

**CHALLENGES FACED BY FIRST YEARS ENGLISH DEPARTMENT
STUDENTS IN USING ONLINE GAMIFICATION IN BASIC GRAMMAR
CLASS**

A THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain
Bachelor of Education (B.Ed) in English Language Education*



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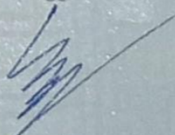
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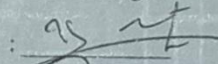
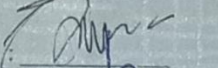
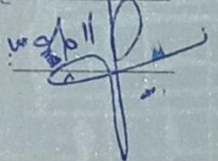
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ABSTRAK

Andriani, Mella (2023). Challenges Faced by First Year English Department Students in Using Online Gamification in Basic Grammar Class. Thesis. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Aplikasi gamifikasi daring yang paling umum di Kelas Basic Grammar Universitas Negeri Padang adalah Quizizz, Wordwall, Kahoot!, iSpring, dll. Ada beberapa tantangan dalam menggunakan gamifikasi daring sebagai metode pembelajaran Basic Grammar dan siswa menghadapi banyak tantangan internal maupun tantangan eksternal. Tujuan penelitian ini adalah untuk mengetahui tantangan internal dan eksternal yang dihadapi mahasiswa jurusan Bahasa Inggris dalam menggunakan gamifikasi daring pada Kelas Basic Grammar Universitas Negeri Padang. Instrumen penelitian yang digunakan adalah wawancara dan kuesioner. 94 siswa yang terdaftar dalam Kelas Basic Grammar menanggapi kuesioner, sementara 9 di antaranya menanggapi sesi wawancara individu. Selanjutnya, penelitian ini berupaya memberikan wawasan tentang hambatan dan tantangan yang dapat dipertimbangkan saat mengintegrasikan kerangka kerja gamifikasi yang telah ditetapkan. dapat disimpulkan bahwa siswa mengalami kesulitan saat menggunakan gamifikasi terkait tantangan eksternal dan internal. Tantangan Eksternal adalah kelemahan yang ditimbulkan oleh lingkungan, seperti lingkungan persaingan, minimnya jaringan internet, dan dosen yang terlalu banyak memberikan tugas, tantangan internal adalah kelemahan individu seperti pengetahuan dan sikap siswa itu sendiri. Tantangan internal adalah sebagai berikut: kurangnya pengetahuan materi, kurangnya persiapan siswa, kurangnya motivasi, kurangnya pemahaman, kurangnya kosa kata dan kurangnya manajemen waktu.

Keywords: Gamifikasi Daring, Tantangan, Basic Grammar

ABSTRACT

Andriani, Mella (2023). Challenges Faced by First Year English Department Students in Using Online Gamification in Basic Grammar Class. Thesis. Faculty of Language and Art. Universitas Negeri Padang.

The most common online gamification application in Basic Grammar Class at Universitas Negeri Padang are Quizizz, Wordwall, Kahoot!, iSpring, etc. There are challenges of using online gamification as a method of learning Basic Grammar and students faced many internal challenges along with external challenges. The purpose of this study is to know the internal and external challenges faced by English department students in using online gamification in Basic Grammar Class in Universitas Negeri Padang. The research instruments employed are interviews and questionnaire. 94 students enrolled in the basic grammar course responded to the questionnaire, while 9 of them responded to the individual interview session. Furthermore, this study attempts to provide insights into the barriers and challenges that can be considered when integrating the established gamification frameworks. It is possible to conclude that students experienced difficulties when using gamification concerning external and internal challenges. External Challenges are the weaknesses caused by the environment, like a competitive environment, a lack of an internet network, and the lecturer assigning too many tasks and assignments, internal challenges are Individual weaknesses such as knowledge and attitude. The internal challenges are as follows: a lack of content knowledge, a lack of student preparation, a lack of motivation, a lack of understanding, a lack of vocabulary and a lack of time management.

Keywords: Online Gamification, Challenges, Basic Grammar

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CHAPTER 1 INTRODUCTION

A. Background of the Problem

Grammar is the set of rules that govern the traditional arrangement and relationship of words in sentences (Brown, 2001). Grammar is considered the most important among other language skills, particularly by English as second language learners (Widodo, 2006). Since grammar is a fundamental feature of a language, learning grammar is part of language components. If students do not know the rules of grammar, they might be unable to communicate effectively in that language (Yusob, 2018). Learners will not be able to communicate effectively in language if they do not understand the rules of grammar. But, grammar has always been perceived as the most difficult component to teach (Burgess and Etherington, 2002) and the most boring component to learn at every level of learning institution (Al-Mekhlafi & Nagaratnam, 2011; Schulz, 2001).

