Effect of Online Gamification Learning on Students' Writing Descriptive Text

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ABSTRACT

Online gamification learning is an imaginative methodology that expects to build manufacture commitment clients and motivation. The inspiration driving this assessment was to investigate the impacts of the utilization of online gamification learning on students' motivation and students' writing descriptive text. The study was conducted at MTs. Mambaus Sholihin Gresik in class VIII I. To know whether online gamification learning is effective, the researcher utilized a pre-experimental method in which the information calculated by a statistical formula of t-test. The consequence of the exploration is the mean of the pre-test was 66.3810, and the mean of the post-test was 80.2143. The questionnaire appeared that students who agree with the method of online gamification learning have motivated and helped them in writing descriptive text. It can be concluded that the students' motivation and students' accomplishment in writing descriptive text is improved when they are educated by online gamification learning.

Keywords: Descriptive Text, Motivation, Online Gamification Learning, Writing

I. INTRODUCTION

In the current scene of learning and execution, the utilization of instructive games and gamification instructional procedures have gotten important consideration as a methods for drawing in understudies across age, gatherings, societies, and settings (Kim, Song, Lockee, & Burton, 2018). Gamification has been made mainstream by Jane McGonigal through her game structures, open talks, and her book Reality is Broken (McGonigal, 2011). (de Byl & Hooper, 2013) points out that Gamification has been utilized in various settings including educational settings. It is as yet normal to go through a game as a warm-up or to refresh students in language learning activities (Mac Ruairc, 2012).

In the context of education, online education has gotten generally accessible and well known as additional suppliers, for example, driving colleges, are propelling on the web courses and instructive administrations (Imam Nur Aziz & Dewi, 2020). In addition, there are significantly more applications that assume significant job in learning, particularly language inclining (Hoesny et al., 2020). Be that as it may, it is as yet the major test to keep up the students' motivation high (Jang, Park, & Yi, 2015). Students' motivation is consistently a critical factor that must be tended to. It is particularly perceived in online and distance learning (Hartnett, St. George, & Dron, 2011). Therefore, motivation was recognized in previous studies as one of the most significant achievement factors in online learning (Bovermann & Bastiaens, 2020). One of the greatest predominant difficulties in instruction is the means by which to persuade the scholastically unmotivated. This inquiry turns out to be progressively squeezing for the current age of students as online entertainment, portable innovation, interpersonal organizations, and advanced gaming give contending interests to understudy consideration. Video and advanced games offer firmly to this age (Kam & Umar, 2018). One possible golden way is online gamification learning which is progressively being utilized in online learning environments. Gamification is the utilization of game components, game structure, and game mechanics, in non-game settings (Deterding, Khaled, Nacke, & Dixon, 2011). Online gamification learning has been advanced as a genuine chance, and sometimes a necessity for many schools in the light movement of the world (Lee & Hammer, 2011). Gamification can be utilized to motivate and raise students' learning outcomes in online learning. Many researchers take online gamification learning methods as problem-solving, especially in writing skills. However, (Yamasaki, 2013) shows how Gamification has effected students' motivation and uplifting mentalities to the gamified class in writing skills. Therefore, genuine and common correspondence in the target language can be normal.

The writing was a significant ability for being possessed by the students, the writing was likewise a superb specialized instrument. Through writing, every individual had the option to pass on emotions, thoughts, and declarations to other people (I. N. Aziz, 2014). The writing was an opportunity; it permits students to communicate something important to them, investigate, and clarify thoughts. Students

can pass on their thoughts in their mind by orchestrating them into a decent book with the goal that the others know them and they can think essentially (Sharples, 1999).

The educational plan in Indonesia expects understudies to have the option to think of a book like describe, report, conversation, clarification, composition, new thing account, story, system, depiction, and audit (Imam Nur Aziz & Dewi, 2019). Spellbinding content is one of the classes taught for the eighth-grade understudies at Junior High School (Mu, 2019).

To pop up the progress and motivation students' in writing descriptive text are not easy, this fact can be seen mostly in the second grade of MTs. Mambaus Sholihin Suci Manyar Gresik, although they have been guided by their teachers to write it.

By watching the class, there are a few issues that understudies lack motivation during writing the descriptive text. First, most students are not excited or being bored in the learning process because the teacher is using the monotone technique in involving their students' understanding. Second, mostly has been teacher-centered. Third, many students cannot achieve basic competency in writing the descriptive text.

These problems must be illuminated in the light of the fact that it very well may be the challenges for the students in writing the descriptive text and understanding material. One of the teaching methods that can make the students have high motivation, excited, and improve learning outcomes is utilizing an appropriate method such as a game. Online gamification learning is appropriate to be golden ways to take care of these problems.

In light of the clarification over, the researcher is inspired to conduct a research entitled "Effect of Online Gamification Learning on Students' Motivation and Students' Writing Descriptive Text".

