Gamified Learning Implementation to Improve Grammar Skill

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Abstract

This study aims to investigate the effectiveness of gamified learning in improving students' grammar skills in the 58th English Master Plus class of Kampung Inggris Language Center Pare. This study used classroom action research, where the researcher acted as the teacher and implemented gamified learning for two cycles. The research participants consisted of 15 students. Data was collected through pre-test, assessment test, and observation. The results showed that gamified learning was effective in improving students' grammar skills; in the pre-cycle the researcher got the average score of the students was 58. In the first cycle, the researcher got data on the average score of students increased from 58 to 72.6 so there was an increase of 25%, and in the next cycle the researcher got data on the increase in the average score of students from 72.6 to 80 so there was an increase of 10% from the previous cycle. Therefore, it can be said that the implementation of gamified learning in learning grammar is very effective in addition to increasing students' grades and enthusiasm for learning grammar. It can make students more confident and increase their sense of participation in grammar learning.

Keywords: English Skill, Grammar, Gamified Learning

INTRODUCTION

In English language context, grammar is important to improve our communication abilities because it is capable of structuring our language and clarify what the context of what we are saying to recipient. In other words, it is the rules of a language. It is a system of meaningful structures and patterns regulated by specific pragmatic constraints (Larsen, 2001). Therefore, learning grammar is a fundamental aspect of learning language for effective communication in English (Shokirovna, 2023), including language proficiency in a foreign language.

According to Pebrianti (2023), grammar is crucial for mastering English, yet many students find it challenging due to its complexity. Grammar seems very difficult and boring

for learners therefore a good approach is needed to support the learning of grammar. One of the good approaches to be applied in learning grammar is Gamified Learning. "Gamified Learning, gamification involves leveraging game attributes outside of the game context to influence learning behaviors or attitudes," (Landers, 2014).

Based on Koivisto & Hamari (2019), "nowadays, our reality and lives are becoming more like a game. This is not just because games are a big part of our lives, but also because activities, systems, and services are increasingly gamified. Gamification means designing information systems to provide experiences and motivation like games, and as a result, it tries to influence user behavior". Syafiqah & Md Yunus (2019), stated that one of the most common and preferred teaching strategies is the use of language games to aid the teaching of various skills. The use of interesting and appropriate materials and various approaches when conducting language games during lessons helps to meet learners' needs and interest in the subject matter, especially in learning grammar in context. Many studies have used various language games to demonstrate their effect on learners' knowledge, competence and motivation in learning languages, focusing on targeted language areas and different skills such as grammar.

Therefore, implementing Gamified Learning also helps increase students' interest in learning grammar. Gamified Learning has become an increasingly popular approach in modern education. According to Zaric, Roepke, and Schroeder (2021), the design of gamification enhances academic participation, influences learners' engagement in gamified environments, and that students' learning tendencies moderate their level of engagement." This approach integrates game elements into the learning process to enhance engagement, motivation, and effectiveness in learning. When applied to grammar learning, this approach brings significant benefits to improving someone's grammar skills in a fun and interactive way. "Gamification has proven to be effective in integrating students into the educational process by improving their integration with the material and increasing their abilities," (Al-Dosakee & Ozdamli, 2021).

In the context of grammar learning, gamified learning creates an engaging and dynamic learning environment. By game elements such as challenges, points, levels, and rewards, learners become more motivated to engage in grammar-learning activities. This helps to overcome boredom and monotony often encountered in conventional learning and encourages learners to continuously improve their skills with high enthusiasm.

One of the main advantages of gamified learning is that it makes learning more

interactive and enjoyable. Nikmah (2020), stated "the advantage of gamification is that it encourages students to be more active in completing their tasks and the gamified learning makes the classroom livelier so that it can be concluded that gamification is how to make learning activities more fun and comfortable, so gamification is suitable to be applied in an educational environment." Through games, learners can engage in challenging exercises without feeling burdened by the rigidity of grammar rules. They can experiment with language and receive immediate feedback on the correctness or incorrectness of grammar usage.

Moreover, this approach also allows learners to learn from their mistakes more effectively. In games, mistakes are not only seen as failures but as opportunities to learn and improve grammar understanding. By receiving instant feedback and being given the chance to try again, learners can quickly correct their mistakes and reinforce their understanding of grammar rules. Thus, the use of Gamified Learning in grammar learning not only increases learners' motivation and engagement but also accelerates the learning process and enhances information retention. It is an exciting and effective approach to help individuals from various backgrounds and proficiency levels develop their grammar skills in a fun and satisfying way. There is a course in Kampung Inggris that implements this approach. The course is famous for its gamified learning approach in its teaching. That's why the researcher conducts the research in this course.

