

CHAPTER II

THEORETICAL FOUNDATION

A. Game Based Learning

In addition to creating enjoyable games for students to play, game-based learning also involves creating activities that present ideas and direct users toward a learning goal¹. It is assumed that incorporating educational games can fulfill the learning preferences of modern children. In other words, these games are suitable for children who enjoy combining play with learning activities. Moreover, it indicates that children might not realize they are acquiring knowledge while engaging in enjoyable activities. Studies have demonstrated that students retain 90% of what they practice, but only 20% of what they hear and read. This makes it crucial to pay attention to these findings².

Finding a balance between learning through games and theoretical content is the aim of game-based learning. Through Game-based learning allows students are encouraged to explore challenging

¹ Authors Pablo, Andrés Ortiz, and Gül Akcaova, ‘The Concept of Game-Based Learning Shaping the Present and Future of Learning’, October, 2024, pp. 1–13.

² Ahmad Ghazy and others, ‘The Use of Game-Based Learning in English Class’, *Journal of Applied Studies in Language*, 5.1 (2021), pp. 67–78, doi:10.31940/jasl.v5i1.2400.

learning environments, concepts, and particular learning outcomes, which is especially helpful in the context of the English-language learning environment. Games must be designed such that students can play them again and again without growing tired³.

Additionally, in order to elicit desired behaviors in students during these stages of repetition, an effective educational game should promote certain emotional and cognitive reactions to interactions with and input from the game. A review of learning results and a debriefing procedure ought to be used in between games. Through post-game debriefings, the instructor can establish a connection between the game and the real world. Furthermore, it creates a connection between game events and actual occurrences, tying the students' understanding of the game to their academic pursuits⁴.

Students should be able to engage with their education using game-based learning programs, as well as think critically, understand, and apply what they have learned in the real world. In this sense, using an adventure-based approach in instructional games can be beneficial.

³ Berna Karakoç and others, 'The Effect of Game-Based Learning on Student Achievement: A Meta-Analysis Study', *Technology, Knowledge and Learning*, 27.1 (2022), pp. 207–22, doi:10.1007/s10758-020-09471-5.

⁴ Surattana Adipat and others, 'Engaging Students in the Learning Process with Game-Based Learning: The Fundamental Concepts', *International Journal of Technology in Education*, 4.3 (2021), pp. 542–52, doi:10.46328/ijte.169.

Educational adventure games are intentionally made to offer "edutainment," which is a combination of teaching and fun. These games are typically intricate and clearly illustrate deterministic difficulties.⁵

Adventure games, for example, frequently include puzzles that players must solve in order to progress through the game progression. The player is therefore in control of the game since their choices can directly affect how the game progresses. While solving riddles in adventure games can be challenging, trying out various solutions is not. Crucially, the educational process involved in adventure games can enhance players' overall problem-solving skills.⁶

A number of factors determine whether a game is considered instructional. While others give a more precise description, arguing that dynamic images, rules, objectives, and interactive features are what distinguish educational games, others state that the qualities of an educational game are primarily defined by its interactivity⁷.

⁵ Fazlida Dahalan, Norlidah Alias, and Mohd Shahril Nizam Shaharom, *Gamification and Game Based Learning for Vocational Education and Training: A Systematic Literature Review, Education and Information Technologies* (Springer US, 2024), xxix, doi:10.1007/s10639-022-11548-w.

⁶ Alim Al Ayub Ahmed and others, 'An Empirical Study on the Effects of Using Kahoot as a Game-Based Learning Tool on EFL Learners' Vocabulary Recall and Retention', *Education Research International*, 2022 (2022), doi:10.1155/2022/9739147.

⁷ Pauline Rooney and Nicola Whitton, *Game-Based Learning and the Power of Play*, 2016.

Educational computer games are based on the concepts of fantasy, curiosity, challenge, and control. Fantasy in this context refers to the situations that the games are set in. Students are more engaged and learn more, well when the fantasy element is there. The continuous addition of new information can sustain students' interest in the game in terms of curiosity and the non-deterministic outcomes of the games. In terms of difficulty, the games ought to be timed and performed under certain parameters.⁸ Last but not least, in order to maintain control, players must abide by rules, whether they be system rules that specify the game environment or procedural rules that relate to possible actions. This is how players of instructional games encounter second-order reality.