In short, grammar is an essential component of learning a language, in this case, English. According to Saaristo (2015), grammar is the central concept in general linguistic theory. However, there are several challenges in learning grammar, and various approaches and methods for teaching English grammar to solve the challenge, for example, gamification. Game mechanisms are proving to be very useful tools in the classroom, (Zichermann and Cunningham, 2011). Gamification in education is a method of teaching students by using games and other amusing activities to make the learning process more enjoyable. Online gamification is used in applications and processes to improve learning (Bellotti et al., 2013). It is also regarded as one of the most important ideas in the educational field (Mohamad et al, 2017). It has been

defined in a variety of ways, including the use of game design elements in non-game contexts (Deterding, Dixon, Khaled, & Nacke, 2011), the phenomenon of creating gameful experiences (Hamari, Koivisto, & Sarsa, 2014), and the process of making activities more game-like (Hamari, Koivisto, & Sarsa, 2014). (Werbach, 2014). The use of game design elements in non-game contexts is known as online gamification (Bouzidi, et al., 2019). In a nutshell, online gamification is the application of game techniques and strategies to a non-game context in order to solve a problem. This method works by making material or technology more appealing to users in order to encourage them to engage in the desired behavior. Numerous platforms could be used, including Kahoot, Blooket, Google Forms, Mentimeter, and others (Wen & Aziz, 2022). The most common online gamification application in Basic Grammar Class at Universitas Negeri Padang are Quizizz, Wordwall, Kahoot!, iSpring, etc.

On the one hand, gamification in the education context has several benefits in teaching and learning. The benefits of using gamification by teachers include helping students achieve their educational goals (Duggal et al., 2021). The other benefit is also measuring learners' weaknesses and strengths (Castillo-Cuesta, 2020). Gamification also can improving student learning (Al-Malah et al., 2020; Coman, 2020; Dewantara, 2020; Duggal et al., 2021; Garca Iruela et al., 2020; Gündüz and Akkoyunlu, 2020; Hamari and Nousiainen, 2015; Kitchenham and Charters, 2007; Reeves and Read, 2009; Sailer and Homner, 2020; Uzunboylu, 2020). It can motivating students to learn (Acosta-Medina, 2021; Castillo-Cuesta, 2020; Díaz-Ramírez, 2020; Dindar, Ren and Järvenoja, 2021; Fu et al., 2021; Pinter et al., 2020; Seidlein et al., 2020; Uzunboylu et al, 2020). According to Díaz-Ramírez, 2020; Duggal et al., 2021; Gündüz and Akkoyunlu, 2020; Pakinee and Puritat, 2021; Reyes, Gálvez, and Enfedaque, 2021;

Gündüz and Akkoyunlu, 2020; Pinter et al., 2020; Vanduhe, 2020; Zaric et al., 2021, it is promoting participation and engaging students in the educational process.

On the other hand, several research revealed some challenges in implementing online gamification. Johnson et al., (2016) distinguished two types of challenges: external and internal. External challenges are those that arise as a result of the work and home environment, including limited access, inadequate training, and a lack of support (Johnson et al., 2016). Due to a heavy workload, a lack of organizational support, scheduling conflicts, or, in some cases, family responsibilities, students typically have limited time to allocate to their education. (Erickson & Noonan, 2010; Kahu et al., 2014; Rao & Giuli, 2010; Willging & Johnson, 2009;). Internal challenges, such as teachers' attitudes and beliefs, were also identified in previous research and these challenges that are faced by students relate to their characteristics. Many studies in the literature report that making a balance between work and family or other social responsibilities is a significant challenge for students (Doherty, 2006; Selwyn, 2011; Yasmin, 2013). According to Willging and Johnson (2009), a student's lack of interest in a program or learning materials is a challenge.

There is a large body of research on using online gamification in grammar classes. Some studies discuss the effectiveness of using online gamification in grammar classes (Hashim et al., 2019; Hadi & Irbah, 2021; Ihsan & Soniatin, 2020; Krisbiantoro, 2020; Redjeki & Muhajir, 2021). Other studies talk about the perception of implementing online gamification in grammar classes (Asyifayanti et al, 2021; Iman, Ramli, & Saridewi, 2021; Kania, 2021; Nabilah, et al., 2021; Nadhif, et al 2022; Thi Van Phum & Minh Pham, 2022). Several writers discuss the advantages and disadvantages of implementing online gamification in grammar classes (Pham, 2022;

Redjeki & Muhajir, 2020; Rajabpour, 2021; Maulidya, 2021, Wang & Tahir, 2020; Nabilah, et al., 2021).

