

Gamification's Effectiveness in Online English Teaching in the Pandemic Era

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Abstract

The current study aimed to describe students' perceptions of their English mastery, and the media used by the researcher is a gamification platform (Quizizz). The study used a qualitative approach with a descriptive approach, and the instrument was a questionnaire. The participants were given a total of ten questions. There are 30 people who have already completed the questionnaire. According to the results of a questionnaire administered to 30 students, they have a favorable opinion of Gamification platforms for improving their English proficiency. Based on the overall data presented in the previous sections, it was clear that the English mastery material that was equipped with a Gamification platform as a media to improve English mastery received a positive perception and positive comments.

Keywords: *English mastery, Student, Gamification*

Introduction

The development of information and communication technology in the Industrial 4.0 era has had a major influence on the teaching and learning process. Ease of access to technology has been used by teachers to facilitate the learning process. Access to technology can also improve the quality of education. Since the discovery of internet technology, almost anything has been possible in the world of education. Currently students can learn not only anywhere but at the same time at any time with the existing electronic learning system facilities. E-learning is now increasingly recognized as a way to solve education and training problems, both in developed countries and developing countries, especially Indonesia. In principle, e-learning is learning that uses electronic services as a tool.

As stated by Keengwe & Georgina in their research, it has been stated that technological developments provide changes to the implementation of teaching and learning (Keengwe & Georgina, 2012). Information technology can be accepted as a medium in carrying out the educational process, including helping the teaching and learning process, which also involves finding references and sources of information (Wekke & Hamid, 2013).

Delivery of material online can be interactive so that learning participants are able to interact with computers as a learning medium. One example is that the teacher can provide students with material and assignments in the form of questions with the online gamification method through the Quizizz or Kahoot! Platforms, by using the gamification method in online learning students can do assignments interactively because in online platforms such as quizizz and kahoot! Students can answer existing questions with direct feedback from the application in the form of live socre or other student scores directly which makes students compete to get good grades.

The use of instructional media in the teaching and learning process is an effort to increase the effectiveness and quality of the learning process which can improve the quality of student learning outcomes. The use of instructional media in the teaching and learning process has several benefits including: (1) Teaching will attract more students' attention so that it can foster learning motivation towards students, (2) Teaching methods will be more varied, (3) Students will make more interactions in learning activities because not only listening to the teacher's explanation but also other activities such as observing, demonstrating and so on.

that gamification in general can be interpreted as the use of game design elements in a non-game context. Gamification refers to the application of game mechanics and dynamics that are used to increase user motivation, enthusiasm and engagement (Botra et al., 2014). The concept of gamification applies from lessons on using game domains to change user behavior in non-game situations (Robson et al., 2015). The user in question is a group of consumers of a product, employees of an organization, students in a learning environment and other gamification users, depending on the domain of gamification usage.

There are several concepts that are similar to gamification, such as the concept of "serious game", which emphasizes the incorporation of non-entertainment elements into the game environment (Schönen, 2014). A certain task is integrated into the game so that the task can be completed (Oja & Riekk, 2011). Furthermore, "play" is a free activity without obstacles, while "game" is limited in the form of actions that have rules and context (Stenros, 2017).

The concept of simple gamification application actually already exists in everyday life, for example the accumulation program of purchasing a minimum of 10 travel tickets for Jatianangor-Bandung gets a free ticket 1, shopping for cooking oil at a supermarket with a certain number of prizes, as well as the rules for purchasing 2 clothes, 1 free. clothes at prices follow the prices of clothes that are cheap on the condition that the brand must be the same. Such rules can motivate and increase customer loyalty.

Basically, the principles of gamification are based on the ability to help create and maintain long-term relationships. This is achieved by integrating visually and engaging a game layer (for applications) that is designed to attract people, even people with no gaming experience.

Method

The study applied qualitative research with a descriptive approach. Analysis Qualitative study was employed in the study since the study focused on the depth of analysis rather than the quantity of the data. Students' view about effective language learning appears to consciously or automatically direct their action, which supports their education and, most importantly, influences their positive response or resistance and dissatisfaction to teaching activities (Izzah et al., 2020). Based on these issues, this research focused on analyzing students' perception of Gamification as an instructional media in teaching English to improve their English mastery. This study was conducted by the researchers' interest in analyzing students' perception of gamification method used by English teachers as instructional media for improving language mastery. The instrument used in this research was a questionnaire based on the theories of components of perception and advantages of instructional media. The questionnaire was used to determine students' perceptions of gamification method as instructional media in improving their skills. The sample is a random sampling; the researcher uses people in eleventh-grade senior high school who know well what the Kahoot! is and is interested in English

Data were collected from 21 March 2021 until 28 March 2021. The questionnaire was administered to students by using Google Form. A total of 10 questionnaires were distributed to the participants. The participants who already filled the questionnaire is 30 participants.

