THE INFLUENCE OF GAME-BASED LEARNING TEACHING METHODS ON STUDENTS' PARTICIPATION DURING CLASS ACTIVITIES IN LEARNING ENGLISH IN 8TH GRADE AT PONDOK PESANTREN MODERN DARUL MAHFUDZ

Asmaul Husna
STAIN Majene, Indonesia
e-mail: husnaasmaul065@gmail.com

ABSTRACT

In teaching English, the teacher should make students interested and active during class activities. One of the methods that can influence students' participation is game-based learning. Game-based Learning, or GBL, is one of the modern teaching methods in 21st century. Game-based learning is game that intentionally made for educational purposes as learning media because it is considered more interesting than the conventional teaching. This study aims to investigate if game-based learning can influence students' participation during class activities. It applied quantitative research and used pre-test and post-test; the participants selected were 8th-grade participants total 21 people and divided into two groups: the experimental group and the control group. The experimental group will be taught English by using the game-based learning method. Meanwhile, the control group will not taught using game-based learning. The final result of this invention shows that 90% of students are influenced and more actively participate in learning when using game-based learning. The findings of this research are expected that game-based learning can influence students' participation so that the teacher can use this method during learning process in class.

Keywords: *Game-Based Learning, Participations, Class Activities*

1. INTRODUCTION

Teachers' most prominent challenge is getting students' attention because every student has their learning style. Learning styles refer to the view that different people learn information differently (Pashler et al., 2008). Teachers should be able to fit the methods they used in the teaching process to get students' attention and reach what they have set.

The methodology of teaching is constantly improving due to the century. There are a lot of new methods. Due to Indonesia's new curriculum, the Merdeka curriculum. Students must be the center of class activities, whereas the teachers only become facilitators and motivators. Teachers give limitations and flexibility to students. Based on the newest curriculum, teachers can use Jigsaw, Discussion, Active Learning, Problem-Based Learning, Project-Based Learning, and Game-Based Learning. All of the methods fit the standards of the student center.

In the 21st century, Game Based Learning or GBL is one of the modern trends in education (Hui & Mahmud, 2023). Game-based learning is a game (game) that is intentionally made for educational purposes as learning media because it is considered more interesting than the conventional teaching and learning process (Dewi & Listiowarni, 2019). The efficacy of GBL has been demonstrated by its capacity to raise student engagement, promote positive creativity and motivation, and enhance student success and confidence (Ramli et al., 2020). Nevertheless, teachers uncommonly use this method. Based on the researcher observed that it is because of a

lack of ideas about the kind of games they will use in the learning process, especially in learning English.

Some people are interested in learning a language, but some are interested in something other than learning a language. Some students find English is hard, but their mindset already stuck to think that English is hard. However, since English is an important language that should be learned, students should still learn about it, although they think it is hard. That is why an English teacher should know how to make learning English as enjoyable as possible. Teachers can use game-based learning methods to make students more interested and enjoy learning English. We can see the interest in someone based on how they participate during class activities. The participation is based on how much they talk or ask about what they are learning, how often they answer the questions in the learning process, and how they can express their idea during the class.

When students are interested in class, they will actively participate in class; they will feel confident. As written above, teachers are also motivators for students; students can be more active during class if they get motivated, and teachers can use game-based learning as a medium to motivate students. Games frequently increase motivation and engagement by utilizing elements of effective coaching systems (Jackson & McNamara, 2013).

Game-based learning is a game that is intentionally made for educational purposes as learning media because it is considered more interesting than the conventional teaching and learning process (Dewi & Listiowarni, 2019). According to Li & Tsai (2013), playing games is a natural way to learn. Meanwhile Eltahir et al., (2021) defines educational games as a type of focused gaming that follows particular plans, programs, equipment, and materials that instructors create and test out before assisting students in practicing to meet predetermined goals. Even while people typically start playing games for enjoyment and amusement, the effective concepts or approaches incorporated into game designs to support positive learning outcomes also contribute to the enjoyable learning experience (Li & Tsai, 2013).

Game-based learning or GBL is a teaching method that enhances learning efficiency through student-centred learning activities and strikes a balance between traditional classroom instruction and educational games (Hui & Mahmud, 2023). Based on researchers observed, game-based learning also can improve students problem solving and communication with their classmate. Additionally, it is one of the more inventive and engaging approaches, and pupils will unintentionally pay attention to the teacher's lessons (Hui & Mahmud, 2023). Pupils has a natural instinct whereas they feel need to play.