Game-based learning has a greater ability to increase motivation and pique students' interest in the subject matter, but it is not superior to other teaching methodologies in terms of instructional potential. However, other researchers have discovered that, although this varies by subject, students are more likely to remember information learned through game-based learning than through other learning methods; the greatest benefit of game-based learning is associated with

⁸ Di Zou and others, 'Digital Game-Based Learning of Information Literacy: Effects of Gameplay Modes on University Students' Learning Performance, Motivation, Self-Efficacy and Flow Experiences', *Australasian Journal of Educational Technology*, 37.2 (2021), pp. 152–70, doi:10.14742/AJET.6682.

interdisciplinary subjects that require skills like critical thinking, interpersonal communication, and debating.

In this research, the researcher using one of the game-based learning tools, namely Blooket and Magic School, to obtain the results of the research carried out, then the researcher also recommends the quizzes application to be used during the learning process for students which will help the learning process.

1. Blooket

Blooket is an educational platform that incorporates gamification.⁹ Gamification is a method that uses elements of the game, such as points, challenges, and rewards, to increase student motivation and engagement in learning. Blooket is a cutting-edge and captivating educational learning platform created to increase students' enjoyment and enjoyment of studying.¹⁰ Through an interactive approach, the platform helps reduce the boredom that often arises in conventional learning methods.

Educational games for study exercises are available on the free website Blooket; the games are categorized by subject, grade level, and

⁹ Pham and Ly, 1.

¹⁰ Nurfatihah Khalip and Li Li Kee, 'TESL Trainee Teachers' Perceptions Toward Implementing Blooket in the Online English Language Teaching and Learning Process', *Malaysian Journal of ELT Research*, 20.2018 (2023), pp. 96–109, doi:10.52696/xfyg1507.

theme¹¹. The games in Blooket are organized by theme, grade level, and subject, making it easier for students and teachers to choose the game that suits their learning needs. By using quiz-style questions, Blooket aims to provide students with memorable classroom experiences that will last with them.¹²

These questions can be created yourself, imported from other sources, or found from a collection of questions that Blooket has provided.¹³ It is distinct in terms of the avatars and game modes. Through gaming awards, avatars can be unlocked on the market. The classroom will undoubtedly become quite boisterous and animated very fast when the teacher begins playing Blooket¹⁴.

An engaging solution is provided by the interactive game Blooket, which makes learning enjoyable and efficient. Playing

¹¹ Kiki Dwi Sartika, Dwi Fita Heriyawati, and Sonny Elfianto, 'The Use of Blooket: A Study of Student's Perception Enhancing English Vocabulary Mastery', *ENGLISH FRANCA: Academic Journal of English Language and Education*, 7.2 (2023), p. 357, doi:10.29240/ef.v7i2.7406.

¹² Ikah Barokah, Rizdki Elang Gumelar, and Tatu Munawaroh, 'The Effect of Blooket Game towards Students' Vocabulary Mastery at the Seventh-Grade Students of SMP-IT Mathla'ul Anwar Malingping in Academic Year 2023/2024', *Journal of Contemporary Issues in Primary Education*, 2.1 (2024), pp. 51–58, doi:10.61476/76s5tb80.

¹³ Jhems Richard Hasan and Alvons Habibie, 'The Most Appropriate Online Assessment Tools for Language Learning: An Analysis of Their Use and Challenge in EFL Instructions', *Linguists: Journal of Linguistics and Language Teaching*, 10.1 (2024), p. 56, doi:10.29300/ling.v10i1.3942.

¹⁴ Pham Thi Thanh Thuy and Ha Hong Nga, 'Online Test Designing to Teach Cultural Words', *US-China Education Review B*, 13.2 (2023), pp. 108–16, doi:10.17265/2161-6248/2023.02.004.

Blooket games can help in teaching English¹⁵. Compared to traditional learning methods, Blooket allows students to actively participate in learning. Through interactively designed games, students can repeat the material periodically without feeling pressured.

Blooket is a teaching tool created for reviews and trivia with the goal of increasing student participation in the classroom. Blooket gives teachers access to a huge selection of pre-made question sets¹⁶. Interesting review sessions also help students be better prepared for exams or other academic assignments.