The study "Gamification for Grammar Learning in Higher Education" by Redjeki and Muhajir (2020) is one of the most relevant to this study. Using the same methodology, they conducted their research in a higher education grammar class, namely a qualitative approach and a questionnaire and interview as its instruments, to find the benefits and challenges of using Duolingo as one of the online gamification applications. The limitations of this research in using online gamification are focused on the external challenges experienced by students, such as internet quotas and internet connection. The distinction between this research and the research by Redjeki and Muhajir (2020) is that this research focuses more on the challenges of using online gamification as a method of learning Basic Grammar because students faced many internal challenges along with external challenges. The subject of this research was English Department students who were taking a Basic English Grammar course. Based on this background, I am interested in conducting a research titled "Challenges Faced by First Year English Department Students in Using Online Gamification in Basic Grammar Class".

B. The focus of the Research

Based on the preceding background, the purpose of this research is to discover the challenges faced by first-year English department students in using online gamification in basic grammar classes.

C. Formulation of the Problem

The research problem is stated as follows: “what are the challenges faced by first year English department students in using online gamification in basic grammar class?”

D. Research Question

Based on the preceding research background, several topics can be discussed. Then, this research will find the answers to the following research questions:

1. What are the internal challenges faced by first year English department students in using online gamification in basic grammar class?
2. What are the external challenges faced by first year English department students in using online gamification in basic grammar class?

E. Purposes of the Research

Based on the research questions above, this study aims at finding out:

1. The internal challenges faced by first year English department students in using online gamification in basic grammar class.
2. The external challenges faced by first year English department students in using online gamification in basic grammar class.

F. Significance of the Study

Based on the previous background that has been described, the significances of this research are to describe the internal and external challenges faced by English department students in using online gamification in grammar class. Moreover, the researcher hopes that this study gives the benefits to provide information about the internal and external challenges faced by first year English department students in using online gamification in basic grammar class.

G. Definition of the Key Terms

1. Online Gamification

Online gamification is the application to help the teacher or in other terms, the approaches and Methods used in the teaching and learning process, particularly in basic grammar classes.

2. Challenges

The definition of challenges is something difficult to deal with or achieve by students in learning basic grammar class.

3. Basic Grammar

Basic Grammar course is a subject that introduce English grammar with a basic understanding of how English grammar works, like structures in English sentences.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research also makes some contributions to the field of language, and future researchers should pay close attention to this phenomenon. Based on the findings and discussion, it is possible to conclude that students experienced difficulties when using gamification concerning external and internal challenges. External Challenges are the weaknesses caused by the environment, like a competitive environment, a lack of an internet network, the lecturer assigning too many tasks and assignments, and a lack of time management. internal challenges are Individual weaknesses such as knowledge and attitude. The internal challenges are as follows: a lack of content knowledge, a lack of student preparation, a lack of motivation, a lack of understanding, and a lack of vocabulary.

It concludes that gamification help students and teacher to make the learning process more effective and efficient still has several challenges. It is important to recognize these perceptions for government and decision-makers to develop solutions to the challenges that students face in higher education for example: increase infrastructure, and teacher competencies, and also find appropriate methods to increase Individual or student quality. Although this research found a lot of challenges in using gamification, on some occasions, gamification also gives a good impact on learning basic grammar, for example making classes more fun and the process of working on gamification sessions more effective and efficient.

B. Suggestion

Following the presentation of the conclusion, the researcher would like to make several suggestions:

1. English lecturers

English lecturers are expected to provide understanding to students who are experiencing challenges while learning online, such as slightly reducing the assigned tasks and performing the assigned process according to a predetermined schedule. The results of this research can then be used by lecturers to collect information about the problems that students are experiencing, allowing them to provide appropriate solutions to the problems. It is important to increase teacher competencies in assessing in class.

2. English students

To grow motivation within themselves, students must set a clear goal for themselves at the end of the learning experience. Students should also plan their study time so that they do not miss a teacher-assigned assignment.

3. The further research

It is suggested that additional researchers investigate any aspects or factors that influence the barriers. This term is critical in solving the student's problems. Furthermore, additional researchers are encouraged to discover any strategy or technique for creating more interactive online gamification. Find another appropriate method to enjoy learning basic grammar learning.

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