Kampung Inggris Language Centre, for example, established in 2015 in Pare, Kediri, is a leading English course institution with over 47,000 graduates from Indonesia and abroad. The center offers both offline and online learning systems, guided by the slogan "Drive Your Success." It helps students master English through a simple, fun, and effective approach, combining applied learning methods with an English-speaking environment to encourage daily communication in English. The supportive atmosphere further enhances learning and practice, even with local residents.

From In previous research, the use of gamified learning to improve students' grammar skills find that the positive findings of this study provide academics and instructors with a first look at how to effectively use this approach in language training. By involving students in the process of learning grammar skills by gamified learning, their learning experiences become more appealing and motivating, allowing them to openly share their thoughts and experiences. The present research examined the effectiveness of gamified learning on foreign language learners' English grammar skills. This research focuses on describing the students' grammar skills in learning English by gamified learning.

METHOD

This study used a research method called Classroom Action Research (CAR) with two cycles to investigate how gamified learning approaches can help improve the grammar skills in the 58th English Master Plus at Kampung Inggris Language Center Pare. CAR is a way of doing research that involves working closely with teachers and students to find out what works best in the classroom. In this study, the research process had four steps: planning, trying out the new approaches, observing what happened, and reflecting on the results. By doing this research, the goal was to see if using gamified learning can make a difference in how well students learn grammar in English.

The participants in this study were 15 students of the 58th English Master Plus at Kampung Inggris Language Center Pare, Indonesia. The students in this study were selected because the researcher was a teacher in their classroom. In the gamified learning approach using a competition game like "guessing part of speech," the process involves the following, such as from preparation, explanation the rules, collaboration, play and learn, and reflection.

The outline the stage: (1) The teacher prepares flashcards with different types of speech where each 1 card has 1 point, and the teacher divides the students into 2 groups by asking to be in 2 rows; (2) The teacher explains the rules of the game to the students in which each student in the group has an opponent next to him/her and the teacher in front of the group line asks each student in the front row to answer quickly what vocabulary words the teacher shows in the flashcards that are presented to the students and each student who can answer correctly and quickly will get 1 point. After that they move to the back row and the game continues with the next order of students. The group that gets the most points will be the winner and the losing group will get a punishment, namely mentioning English vocabulary according to instructions from the teacher; (3) Students are given the opportunity to work collaboratively in groups by arranging their groups from first to last and collecting points together. (4) Students take turns answering the vocabulary words given by the teacher in the front row of the group; and finally (5) After the game is over, the teacher and students have a reflection session. They discuss their learning experience, what they have learned, what difficulties they faced, and how the game helped their understanding. The teacher provides additional feedback and explanation.

In this method, the teacher acts as a facilitator who guides the learning process and provides guidance. Meanwhile, students actively participate in playing games, collaborate with their group members, engage in discussions, solve problems, and reflect on what they

have learned. This approach creates an interactive and fun learning experience, increasing active participation and better understanding.

RESULT AND DISCUSSION

In each cycle, the researcher performed several tasks starting from the initial to the final stage. The following is a summary of the tasks performed by researchers in each cycle:

1. Planning Stage

a. Determining the research objectives and research questions to be answered.

b. Designing lesson plans and teaching approaches involving gamified learning.

c. Prepare relevant data collection instruments, such as assessment tests.

2. Action Stage

a. Implement the lesson plan using gamified learning in the classroom.

b. Monitor and observe students during the learning process, including their interaction in the group, level of participation, and response to the approach used.

c. Recording observation data, noting aspects relevant to the research, such as student engagement, activity level, and comprehension.

3. Observation Stage

a. Collect data through observation of the learning process involving gamified learning.

b. Systematically record relevant information, including student engagement, response to learning, and observable learning outcomes.

4. Reflection Stage

a. Analyze the data collected from the observation stage and evaluate student learning outcomes.

b. Reflecting on the effectiveness of the approach used in achieving the learning objectives that have been set.

c. Identifying the strengths and weaknesses of the approach and considering the improvements or adjustments that need to be made.