Game-based digital learning materials are one kind of digital media that has attracted interest in many educational institutions. Blooket is one example of a game-based digital learning tool¹⁷. For example, in a language class, students can play a game in which they answer a vocabulary question, and the better they answer, the more points or rewards they get.

Blooket is a platform that blends education and games¹⁸. Students can participate in a variety of vocabulary tests and exercises

¹⁵ Rr. Isyamirahim, Yanti Rusmiati, and Ika Chairiyani, 'Improving Students Vocabulary Mastery Through English Fun Learning With Blooket Games At Smp Santo Antonius, Jakarta Timur', *JPGENUS: Jurnal Pendidikan Generasi Nusantara*, 2.2 (2024), pp. 226–36, doi:10.61787/6ppg4y91.

¹⁶ Hasan and Habibie.

¹⁷ Alen Isha Kinanti and Hesty Puspita Sari.

¹⁸ My Tran, M.A, 'Enhancement of Performance and Motivation', *Enhancement Of Performance and Motivation through Application of Blooket in an English Class*, 2022.

on Blooket that are intended to improve their comprehension of English terms¹⁹. This method has the benefit of making learning more engaging and fun, which may increase student motivation²⁰.

Blooket lets students enjoy themselves while finishing their assignments on time, as opposed to just giving them homework or revision assignments. While playing the games, students can still finish the duties they have been given.²¹

There are numerous game-based learning platforms, like Blooket, which calls for more research into how it may enhance online English instruction and learning²². Current learners can benefit from e-learning, which is described as formal online learning utilizing a variety of technologies, including game-based activities like Blooket. Blooket combines education with social gamification²³. Blooket is a clear

¹⁹ Faizal Hadi Nugroho and Sahrul Romadhon, 'Minat Peserta Didik MTsN 3 Banyuwangi Dalam Gim Blooket Pada Pembelajaran Bahasa Indonesia', *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, 10.2 (2022), pp. 153–62, doi:10.36052/andragogi.v10i2.299.

²⁰ Putri Mustika Susilo and others, 'Using Blooket To Improve Chinese Vocabulary Study for 11 Th Grade Students in High School', *ICCD (International Conference on Community Development)*, 4.1 (2022), pp. 501–6.

²¹ Khalip and Kee.

²² Alan May, 'Gamification, Game-Based Learning, and Student Engagement in Gamification, Game-Based Learning, and Student Engagement in Education', *Education*, 2021 <<https://openriver.winona.edu/leadershipeducationcapstones/55>>.

²³ Amer Ahmed, 'A Developmental Step in the Right Direction: The Case for Concept-Based Instruction in the Omani ESP Classroom', 11.December (2020), pp. 15–30.

example of how game-based learning can improve the effectiveness of online English teaching. However, more research is still needed to understand its impact in depth and develop the best strategies for integrating it into the formal education curriculum.

2. Magic School

Magic School is an AI-based platform specifically designed to help teachers create learning materials, including lesson plans, exam questions, assessment rubrics, and other classroom materials faster and more efficiently²⁴

Magic School AI is an artificial intelligence-based platform specifically designed to assist teachers in various educational tasks. With AI technology, teachers can easily create lesson plans (Learning Implementation Plans), worksheets, quizzes, and assessment rubrics automatically and in accordance with the curriculum. In addition, Magic School AI also helps with administrative tasks, such as writing emails, reports, and feedback for students, so teachers can save time and focus more on interacting with students. One of its outstanding features is its ability to adapt learning materials according to students' ability levels, allowing for more effective learning differentiation. The

²⁴ Magic School ai, <https://app.magicschool.ai/tools>

platform is also integrated with Google Classroom, making it easier for teachers to manage assignments and teaching materials digitally. With a wide range of features offered, Magic School AI is an innovative solution for teachers to increase efficiency in learning preparation²⁵.

B. Reading Comprehension

Given that culture is fifth in language proficiency after speaking, writing, listening, and reading, the textbook is crucial in helping students understand cultural meaning and connections. Cultural knowledge, cultural conduct, cultural values, and cultural skills are all essential components of EFL culture.²⁶

1. Definition of Reading Comprehension

Reading comprehension consists of two terms: reading and comprehension. Pang defines reading as process of understanding written texts, which involves making sense of words, sentences, and connected idea²⁷. Reading comprehension involves both sense and

²⁵ Mohammad Mohi Uddin and Richard Peter Bailey, 'Students' Perception of the Effects of Integrating EdTech in Teaching English Poetry in Higher Education in Bangladesh', *International Journal of Learning in Higher Education*, 31.2 (2024), pp. 33–55, doi:10.18848/2327-7955/CGP/v31i02/33-55.

