Word Challenge Application is a current English learning application which is beneficial for students who want to improve their knowledge of English grammar and vocabulary (Toago & Usman, 2013). Some studies show the positive impact of utilizing this app. In accordance with the background described, the study is guided by these two objections: 1) The EFL learners' ability in using irregular verb through Johnny Grammar Word Application and 2) The EFL

## **METHOD**

This research has been analyzed and described using the qualitative quantitative as the methodology of his research. This method is used to do the analyze in-depth data about the EFL learners' ability in analyzing the irregular verb form of the application used in this research. Traver in Sabri et al (Stander, 2017) declared that the descriptive method is used to analyze the data of the research when there is correlation between activities and the human's behaviour. Besides, Cresswell in Sabri (Stander, 2017) also added that the quantitative method used by the researchers to collect the data of individual setting, analyze the data for themes, category and interpret conclusion about its meaning personally and theoretically. This study involves 24 students from the sixth semester of English Education Department Study Program. They are 21 females and 3 males.

In collecting the data, the writer used instrument test through Johnny Grammar Word Challenge Application and there were students did the test of multiple choice from the application by determining the target numbers of tests items that they must complete. In analyzing data, the writer finding out the learners correct answers and categorized them in percentage analysis and level of ability through the presentation and the classification formula of the measurement as follow:

$$S = \frac{\text{The total of correct answer}}{\text{Total Item Test}} \times 100\%$$

## **RESULTS**

In this study of the research would like to be presented by presenting the EFL learners' scoring of the correct and incorrect answers then analyzed them to the classification category per centation to see the learners' ability as following table:

**Tabel 1. Data Analysis on the Learners' Whole Answers**

No	Students' Code	Multiple Choice	Correct answer	Score percentage
1.	Nm	15	15	75%
2.	Sy	15	10	50%
3.	Nf	15	9	45%
4.	Mr	15	15	75%
5.	Sp	15	9	45%
6.	HS	15	12	60%
7.	NI	15	3	15%
8.	Jm	15	6	30%
9.	SN	15	4	20%
10.	Mn	15	12	60%
11.	Wd	15	15	75%
12.	As	15	15	75%
13.	Ht	15	14	70%
14.	At	15	12	60%
15.	Hm	15	7	35%
16.	Sm	15	7	35%
17.	SD	15	11	55%
18.	MK	15	15	75%
19.	NH	15	8	30%
20.	YS	15	11	55%
21.	Rd	15	12	60%
22.	Ir	15	6	30%
23.	ES	15	15	75%
24.	NH	15	5	25%
	<b>TOTAL</b>	360	248	
	<b>AVERAGE</b>		<b>69%</b>	

Table one presents the correct answers which was done by the third semester EFL learners after they answering the multiple choice from Johnny Grammar Word Challenge. The result shows that there were 248 total score of the learners' correct answers which divided to the items test and as a result, it is shown that 69% students' correct answers determined after the writer counting it to be categorized to see the learners' ability in using irregular verb as the following table classification and presentation below.

Based on the standard of the measurement of EFL learners' using irregular ability, it is classified that:

**Tabel 2. EFL learners' ability in scoring percentage**

No	Category	Standard of Measurement	Frequency	Percentage
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1.	Excellent	80-100	0	0%
2.	Good	70-79	7	35%
3.	Average	60-69	4	20%
4.	Poor	50-59	3	15%
5.	Fairly Poor	0-49	10	50%
<b>Total</b>			<b>24</b>	<b>100%</b>

After grouping the correct answer scores in table 1, the author then classified how many frequencies of answers appeared so that the writer could find out the results of EFL learners' ability to use irregular verbs through the Johnny Grammar Word Challenge application which has been seen from the table 2 and the result was the EFL learners were in "Fairly Poor" ability. The most commonly frequencies are shown in the range of 0-49 measurements which has seen from 10 students who were in that category rank of correct answers with its items of test shows that the lowest score of "Fairly Poor" category start from 20% to 45% percentage from the description on table 1. The other side of that, there were 7 learners found in "Good" category with its range of percentage achieved in 70%-75% and the percentage of average frequently answered by 4 learners and the "Poor" level was frequently answered by 3 EFL learners of the sixth semester students of Universitas Sulawesi Barat.