After the reflection stage, the researcher repeated the next cycle, making necessary changes or adjustments based on the findings and reflections from the previous cycle. This process is carried out iteratively to improve the approach and student learning outcomes. According to references the researcher has implemented gamified learning strategies such as group work and a competition game that can be applied in the classroom. Students can work together to do a competition, complete tasks, and share their knowledge and perspectives. For

gamified learning, educational games and simulations can be utilized to engage students in interactive and experiential learning experiences. These games can provide opportunities for students to apply their knowledge, solve challenges, and receive immediate feedback.

The implementation of gamified learning should consider the specific context, subject matter, and learning objectives. Teachers can adapt and modify the strategies based on their student's needs and preferences while considering the research and insights from the referenced articles. Here are the learning outcomes of the students at Kampung Inggris Language Center Pare throughout two cycles of gamified learning. This study aimed to investigate the impact of these methods on the grammar skills of the 58th English Master Plus Program.

1. First Cycle

a. Average improvement in students' grammar skills

Student	Pre-test score	The assessment test 1st cycle score
1	50	65
2	55	70
3	55	70
4	50	70
5	60	75
6	55	70
7	65	75
8	55	65
9	50	70
10	55	75
11	60	65
12	70	85
13	65	80
14	65	75
15	60	80
The Average	**58**	**72,6**

Table 1. Pre-test and the assessment test in first cycle score

The average score of the student pre-test is 58, and the average score of the assessment test in the 1st cycle is 72.6, so these results have a difference of 14.6. From the initial average score of 58 with a difference of 14.6, this shows that the percentage of the difference in average score is 25%.

In this study, the researcher assessed students' grammar skills in the first lesson in the 58th English Master Plus class at Kampung Inggris Language Center Pare before and after applying gamified learning. The assessment included various aspects such as assessment tests and the use of grammar in their speaking. The improvement in grammar skills can be

attributed to the interactive and engaging nature of gamified learning. By actively participating in the group, completing tasks during the game, and reflecting on their learning experience, students were able to improve their grammar skills.

The average increase of 25% shows that students have made significant progress in their grammar skills. They have shown improvement in their assessment scores and use of grammar in their speaking. It is important to note that while the average improvement is significant, individual students may show varying levels of progress. Some students may experience greater improvement, while others may show more moderate improvement. Nevertheless, the overall average improvement of 25% reflects the positive impact of gamified learning on students' grammar skills. The findings suggest that integrating gamified learning can be an effective strategy to improve students' grammar skills and promote active engagement in the learning process.

b. *Increased active participation and engagement during gamified learning activities.*

Before implementing gamified learning, students' level of participation and engagement in grammar learning activities may be relatively low. They may show limited enthusiasm and passive engagement in class discussions, group work, and other learning tasks. However, after introducing gamified learning, there is a noticeable change in students' level of active participation and engagement. They became more engaged, motivated, and invested in the learning process. During gamified learning activities, such as playing the "guess the kind of parts of speech" game, students get very excited. The game format adds an element of excitement and competition, which motivates them to actively participate and strive to succeed. They enthusiastically took turns and made strategic decisions to move forward while answering questions or completing tasks related to grammar content in English. This active participation and increased engagement can be observed through various indicators. Students may show more initiative in initiating discussions, listen actively, express their ideas confidently, and actively contribute to group activities. They may show higher levels of attention, focus and energy during gamified learning sessions. In addition, their increased engagement may be reflected in increased attendance rates, decreased incidents of off-task behavior, and increased interest in learning grammar skills.

Overall, the introduction of gamified learning created a dynamic and interactive learning environment that encouraged students to actively participate, engage with the content and take responsibility for their learning. This shift towards increased active participation

and engagement played an important role in improving their grammar skills and fostering a positive learning experience.

2. Second Cycle

a. Strengthening and improving the consistency of student learning outcomes

The assessment test 2nd cycle	
Student	**Score**
1	70
2	75
3	75
4	80
5	85
6	80
7	90
8	70
9	70
10	90
11	70
12	90
13	85
14	85
15	85
The Average	**80**