²⁶ Lisa Sersanawawi and Sholihatul Hamidah Daulay, 'Indonesian Junior High School EFL Textbook: Intercultural Pragmatic Perspective', *Journal of English Language Teaching, Linguistics, and Literature Studies*, 3.1 (2023), p. 1, doi:10.30984/jeltis.v3i1.2315.

²⁷ Elizabeth S. Pang, Elizabeth B. Bernhardt, muaka Angaluki. Kamil, and Michael. L, *Teaching Reading, Sadang, Belegarde*, 2003, xviii, doi:10.1017/ s026719 0500003512.

thought. To help them grasp written content, readers will use vocabulary, grammar, past knowledge, and other strategies.

Later in primary school, when reading comprehension becomes the cornerstone of secondary education, its significance grows considerably.²⁸ During the reading process, the writer and the reader communicate. The author wants to express feelings, facts, ideas, and arguments as part of their message. The writer then transforms the message into words. Reading, then, is a means of understanding or interpreting something. Reading is more than just knowing the words and syntax.

Reading comprehension is important and required for the majority of learning activities. Students are first taught to read in school, and then they receive instruction on how to understand what they read.²⁹ The key to learning and growing in comprehension in practically every subject is proficient reading comprehension. In this research, the researcher focus on Narrative Text.

²⁸ Nur Hidayatillah and Yetti Zainil, 'The Readability of Students' Textbook Used in Semantic and Pragmatic Course in English Language Education Program of Unp', *Journal of English Language Teaching*, 9.1 (2020), p. 144, doi:10.24036/jelt.v9i1.107848.

²⁹ Khar-Diya A. Abbas, 'Factors Influencing Students Reading Comprehension Difficulties Amidst The Use Of Modular Distance Learning Approach In Mindanao State University Sulu – Senior High School', *Open Access Indonesia Journal of Social Sciences*, 4.6 (2021), pp. 581–602.

2. Narrative Text

The narrative text is the main focus of this study's text analysis. Narrative text are frequently utilized in language learning contexts, serving as a platform for the contextual development of language skills. These texts immerse readers in the plot, making them feel intimately connected to the characters and events.

Writing that narrates a series of events whether real or imagined in order to amuse, educate, or instill moral principles in readers is known as a narrative text. It typically consists of elements such as characters, setting, plot, conflict, and resolution. According to Anindyarini and Marlina, narrative texts can be classified into several types based on their content and purpose. These include folktales, fairy tales, fables, legends, and myths³⁰.

Prayogi underlined that narrative texts are important for language learning since they foster students' development of moral reasoning, cultural awareness, and language proficiency³¹.

Understanding the different types of narrative texts allows educators

³⁰ Anindyarini, A., & Marlina, L. (2020). Teaching narrative texts by using digital storytelling: An analysis of students' perception. *Journal of English Language Teaching*, 9(3), 443–456.

³¹ Mochamad Danuadjie Prayogi and Titi Prihatin, 'Improving Students ' Self-Directed Learning through Visual Novel Games Developed by Ren ' Py Application', 12.1 (2024), pp. 45–56.

to select appropriate materials tailored to students' interests and educational objectives, making the learning process more meaningful and engaging.

3. Sort of Narrative Text

There are numerous varieties of narrative texts, including the following:

a) Folktales

Folktales are customary narratives that have been orally transmitted within a specific community or culture from one generation to the next. These stories typically reflect the values, beliefs, and customs of the society in which they originate. According to Anindyarini and Marlina, folktales often teach moral lessons and present universal themes, such as kindness, bravery, and justice, while being adapted by different storytellers over time.

b) Fairy Tales

Fairy tales are fictional stories involving magical and fantastical characters such as fairies, witches, dragons, or talking animals. These stories usually feature imaginative settings and supernatural events. Fairy tales are primarily

intended to entertain but often include moral teachings as well. As noted by Prayogi, fairy tales captivate readers through their imaginative elements while subtly conveying ethical messages³².

c) Fables

Fables are short narrative texts where animals, plants, or inanimate objects act and speak like humans. The purpose of fables is to deliver clear moral lessons to readers. Fables are usually simple in plot and end with an explicit moral message. This type of narrative has been used widely in both oral and written traditions to teach ethical principles in an accessible way.

d) Legends

Legends are stories that narrate the extraordinary deeds of historical or semi-historical figures, often blending fact with fiction. Legends explain the origins of places, events, or customs and are rooted in the culture's collective memory. They serve to honor heroes and preserve the history of a community, even though elements of exaggeration are often present.