Results

Tabel 1 The Results of the questionnaire given to students regarding language mastery using gamification method.

Tabel 1. The Results of the questionnaire

No	Question	Yes	No
1	Is the gamification learning method effective enough?	21	9
2	Is the gamification learning method fun?	26	4
3	Is this learning method easy to understand?	24	6
4	Is this method easy to access?	30	0
5	Does this method consume a lot of quota when implemented?	2	28
6	Is it easy to communicate with teachers or friends using this method?	18	12
7	Does this learning method increase your enthusiasm for learning?	23	7
8	Does this learning method take up a lot of your free time?	3	27
9	Would you like to continue using this method?	26	4
10	Would you like to try to recommend this method in other subjects?	26	4

The questionnaire was given to the 30 participants, and here are the results of all questions shows: (1) Question number one shows that the results of 21 participants who thinks this method is effective. (2) In number two, the results show 26 participants feels that learning with this method is fun to do. (3) The result of question number three shows that there are 24 participants agreed that this method is easy to understand to improve their language mastery. (4) In number four, the results show that 30 participants agreed that this method is easy to access. (5) In number five, only 2 participants think that this method using a lot of quota and 28 participants say no. (6) The results of question number six show that 12 participants agreed that it's rather hard to communicate with their friend and teacher with this method. (7) The result of number seven shows that 23 participants feel more motivated and feel enthusiastic. (8) In number eight, 27 participants agreed that this method doesn't take up a lot of their free time. (9) In number nine shows that 26 want to continue using this method in learning English. (10) The last question shows that 26 participants answered they want to try this method to learn other subject.

Discussion

Based on the formulated research question: does the gamification method affect the final results of students' language mastery?

The researcher collected the primary data and doing the observation during conducting the meetings, the researcher found out that the fact that when students learn English online, they may feel anxious, or it may be difficult for them to stay focus in the class. especially nowadays, where learning is done online that make them even more confuse and make the class even more boring than ever before, learning conditions like this make it difficult for them to develop and improve their mastery of the English language. They are sometimes confused about their pronunciation as a result of their opinions and teacher explanations. Some of them are even

unsure of their own vocabulary. Due to their limited vocabulary, some students have difficulty speaking. It is critical to consolidate the development of students' skills for a variety of reasons, including improving students' self-confidence and "relaxation." It is not necessary to pay attention to their grammar and vocabulary knowledge in this case. On the contrary, we should allow them to speak freely, even if they make mistakes. The key is to consider self-confidence as a major factor in the learning process' success. with this gamification method students can learn and do their assignments in a more fun and efficient way, because this method is online based, learning can be done wherever and whenever students are

Benefits of Gamification In eLearning

Gamification in eLearning can assist eLearning professionals in creating fully engaging experiences for their students. Gamification keeps their attention and motivates them because they are striving to achieve a goal. While you may have a number of learning goals and objectives in mind for your eLearning course, none of them will be met if the students aren't enthusiastic about what they're learning. In eLearning, gamification makes learning not only informative, but also fun and exciting.

Gamification in eLearning allows students to see the subject's real-world applications and benefits. They can see firsthand how their choices in the game affect the consequences or rewards they receive. Gamification in eLearning can help make the overall eLearning experience much more effective, regardless of whether you are designing eLearning deliverables for adult or young learners students. Learners are more likely to actually acquire information if they are having fun and getting excited about learning. Even if the subject matter is dull or difficult, it can be absorbed more easily because learners are actively participating and enjoying the process.

Conclusion

Technological advances have a major impact on the development of education, educators use it to simplify the teaching and learning process and improve the quality of education. The following are students' views on the effectiveness of online-based learning:

1. The majority of students felt that online learning was deemed ineffective, because in practice the teacher was more dominant in giving assignments rather than explaining the material.
2. Students feel there are advantages and disadvantages in implementing online, such as:
Advantages:
 - Students feel more relaxed while accuiring a new information and knowledge
 - Students feel they have more time at home with their families
 - Students feel they have more time to rest and relax
 - Students feel more relaxed and less tenseDeficiency:
 - Students feel wasteful because the quota runs out quickly
 - Students find it more difficult to understand the material presented by the teacher
 - Students find it difficult to communicate with teachers and friends
 - Students feel that social activities with their friends are hampered
3. The majority of students find online learning through gamification method more enjoyable, because they feel more relaxed and efficient.

Students hope that online application in learning activities can be improved, such as student recommendations, namely the explanation of learning materials through videos and the use of other technological advances.

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