II. LITERATURE REVIEW

A. *Online Gamification Learning*

Online Gamification Learning appears gives off an impression of being a developing pattern in numerous segments, counting business, authoritative administration, in-administration preparing, wellbeing, social approach, and instruction. Gamification has been characterized in an assortment of ways. (Deterding et al., 2011) characterized gamification as "The utilization of game design elements in non-game contexts". Another definition described it as "the process of game thinking and game

mechanics to connect with clients and take care of issues" (Bundesamt für Sicherheit in der Informationstechnik (BSI), 2017). There are numerous other adjusted terms of gamification, for example, efficiency games, observation amusement, energetic structure, social games, game layer, and applied to the game; in any case, gamification is the term that is commonly recognized in related writing. Gamification is similarly taking off in training (Domínguez et al., 2013), due to the conviction that it supports and propels understudies, and would along these lines have the option to incite updated learning strategies and results (Kapp, 2012).

The essential reason for utilizing gamification is to build users' motivation to give increasingly compelling, productive, connecting with, suffering, and engaging encounters. At the end of the day, the fundamental objective of gamification is to keep the users, in other words, players, in the game (Bozkurt & Durak, 2018).

B.   *Motivation*

The Latin foundation of "motivation" signifies "to move"; consequently, in this essential sense, the investigation of inspiration is the investigation of activity. Present-day theories of inspiration focus even more expressly around the connection of convictions, qualities, and objectives with activity (Weiner, 1992). In instructive settings, understudies' inspiration is reliably an indispensable factor that must be tended to. It is particularly perceived in on the web and separation learning (Hartnett, 2016). According to (Mind & Technique, 2014), the teacher needs to attempt to create the students` motivation to consider. One basic inquiry is that English educators regularly pose to themselves, "How do we motivate students to learn English?" Understudies' inspiration has reliably become a huge concern for them since understudies' inspiration is fundamental for the sufficiency of English instructing and learning. In this way, motivation was distinguished in previous examinations as one of the most significant achievement factors in division training (Bekele, 2010), (Paterson, 2014).

C.   *Writing*

As indicated by (Raimes, 1991), writing is expertise where we express the thoughts, feelings, and considerations organized in words, sentences, and section utilizing eyes, cerebrum, and hand. Consequently, writing is the way toward communicating the thoughts and contemplations of the author utilizing knowledge on the structure and vocabulary to consolidate the essayist's thoughts as a method for a correspondence (Lander &

Brown, 1995). Besides, (Harmer, 2001) said that writing is a procedure of imparting utilizing the customary realistic framework to pass on a message to the reader. Writing aptitude manages the capacity to mastermind realistic framework, for example, letter, word, and sentences of a specific language being utilized recorded as a hard copy correspondence all together that the reader can comprehend the message or data (McCutchen, 1996).

D. Descriptive Text

("Screenwriting - Oxford Essential Guide to Writing.pdf," n.d.) states "description is about tactile experience what something looks like, sounds, tastes. For the most part, is about visual experience, yet depiction additionally manages different sorts of recognition." ("Making sense of functional grammar," 2017) characterizes "descriptive text is somewhat text which is meant to portray a specific individual, place or things. It very well may be presumed that descriptive text is a book for the depict individual, place, or a thing by visual experience. It is utilized to make a visual picture of individuals, places, even of time days or seasons. It might likewise be utilized to portray the outwards appearance of individuals (Olson, 1983). It might tell about their qualities of character and character

III. METHOD

In this exploration, the scientist utilized quantitative research which applied pre-test plan with one gathering pre-test and post-test structure and non-randomized. (Suen & Ary, 1983) states that experimental research is the main exploration method that can test the theory truly that related to cause and impact relationships. This research design would like to solve such classroom problems related to learning teaching language. The pre-test was given to the understudies before the treatment. The post-test was given to the understudies after the treatment to find out the students' motivation and students' skills in writing descriptive text.

The design implies that the teacher gave them a pre-test before using Gamification then gave them a post-test after encouraging commonly utilizing Gamification.

A. Population and Sampling

The subject of this exploration is the second grade of MTs. Mambaus Sholihin. The research chooses VIII-I of MTs. Mambaus Sholihin that consists of 42 students.

B. Technique of Data Collection

In this research, the researcher utilized a questionnaire and pretest and posttest. The

researcher made 20 items of statements relate to beliefs in students' motivation and students' skills in writing descriptive text. The researcher also collects information from the score of the pre-test and post-test. The specialist gave a pre-test before the educating learning process and gave the post-test after the learning procedure has been completed.

C.   Data Analysis Technique

After the researcher got the information from the questionnaire and the pre-test and post-test scores, the researcher analyzed the information. The researcher utilized a quantitative analysis technique utilizing a statistical method. This technique is utilized to know the noteworthy distinction in the students' motivation and students' skills before and after taught Gamification. The researcher has utilized the application of IBM SPSS Statistics for windows to analyzed data.

In analyzing the data, the researcher tested normality before calculating the t-test to find out test distribution is normal.

IV.   RESULT

This segment presents the subtleties of the investigation and the information gathered during the procedure of information examination. Looking at the motivation and ability contrasts with writing descriptive text before and after using the online gamification learning by utilizing a t-test. Before computing the t-test, the analyst tried the ordinariness of the information.