³² Prayogi and Prihatin.

e) Realistic Fiction

Realistic fiction is a genre of narrative text that depicts stories set in contemporary, real-world environments featuring believable characters, events, and situations. Although the stories are fictional, they are constructed to closely mirror everyday experiences, making them relatable and credible for readers. According to Alfassi and Polat, realistic fiction is characterized by its focus on realistic problems, social issues, personal growth, and relationships that reflect the lives of ordinary people³³. The characters in realistic fiction often face challenges and conflicts that resonate with readers, such as friendship, family, identity, and moral dilemmas.

Because it gives students the chance to interact with stories that foster empathy, critical thinking, and cultural awareness, this genre is important in both literature and language instruction. As noted by Prayogi, realistic fiction

³³ Alfassi, M., & Polat, O. (2021). The effect of realistic fiction on students' reading engagement and empathy development. *Journal of Language and Literacy Education*, 17(2), 45–62.

not only entertains but also provides readers with valuable life lessons and insights into different social and personal situations³⁴. The use of realistic fiction in educational settings has been shown to enhance students' reading comprehension, moral reasoning, and ability to connect literary themes with their own experiences.

4. Generic Structure of Narrative Text

In general, there are four processes for creating a narrative text, according to Nuraeni & Bhuana, including:

a) Orientation

It relates to the opening paragraph, which presents the characters, place, and scenario of the novel. It contains answers to the questions of Who, When, and Where.

b) Complication

It is a sequence of complications or the place where issues first surfaced and grew.

c) Resolution

When issues are resolved, it indicates that the characters have ultimately overcome the difficulty.

³⁴ Prayogi and Prihatin.

- d) Reorientation
- e) It is the story's conclusion. The conclusion could be cheerful or sad.

C. Grammar

English skills are extremely important due to many reasons like a good job, foreign studies, starting a new career, etc. Indonesian nationals have to acquire English skills as it is a worldwide language. English is an outside language of Indonesia. Therefore, it is extremely difficult to acquire some such as spelling, grammar, pronunciation, and vocabulary.³⁵

1. Definition of Grammar

The linguistic system is called grammar. Grammar is also referred to as a language's "rules." Linguists have sought to define the term grammar in a number of ways. The term grammar is defined variously by different specialists. According to Harmer, grammar is the study of how words in a language can change their forms and be joined to make sentences³⁶. Grammar is a system of rules that people use while writing or speaking. If you ask people

³⁵ Rr. Isyamirahim, Yanti Rusmiati, and Ika Chairiyani.

³⁶ Jeremy Harmer, 'How To Teach English' (Pearson Education Limited, 2001).

what the rules of English grammar are, they will likely give you one or two or say they don't know. This is because people don't always comprehend them consciously. The reason for this is that the norms we are referring to are ones that are rarely considered but that, for the most part, enable individuals to use their language in an easy and natural way³⁷. Grammar, according to another expert, is the body of rules in a language that dictate how words are put together to form sentences³⁸.

Grammar is a rule that is used when speaking or writing in English, according to the statement above. But occasionally, a number of people fail to communicate with each other using proper grammar. When they write or speak, they usually don't recognize that what they're saying or writing follows a pattern, and they continue to unconsciously use that pattern in their communication.

2. The Importance of Grammar

In reality, teachers have two goals while teaching a language: to guarantee accuracy and fluency in every language competence. The capacity to talk with ease is known as fluency, whereas the ability to

³⁷ Cook, S. J. & Suter, R. W. 1980. *The scope of grammar: A Study of Modern English*. Indiana: McGraw-Hill Press.

