

## The Implementing of Gamification in EFL Classroom at MA Baytul Mukarramah Bone (Critical Analysis On Student Academic Achievement)

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### ABSTRACT

This research examines the impact of implementing gamification in learning English as a Foreign Language (EFL) at MA Baytul Mukarramah Bone. This research aims to answer the main research question regarding the effect of using wordwall gamification on student learning achievement. This research uses a qualitative approach with data collection methods through observation and interviews. Data analysis was carried out qualitatively with stages of data collection, data reduction, data presentation, and verification and conclusions. Data was obtained through observations of English teachers and interviews with students X MA Baytul Mukarramah Bone students. The research results showed that the application of wordwall.net gamification to class X MA Baytul Mukarramah Bone students was proven to be able to improve their learning achievement. This is evidenced by an increase in average exam scores and active participation of students in learning. This finding is also strengthened by the positive responses of students who show high interest in using wordwall gamification in English learning. This research provides evidence that wordwall gamification can be an effective learning strategy to improve EFL students' learning achievement at MA Baytul Mukarramah Bone. It is hoped that these findings can contribute to the development of English learning practices that are more interesting and meaningful for students..

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### INTRODUCTION

Nowdays the students are surrounded by technology, where the access of information is only a fingertip away (Egbert, 2009). From a pedagogical point of view, the integration of internet is useful, meaningful and necessary for a successful school. In modern era, it goes without saying that modern EFL classroom will reflect what is seen in society. It can add significant value to the learning process, and increase interest in motivation.

In recent years, gamification has emerged as an innovative pedagogical approach that incorporates elements of game design into non-game contexts such as classrooms (Deterding et al., 2022). The existing body of literature provides evidence regarding the potential benefits of gamification in terms of increased student engagement and motivation (Barata et al., 2023; Dichev & Dicheva, 2023), enhanced academic achievement (Bicen & Kocakoyun, 2021; Ortiz et al., 2020), and improved social interactions (Kingsley & Grabner-Hagen, 2023; Rodriguez & Colognesi, 2022)

Several studies have investigated the implementation of gamification in English as a Foreign Language (EFL) classrooms specifically. A mixed methods study by Dale (2021) in a tertiary EFL classroom in Thailand demonstrated statistically significant increases in student participation, motivation, peer collaboration, and exam scores after a badging system was introduced. Similarly, qualitative findings by

Rahimi and Yadollahi (2022) highlighted improved vocabulary gains, student autonomy, and classroom vitality through the use of Kahoot and Quizizz gamified platforms within an Iranian EFL context.

While existing studies provide promising evidence, most have focused only on one or two outcome factors without providing a more comprehensive evaluation across key aspects affected by gamification. As Daum and Busch (2023), argue that the further critical analysis is needed to elucidate the precise mechanisms and specific design factors which contribute to successful gamification implementations. Moreover, much of the research has centered on tertiary EFL students within Asian contexts, with limited investigation in Indonesian schools and colleges specifically.

Learning English is not an easy task. The language teaching method has also changed significantly, and everyone is instructed to teach the student. Traditional teaching methods were supported by such spirits as radio, television, and ultimately information technology. Technical work was considered important in the study of English, and the importance of technical knowledge of the English language was accepted in many parts of the world, which has facilitated and augmented English learning to a great extent.

Implementation of Gamification in EFL classroom is one of the trends of active learning strategies (Ricardus Eko Indrajit, 2020), the aim of the current work is to study and present the nature and benefits of gamification and to provide some ideas how to implement it in EFL classroom. It is because today's learners are digital natives and have a new profile. They grew up with digital technologies and have different learning styles, new attitude to the learning process and higher requirements for teaching and learning. Teachers are facing new challenges and have to solve important issues related to the adaptation of the learning process towards students' needs, preferences and requirements.

The idea of using gamification in the teaching process has been spread in schools nowadays. Many teachers have not utilized games as their teaching and learning methodology. Learning from a book or material is not only the main point of school. Teachers only focus on the material that should be thought to the student. In order to have an effective EFL classroom. One of the ways to make it effective is the teacher should be creative to choose games that may gain the students more enthusiastic. Moreover, games make students more interactive and communicative.

This research tries to analyse student academic achievement by implementing a game in EFL classroom for ten grade students. The kind of gamification that will be used is wordwall online at wordwall.net. To analyse the students' academic achievement the researcher will use the theory of Bloom's Taxonomy, which was coined by Benjamin Bloom at every stage of a child's development in education, several factors need to be considered because it becomes a reference for assessing the extent of the child's development progress. The important factors are cognitive, affective, and psychomotor aspects.

## **METHODOLOGY**

This research uses a qualitative approach with data collection methods through observation and interviews. Data analysis was carried out qualitatively with stages of data collection, data reduction, data presentation, and verification and conclusions. Data was obtained through observations of English teachers and interviews with students X MA Baytul Mukarramah Bone students.

## **RESULTS AND DISCUSSION**

This part discusses the analysis of the data presentations from the research questions addressed. The discussion is divided into three parts based on the research questions of this research; teachers' perception of the wordwall game implementation, students' response on the implementation of wordwall gamification and students' academic achievements on three aspects through the implementation of wordwall gamification. Wordwall aims to make it easier for teachers to create online learning environments based on educational games without having to master coding and be able to adapt to the taught material. This wordwall website is suitable for designing and evaluating a learning assessment. The wordwall page provides examples of creations by teachers who have used wordwall before so that especially new users can get an idea of how to be creative.