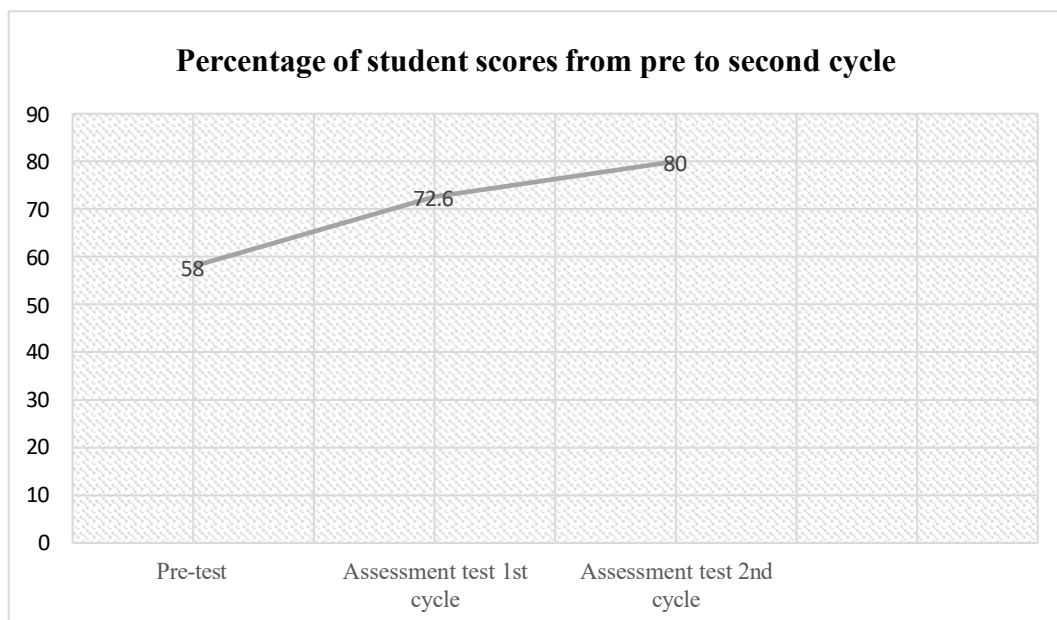Tabel 2. The assessment test in second cycle

Figure 1. Students score from pre-test to the assessment test in second cycle graph

From the data above, it shows that the strengthening and increasing consistency of student learning outcomes have increased by 10%. The increase is obtained from the average

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assessment score in 1st cycle, which shows 72.6, and the average assessment score in second cycle has increased to 80, therefore these results have a difference of 7.4, and the difference in these scores in second cycle of this study has an increase of 10%.

In the second cycle of the study, the researcher aimed to strengthen and maintain the student learning outcomes that had been found in the first cycle. Through the re-application of gamified learning, the researcher wanted to see if students' learning outcomes could be consistently improved and maintained.

The results showed that in the second cycle, students had achieved a higher and consistent level of learning in their grammar skills. An average increase of 10% was achieved in students' grammar skills, showing a sustained improvement from the first cycle. This indicates that the continuous application of gamified learning can result in the improvement and maintenance of students' learning outcomes.

This strengthening and improvement in consistency could be due to several factors. Firstly, students have become familiar with the learning methods used in the first cycle, so they can be more engaged and adapt quickly in a similar learning environment in the second cycle. Secondly, the researcher was able to modify and improve the learning strategies based on the feedback from the first cycle, which helped improve the effectiveness and efficiency of the learning methods. Finally, with further experience in gamified learning, students may have developed better study skills and habits, which contribute to the improvement and maintenance of their learning outcomes.

b. Changes in students' attitude and motivation towards learning grammar

Gamified learning also has an impact on students' attitude and motivation towards grammar learning. Before applying this method, students may have negative attitudes or lack of enthusiasm towards grammar learning due to boring or less interactive experiences in the past. However, with the introduction of an interesting and fun learning method, students' attitude and motivation can change positively.

Students may show a more positive attitude, increased enthusiasm and greater interest in learning grammar. They may be more open to learning materials, take risks in speaking and interacting in English, and feel confident in their ability to master the language. In addition, they may develop a broader interest in the culture of English, enriching their learning experience with a deeper understanding of the social and cultural context behind the language. Changes in students' attitudes and motivation towards learning grammar can create a positive

and supportive learning environment. Enthusiastic and motivated students tend to engage more deeply, learn more effectively and achieve better learning outcomes.

CONCLUSION

Proficiency in grammar skills is increasingly important for students to succeed in their academic English skills and future careers. Understanding grammar in English is essential for various aspects of learning, including class participation, presenting ideas, and engaging in academic discussions. Practicing gamified learning in this activity can make students more enthusiastic and more interested in mastering grammar skills. The learning atmosphere in the classroom becomes more fun and makes students more confident in learning grammar. In addition, gamified learning has the potential to engage learners, provide practice opportunities, and make the learning process more interactive and effective.

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