³⁸ Hornby, A. S. 1989. *Oxford Advanced Learners Dictionary of Current English*. Oxford: Oxford University Press

use proper grammar, including phrasal verbs, prepositions, and verb forms, is known as correctness. To communicate properly and logically with each phrase, the student must comprehend the grammar of the target language. According to Ur "Grammar does not only affect how units of language are combined in order to look right', it also affects their meaning"³⁹. In support of his assertion, Knapp and Megan say“ Grammar is a name for the resources available to users of a language system for producing texts”⁴⁰. That statement makes it clear that grammar is one of the most important components of English since it helps a sentence make sense in addition to sounding good. Grammar-savvy writers and speakers can shift from implicit and unconscious language use to conscious language control and appropriate text selection.

3. Types of Grammar

Different forms of grammar are viewed differently by some linguists. That is, many approaches to characterizing and evaluating language's functions and structures. According to Yule⁴¹, there are

³⁹ Ur, Penny. 1991. *A Course in Language Teaching; practice and Theory*. Cambridge: Cambridge University Press

⁴⁰ Knapp, Petter and Megan. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: New South Wales Press, Ltd

⁴¹ George Yule, 1985. *The study of Language*, (Cambridge: Cambridge University Press), p. 69.

three kind of grammar Mental Grammar, Traditional Grammar, and Linguistic Etiquette. This researcher, focus on Linguistic Etiquette:

a) Linguistic Etiquette

Finding the appropriate or ideal language structures to employ is known as linguistic etiquette. Linguistic etiquette refers to the set of culturally accepted language norms and conventions that guide how individuals appropriately use language in social interactions. It involves the use of polite expressions, appropriate forms of address, conversational strategies, and language choices that reflect social awareness and respect within a given cultural or communicative context. As noted by Thomas and Vangehuchten (2020), linguistic etiquette plays a vital role in maintaining social harmony and ensuring effective, context-sensitive communication. It shapes how speakers manage greetings, requests, apologies, compliments, disagreements, and other speech acts in socially acceptable ways. Hakimi explains that linguistic etiquette is not merely about politeness but also about choosing appropriate language forms based on situational factors such as status, relationship, cultural background, and setting. Violating

linguistic etiquette can lead to misunderstandings, offense, or communicative breakdowns. In the context of language teaching, understanding linguistic etiquette is crucial, as it equips learners with the pragmatic skills necessary for appropriate language use in diverse social situations, beyond grammatical accuracy alone.

4. Definition of Tenses

This research focus on tenses, and tenses is part of linguistic etiquette. The point of the action is covered by the tense of the verb. In English, there are three basic tenses. These include the past, present, and future. According to Hornby, a verb tense can be any form of the verb that can be used to indicate the time of the action or state the verb is conveying. According to Hornby, tense is a verb form that denotes time. According to Frank, tense refers to the characteristic verb endings or auxiliary verbs that signal the time of an action⁴².

However, Cook and Suter point out that the present tense denotes something that is happening right now, whereas the past tense implies something that happened at some point in the past. As

⁴² Frank, Marcella. 1972. *Modern English: A Practical Reference Guide*. New Jersey: Prentice- Hall, Inc

previously defined and explained, tense is a particular verb form that denotes the time of action or the nation.

5. Types of Tenses

The past simple, past continuous, past perfect, and past perfect continuous tenses are all used by the researcher in this study⁴³:

1. The Past Simple Tense

Actions that took place and were finished at a particular time in the past are described in the past simple tense. It is among the most widely used tenses for discussing historical events.

One of the essential verb tenses in English is the past simple tense, which is employed to express past events, activities, or circumstances. It typically refers to activities that occurred at a definite time, either explicitly stated or understood from the context. As noted by Azar⁴⁴, In affirmative statements, the second form of the verb (V2) is used to construct the past simple tense; in negative and interrogative sentences, the auxiliary verb *did* is used, followed by the base form of the

⁴³ Collins, *Collins Easy Learning Grammar and Punctuation*, 2009.

⁴⁴ Betty Azar, *Understanding and Using English Grammar 3th Edition*, 2002.

main verb (V1). While irregular verbs have distinct forms that need to be learned separately, ordinary verbs form their past tense by adding the suffix -ed. Furthermore, the use of signal words such as *yesterday*, *last night*, *two days ago*, *in 2020*, and *when I was a child* commonly accompanies the past simple tense to indicate when the event took place. Mastery of the past simple tense is crucial for learners, particularly in narrating past experiences, recounting stories, and reporting past facts or situations accurately in both spoken and written English.