A.   Normality Test

The normality test was directed on the information obtained from the pre-test and post-test. Information is supposed to be typically dispersed if the p-value got from the count is more noteworthy than 0.05. The consequence of the normality test is introduced as follows.

Table 1- Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		42
Normal Parameters a,b	Mean	0E-7
	Std. Deviation	6.80061495
Most Extreme Differences	Absolute	.084
	Positive	.084
	Negative	-.074
Kolmogorov-Smirnov Z		.546
Asymp. Sig. (2-tailed)		.927

a. Test distribution is Normal.

b. Calculated from data.

The calculation of the normality circulation of the test was led by utilizing the Kolmogorov-Smirnov test in SPSS V.22. The scientist found that Asymp. Sig (2 followed) estimation of the pre-test and the post-test score was 0.927. Those qualities were higher than the degree of significance (0.05). It implies that the invalid theory was acknowledged and the pre-test and the post-test were normally dispersed.

B.   The Analysis of T-test

Table 2 - Paired Samples Statistic

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	66.3810	42	12.85558	1.98366
	post-test	80.2143	42	6.97569	1.07637

From the table over, the score of the pre-test and the post-test demonstrated that the mean of the pre-test was 66.3810 and the mean of the post-test was 80.2143. It implies that the score of the post-test was higher than the score of the pre-test.

Table 3 – Paired Samples Correlation

Paired Samples Correlations

	N	Correlation	Sig.
pre-test & post-test	42	.223	.156

The table above shows the connection between's the pre-test and post-test was r= 0.223 with likelihood (sig) = 0.156. This implies the pre-test and the post-test had a solid relationship since r esteem was near 1. As per (Field, 2013), r = 0.10 was little impact, r = 0.3 was medium impact and r = 0.5 was huge impact.

Table 4 – Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test - post-test	-13.83333	13.19075	2.03538	-17.94386	-9.72281	-6.796	41	.000

From the table, the noteworthy worth (sig. 2 followed) was 0.000, the worth < 0.05, subsequently was critical and t acquired was 6.796 at the noteworthy degree of 0.05 and the level of opportunity 41. It implies that there was noteworthy recorded as a hard copy elucidating text utilizing online gamification learning. (Field, 2005) has expressed, "If the value is less than 0.05 then the means of the two conditions are significantly different

V.   DISCUSSIONS

Writing is an intricate and troublesome action. It needs more exertion to contemplate composing. Regarding the research which was done in VIII I MTs. Mambaus Sholihin Gresik, it was considered that there is a significant difference between students' writing skills taught using online gamification learning and those taught not using online gamification learning. Based on the computation of the post-test result, the mean score of the post-test on their writing descriptive text was 80.2143, while that of the mean of the pre-test was 66.3810. It can be interpreted that the mean score of the post-test was higher than the pre-test.

The researcher also found that there was a significant in writing descriptive text after being taught by online gamification learning. It can be seen from the hypothesis test that indicated that there was a Sig. (2 tailed) 0.000 lower than the level of significance 0.05. It was mean that Ha was accepted while Ho was rejected.

In essentially, from the data that is taken from the questionnaire, no one of the students fills in disagree and strongly disagree. We could account that from statement 1 until statement 10, the percentage of strongly agree is 224 with mean 53.3333%, agree 196 with mean 46.6667, and disagree and strongly disagree 0%. Along these lines, from this questionnaire data, we can conclude that the students are very interested and enjoy online gamification learning in the teaching-learning process, especially in writing descriptive text

VI.   CONCLUSION

Based on the result of the research and discussion that has been presented, it can be concluded that there are differences in students' motivation and students' writing descriptive text who significant learned writing descriptive text through online gamification learning. The researcher additionally discovered that there was a significant in writing descriptive text after being taught by online gamification learning, it tends to be seen that the significant value

(Sig. 2 tailed) was 0.000, the value < 0.05, thus was significant.

As should be obvious in the aftereffect of the questionnaire, most students were keen on the thought of online gamification learning. In terms of motivation, they were motivated because none of the students feel bored during getting the hang of educating. Online gamification learning can increase the students' motivation in writing descriptive text, it is proven with the data that no one students fill in disagree and strongly disagree with the questionnaire.

As we presented, online gamification learning is progressively being utilized, in the training field, to persuade and draw in understudies. The effect of online gamification learning could build up the capacity and improve the motivation of the students in writing descriptive text. Online gamification learning had the option to encourage the students to be increasingly dynamic and made students enjoy writing activities. The students felt upbeat when joined the writing activities because the method gave many contributions to the improvement of the students` motivation. Furthermore, online gamification learning was intriguing and helped the students' in communicating their thoughts, contemplations, and sentiments on paper and precisely to compose the parts and attributes of the article in writing descriptive text.

In light of the finding in this study, the consequence of the examination of the exploration, it's demonstrated that student's motivation and students' writing descriptive text are better than before taught by online gamification learning.

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