In determining the next research question's result, it is classified that the LEVEL of EFL learners' ability in using irregular verb has been analyzed to categorize the level and it could be seen from the following table 3 description below.

**Tabel 3. LEVEL AVERAGE of EFL learners' ability**

<b>Qualification</b>	<b>Level Classification</b>
80 – 100	Excellent
70 – 79	Good
60 – 69	Average
50 – 59	Poor
0 – 49	Fairly poor

After considering the table 1 and table 2. It could be seen that the category of the EFL learners' level of ability lies on "Average" category because of the total score of the table 1 from the students' correct answers classification was 69%. The data results shows that the learners still need additional training to apply the grammatical competence especially in using irregular verb. Mostly test items applied in Johnny Grammar Application indicated the past tense in simple words of sentences however the learners still got confuse to differentiate the answers' choices that consist of the verbs form of present participle (V1) and past participle (V2). This rules of following the test made it difficult for them to answer the best correct answers. In addition to the deceivers in the answer choices, students must be measured by the application timer and therefore when they did not read well, then the questions they get were simply missed without answering them first.

To this end, the data results shows that the EFL learners' ability in using irregular verb was classified in "**Fairly Good**" category because from the answers of the learners were frequently used by 10 learners which means that this Johnny Grammar Word Challenge application reveals that that the learners were found to be difficult to answer the questions which proved by the learners' answers classification achieved in 50% scoring percentage. The result of the learners' Level of ability was categorized in "**Average**" level average because there has been the result of students sum of their total answers divided by their total questions. The writer realized that this results still need much preparation for the learners to be trained in order that they will be able to use and to differentiate the verbs' constructions and its usefulness in sentences.

## DISCUSSIONS

The EFL learners' ability of using irregular verb shows that they were disable to use ethe irregular verb. The description from the data shows that there were 0 students got (0%) excellent category of ability in using verbal sentence of simple present tense, 7 students got (35%) good category of verbal sentence ability, 4 students got (20%) average category of ability in using irregular verb, 3 students got (15%) poor category of ability and 10 students got (50%) in fairly poor category of ability in using irregular verb and mostly students were in "**fairly poor**" category of using irregular verb in determining the correct verb form of the sentence(Pereira & Mosa, 2017) in which all of subject and object components are counted to be analyze to get the correct answers.

The final analysis in determining the student's Level average of ability classified in "**Average**" category because there were result of students sum of their total answers divided by their total questions. As this final conclusion indicated that the sixth semester students of Universitas Sulawesi Barat classified in level of average which means that the learners EFL learners have to considering their capability to be prepared for further improvement in mastering English.

## CONCLUSION AND SUGGESTION

Based on the data analysis of the sixth-grade students of English Department of UNSULBAR reveals that there were 10 students classified to disable to use the form and sentences constructions of irregular verb and it was categorized in "**Fairly Poor**" ability of scoring classification.

The level of ability in using the level of ability in using verbal sentence in simple present tense was 56% or the total answer was in 248 correct answers which is classified as "**Average**" Level based on the standard of measurement of the table classification was 69% or the total answer was in 248 correct answers which is classified as Average Level based on the standard of measurement of the table classification.

With an emphasis on how to correctly utilize and apply the simple present tense based on the learning source of the English grammar, EFL learners are urged to learn and practice their English with both local and foreign speakers in their day-to-day interactions.

The English teachers and lecturers should be able to motivate their students throughout the teaching and learning process in the classroom and create a positive mood or circumstance. Due to these factors, the students will pay more attention or be more focused during their teaching and learning process, which can also assist and contribute them in quickly English development.

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