2. The Past Continuous Tense

The past continuous tense, sometimes referred to as the past continuous tense, is employed to describe situations or events that occurred at a particular point in the past. It highlights the fact that the action was still going on at the moment.

An essential English grammatical structure for describing activities or events that were happening at a certain point in the past is the past continuous tense. It is frequently used to denote concurrent actions, background activities, or actions that were halted by another event. Murphy states that the

past continuous tense is created by combining the present participle (verb + -ing) with the past form of the auxiliary verb to be (was/were)⁴⁵. This structure is applied in affirmative, negative, and interrogative sentences to show actions underway at a particular point in time. In addition, Thomson and Martinet explain that time expressions such as *while*, *when*, *as*, and *at that moment* frequently accompany the past continuous tense to clarify the timing and duration of the actions. The tense is particularly important in storytelling, narrating experiences, and explaining circumstances that surround a main event in the past. Mastery of this tense allows learners to connect past events more effectively and convey sequences and overlaps of past activities in a narrative.

3. The Past Perfect Tense

When describing an action that was finished prior to another action or event in the past, the past perfect tense is employed. It displays the order of previous actions.

An activity that was finished before another prior action or a certain moment in the past is expressed using the past

⁴⁵ Lee Gunderson, Reginald Arthur D'Silva, and Dennis Murphy Odo, 'ESL (ELL) Literacy Instruction', *ESL (ELL) Literacy Instruction*, 2019, doi:10.4324/9780429458583.

perfect tense, which is an essential English grammatical structure. Clarifying the chronology of events and making logical connections between two prior actions depend heavily on this tense. Listia and Febriyanti found that many EFL learners face difficulties in accurately using the past perfect tense, as the concept of "perfect" aspect is relatively rare in their native language structures, making its contextual application challenging⁴⁶. In addition, Hidarto demonstrated through experimental research that applying situational-based teaching methods significantly improved students' understanding of the past perfect tense⁴⁷. To show the chronological order of events, the tense is usually created by using had followed by the verb's past participle. Time phrases like before, after, by the time, and already are frequently used as well. Mastering the use of the past perfect tense is vital in both spoken and written communication, particularly in storytelling, academic writing, and reporting, as it enables learners to construct clear, logical, and coherent narratives about past experiences.

⁴⁶ Rina Listia and Emma Rosana Febriyanti, 'EFL Learners' Problems in Using Tenses: An Insight for Grammar Teaching', *IJET (Indonesian Journal of English Teaching)*, 9.1 (2020), pp. 86–95, doi:10.15642/ijet2.2020.9.1.86-95.

⁴⁷ Anderson Hidarto, 'Teaching Efl Learners the Past Perfect and Past Simple Through Cognitive Grammar: Experimental Evidence', *LLT Journal: A Journal on Language and Language Teaching*, 21.2 (2018), pp. 219–27, doi:10.24071/llt.v21i2.1418.

4. The Past Perfect Continuous Tense

The past perfect continuous tense emphasizes how long an action lasted prior to another action or period of time in the past. It highlights how continuous the motion is.

The past perfect continuous tense emphasizes the continuity and length of activities or circumstances that have been going on for a while before another action or particular point in the past. According to Listia and Febriyanti, a significant challenge for EFL learners 61% of them lies in correctly applying this tense, due to the combination of perfect and continuous aspects that do not neatly align with their native language patterns⁴⁸. Purba, Pasaribu, and colleagues further found that among various tense-related errors, misuse of the past perfect continuous was notably frequent, reflecting unfamiliarity with its form and function⁴⁹. Pasaribu also noted that EFL students struggle to align tense forms with the temporal context in recount writing, including the correct use of “had been + verb-ing” before a past event. In narrative contexts,

⁴⁸ Listia and Febriyanti.

⁴⁹ Anita Purba and others, ‘Errors in Using English Verbs by EFL Students: Tenses and Aspects Analyses’, *Scope : Journal of English Language Teaching*, 7.2 (2023), p. 137, doi:10.30998/scope.v7i2.16437.

this tense is typically accompanied by time markers such as *r*, *since*, *before*, and *until* to signal ongoing activity prior to a point in the past. Mastery of the past perfect continuous allows learners to express prolonged actions that influenced later past events, thus enhancing precision, coherence, and depth in academic writing and storytelling.