### **Teacher perception of the wordwall game implementation**

Based on the findings presented previously, Teachers have a positive response to implementation of wordwall gamification on EFL learning. They stated that wordwall game is good, effective and highly appropriate to be used as an approach to design learning materials. It is because the teacher needs to prepare a set up the learning based on the student need and make them enjoy the learning. By the EFL classroom setting like a game environment the classroom looks like a casual class, making the classroom interesting and enjoyable.

According to teachers' opinion in the previous findings, wordwall gamification is appropriate in teaching language because the learners have different environments on their learning. Therefore, by the use of wordwall gamification the result in teaching and learning is much better and faster. It is also supported by the report of the students' progress where the average of students' score is classified as good. Meanwhile, the

teacher reason in implementation of the wordwall gamification is making the students interesting and happy to the EFL learning activity and based on implementation of it is easy to set up the content of lesson. In regarding the student focus and enjoy the game while they study and increase student independence when reading and writing. Word wall activities can be used to improve literacy in all curriculum areas by helping students build vocabulary, improve spelling in written work, and explain ideas through oral communication.

The advantage of implementing wordwall game in EFL learning based on the other teacher's point of view is that the teacher is easy to control the students activity when they play the game by how the report of the student result at the leader board by EFL. Refer advantage of the implementation of wordwall gamification, it can't be denied that there are some disadvantages of wordwall game. One of the problems faced by teacher by the use of wordwall games is IT tools that the student use and the students internet connection.

### **Students' respond on the wordwall game implementation**

Based on the findings presented previously, students have a positive response to implementing of wordwall game. They stated that wordwall game is good. It shows that wordwall game is helpful for the students because what they want and what they need to know are given to them to be learned and they fell enjoy because they look like play the game application. In this case the students feel that they don't have to fell been watched by the teacher to learn all the materials that set up like play game. The most importing thing by implementing the wordwall game make the students focus and enjoy the learning.

Many purpose of using wardwall gamification that have explained before, so that it can be argued that games ate an alternative to help students have fun and enjoy their selves when they are learning, and it also can do it freely and offers benefits such as enhancing vocabulary learning, increasing student engagement, improving learning skills, boosting motivation, and diversifying the educational process through interactive activities.

### **Students' academic achievement through wordwall gamification implementation**

The academic achievement of students based on the research findings shows a good progress. Based on the affective score of students progress has a greater improvement than other elements of of academic achievement. It is supported by the chart of the students progress and student session history where the teachers' remarks are mostly state that the student progress in all element of the affective domain. It means that the learners have good improvement in their behaviour at EFL learning. in affective domain it self student show that their enthusiasm on joining the EFL learning. Student behaviour such as student responding to participate into any activity and their responding to the teacher instruction. The students are in EFL learning by the implementation of wordwall gamification they have a sensitivity to receive a stimuli. Such as teacher motivation and teacher talk. Beside that student student' valuing or the ability to give value or appreciation to every one during the learning showing the good enough improvement.

On the other hand, students' psychomotoric domain also has a good improvement because the students were intensively attending the meeting. It can be seen from the student session history where the students interest to attend the class regularly. It is also supported by the teacher statement that teaching students based on their own interest help the learners to understand the materials. Based on the report of students' progress on psychomotoric domain, writing short paragraph, speaking session, write short sentence, write a short dialogue and rewrite a jumble sentence are classified as very good.

In different aspect of academic achievement, after affective and psycomotoric, it was followed by cognitive that has a good improvement in the process of teaching and learning. The improvement of learners' academic achievement in implementation of wordwall game was influenced by some factors. Firstly, the students were happy and enjoy their English in the EFL classroom so that they feel free in joining classroom. The next factor was because the materials given to the students were setted up like play the game so that they were easily to contribute and doing something activity. It was supported by students' respond where the students in learning gave their idea and contributions to the all class room

### **CONCLUSION**

In reality the learning outcomes are not yet in line with expectations. There are so many obstacles that need to be resolved so that the purpose of teaching English meets community expectations. In this case students often have difficulty expressing English words, due to lack of training activities. Therefore an English teacher must be able to motivate the importance of English in the real world, especially after graduating and seeking or continuing to higher education. So that the English language skills of students can be improved through a form of learning with a variety of material so that they are interested in learning English. Giving game is one way to arouse learning passion because the contents of interesting material to be listened to.

The perception of the teachers of wordwall game as an approach in teaching and learning English have positive effect to facilitate the student in learning. Wordwall gamification is highly appropriate to

students who want to learn and focus EFL classroom. It is good since students focus, feel happy and enjoy the lesson so that the result in teaching and learning are better and effective.

During the implementation of students have a positive response to the implementing of wordwall game. They stated that wordwall game is good. It is helpful for the students because what they want and what they need to know are given to them to be learned and they fell enjoy because they look like play the game application

The academic achievement of student in the implementation of wordwall gamification is in their cognitive, psycomotoric and affective domain since the students were given materials based on gamification environment so that the students were motivated to know and understand the content of the lesson that they haven't known yet. Besides, the comprehension in the score of students also have a good improvement since the students join the lesson with the implementing of wordwall game in EFL classroom. However, it doesn't mean that the other aspects of academic achievement were not improved. On the contrary, all aspects of students achievement in their speaking ability have a good improvement since the teachers always evaluate their students' progress by giving remarks on the students' session history.

## RECOMMENDATION

The educational institutions particularly Junior High School and senior high school are suggested to use wordwall gamification to design the EFL classroom it can give a better result in teaching and learning process.

It is suggested to English teachers to know students' academic achievement in EFL classroom by implementing wordwall gamification

For further research, the researcher recommends another study to be conducted in relation to the use of wordwall gamification in other aspect of learning.

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