

## An Analysis of Students' English Tenses Mastery Using the Wheel of Grammar Game

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### Abstract

*This study addresses students' difficulties in mastering English tenses in EFL classrooms, particularly in applying tense forms accurately in context. The objective of this research was to describe students' English tenses mastery and classroom learning processes through the use of the Wheel of Grammar Game. This study employed a descriptive research design and was conducted at MAN 2 Jember involving 31 eleventh-grade students. The data were collected through classroom observation and grammar tests administered in the form of pre-test and post-test focusing on four basic English tenses: simple present, present continuous, simple past, and past continuous. The findings revealed that the implementation of the Wheel of Grammar Game encouraged active student participation and created a more interactive classroom atmosphere. In addition, the post-test mean score was higher than the pre-test mean score, indicating a tendency toward better understanding of English tenses after the learning activities. This study provides a descriptive contribution to grammar instruction by presenting the Wheel of Grammar Game as an alternative classroom activity to support students' grammar learning.*

### Introduction

Grammar plays a fundamental role in English language learning because it provides the structural framework necessary for clear and accurate communication. One essential component of grammar is tense, which enables learners to express actions and events in relation to time. However, many EFL students experience difficulties in mastering English tenses due to first language interference, limited exposure to meaningful practice, and confusion in applying grammatical rules accurately (Listia and Febriyanti, 2020).

Previous studies have reported that traditional grammar instruction often leads to passive learning and low student engagement, which can negatively affect students' understanding of grammatical structures (Nassaji, 2015). To overcome these challenges, interactive and student-centered learning strategies have been increasingly emphasized in English language teaching. One such strategy is game-based learning, which provides learners with opportunities to practice grammar in a relaxed and enjoyable learning environment (El Moudden, 2021).

Grammar games are considered effective because they promote active participation, reduce anxiety, and encourage students to apply grammatical rules in context (Chambers and Yunus, 2017). One instructional tool that supports this approach is the Wheel of Grammar Game, which engages students in tense-based activities through random selection and collaborative interaction. Although several studies have highlighted the benefits of grammar games, most of them focus on experimental outcomes. Therefore, descriptive studies are needed to portray how such games are implemented in real classroom settings and how students respond to short-term instructional activities.

## **Method**

This study employed a descriptive research design to describe the classroom learning process and students' English tenses mastery during the implementation of the Wheel of Grammar Game. Descriptive research was selected because the study aimed to portray learning tendencies and classroom activities rather than to examine causal relationships or treatment effects.

The research was conducted at MAN 2 Jember during the 2025 academic year. The participants of this study were 31 eleventh-grade students selected through purposive sampling. This sampling technique was used to select a class that was accessible and willing to participate in the study, as well as suitable for observing grammar learning activities using instructional games.

Data were collected using two instruments: classroom observation and a grammar test. Classroom observation was conducted during the implementation of the Wheel of Grammar Game to describe students' participation, interaction, and classroom atmosphere. An observation sheet was used to record students' responses, engagement, and learning behavior during the activities.

The grammar test consisted of 20 multiple-choice items focusing on four basic English tenses: simple present, present continuous, simple past, and past continuous. The

test was administered in the form of a pre-test and a post-test. The pre-test was given before the learning activities to describe students' initial understanding of English tenses, while the post-test was administered after the implementation of the Wheel of Grammar Game to describe students' learning tendencies after the instructional activities.

The collected data were analyzed descriptively. Observation data were analyzed through narrative explanation, while the test results were analyzed by calculating the mean scores of the pre-test and post-test. The analysis aimed to describe changes in students' understanding of English tenses without making inferential or causal claims.

### **Findings and Discussion**

The findings of this study describe students' learning experiences and English tenses mastery during the implementation of the Wheel of Grammar Game. Based on classroom observation, the learning activities using the game created a more interactive classroom atmosphere. Students actively participated in spinning the wheel, answering grammar-related questions, and constructing sentences according to the selected tense. The game encouraged student involvement and reduced classroom passivity, as most students showed enthusiasm and willingness to participate in the activities.

Observation data also revealed differences in students' responses during the learning process. High-achieving students tended to respond confidently and were able to answer tense-related questions accurately. They appeared to enjoy the competitive and interactive nature of the game. In contrast, some low-achieving students experienced difficulties in identifying appropriate tense forms and required additional guidance from the teacher. To address this issue, the teacher provided further explanations and encouraged peer assistance, which helped maintain student participation and classroom interaction.

The descriptive analysis of the grammar test results showed an improvement in students' English tenses mastery. The pre-test mean score was 40.16, indicating limited initial understanding of English tenses. After the implementation of the Wheel of Grammar Game, the post-test mean score increased to 72.74. This increase describes a tendency toward better understanding of English tenses after students participated in the learning activities. Although the study does not aim to measure statistical significance, the results indicate positive learning tendencies associated with the use of game-based grammar activities.

These findings are consistent with previous studies suggesting that grammar games support student engagement and provide meaningful opportunities for grammar practice

(Chambers & Yunus, 2017; El Moudden, 2021). The interactive nature of the Wheel of Grammar Game allowed students to apply tense rules in context, which may help improve their grammatical awareness. However, the findings also suggest that instructional games should be accompanied by teacher guidance, particularly for students with lower proficiency levels.

Overall, the findings demonstrate that the Wheel of Grammar Game functioned as an effective classroom activity to support grammar learning by promoting active participation and interactive learning. The discussion highlights the importance of combining game-based learning with instructional support to ensure that all students can benefit from the learning activities.

### **Conclusions**

This study described the implementation of the Wheel of Grammar Game and students' English tenses mastery in an eleventh-grade EFL classroom. The findings showed that the use of the game created an interactive learning environment and encouraged active student participation during grammar instruction. Students were actively involved in the learning process through tense-based activities, which helped increase classroom engagement.

The descriptive analysis of the grammar test results indicated a tendency toward improved understanding of English tenses after the learning activities. Although the study does not aim to establish causal relationships, the increase in students' post-test mean score suggests that game-based grammar activities can support students' learning tendencies when combined with appropriate teacher guidance.

This study highlights the potential of the Wheel of Grammar Game as a supplementary instructional activity in teaching English tenses. However, the study was limited to a short instructional period and a single classroom context. Therefore, future research is recommended to explore the use of grammar games over longer instructional periods, with larger samples, or in different learning contexts to provide broader descriptive insights into grammar instruction in EFL classrooms.

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