Since learning is the fundamental component of games, "educational games" have a bright future because they are a platform that may blend motivation with education (Tang, 2023). According to a number of studies, games-based learning is a significant and cutting-edge teaching method in the field of learning and teaching (Tang, 2023). As a result, it can help students improve their performance in language study as well as enhance their cooperation and keep learning more dynamic (Tang, 2023).

Furthermore, educational games can help students love learning, feel at ease facing a range of obstacles along the way, and overcome these obstacles with patience, focus, and confidence all of which are essential for higher education in creating lifelong learners (Hui & Mahmud, 2023). This actively demonstrated that GBL not only about made the learning process more interesting but also made the learner have a great experiences and train their behaviour during the learning process. Especially if this methods applied to English as a foreign language class, students who can not memorizing and feel bored to learning a new language will feel happier and enjoyer than using other methods. Based on what researcher observe on environment, some people get easily memorizing something if they do it in a fun way, game-based learning is the solution.

There is strong evidence for the importance of participating in class (Rocca, 2010). Participation is a way to bring students actively to the educational process, assist in increasing the teaching process, and bring life to the classroom (Rocca, 2010). It has been observed that when

student participation rises, grades rise as well (Rocca, 2010). Despite the fact that students value participation and that one-third of them would like to engage in it more, research indicates that this is not the case since very few students in any one classroom engage in regular involvement (Rocca, 2010). Students are more likely to participate in class, both in terms of quantity and quality, when they are included in the participation grading process. They also value the opportunity to have a voice in their participation grades (Rocca, 2010).

Participation is an active involvement process that falls into five categories: attendance, preparation, group skills, communication skills, and participation in the debate. Another definition of participation is "the quantity of voluntary, unsolicited responses" (Rocca, 2010). Students' participation can have a good impact on class situations and can make both the teachers and students feel enjoyable during the class process. Therefore, teachers should make learning more interesting so students can be more motivated to participate. In this research, students' participation will be measured by seven indicator, which are ; (1) Pay attention to teacher's explaination (2) Ask questions (3) Answering Questions (4) Discuss in groups (5) Take Notes (6) Delivering an ideas (7) Doing presentation of group work. (Prasetyo & Abduh, 2021)

Based on what have been explained above, the writer want to know whether game-based learning can influence students' participation during class activities, whether in asking, answering, or actively criticizing and expressing their ideas. Therefore, the research question is, "Did game-based learning teaching methods influence students' participation during class activities?"

2. METHOD

Based on the focus of the problem formulation studied, this research uses a quantitative approach. This research also use the experimental research. In contrast, experimental research involves purposefully manipulating and controlling the independent variable in order to determine a causal relationship between it and the dependent variable (Abraham & Supriyati, 2022).

In addition the experimental design in this research is a true experimental design. As (Effendi, 2013) states, this type of experiment is considered the best experimental design because it meets the criteria of a rigorous experiment, which includes the presence of a control group that does not receive the experimental treatment but is still observed. With the existence of another group as a comparison (the control group), the treatment of the experimental group can be clearly known.

There are two variables in this study. They are the GBL teaching method as an independent variable (x) and the Students participation during class activities in learning English in eighth grade at Pondok Pesantren Modern Darul Mahfudz dependent variable (y).

The population in this study were eighth grade students at Pondok Pesantren Modern Darul Mahfudz, as many as 53 students. To get a sample using the simple random sampling technique, the researcher took one class at Pondok Pesantren Modern Darul Mahfudz, namely eighth A grade students. The sample in this study was 21 people. The researcher divided the 21 students into two group. Experimental group and control group. Experimental group will thaught using game based learning while control group will not taught using game based learning.

This study used tests as data collection techniques, as follows:
1. Pre-test

The researcher will ask the eighth-grade students to answer the questions given by the researcher about the people they admire and then present them to the class. For this task, the researcher will divide the students into two groups, namely the control group and the experimental group. The groups of 21 students will be randomized based on their absence. In addition, the researcher will use the answers of both groups as baseline data to compare their English proficiency.
2. Treatment

After the pre-test, the researcher will apply the use of GBL teaching method in the experimental group, while the control group will not receive the GBL teaching method. This was done by the researcher so that the data generated during the study would be valid.

3. Post-test

After the treatment, the researcher will measure again to assess changes in student behaviour when taking English lessons in both groups. In this case, the researcher will give the experimental group and the control group a post-test with the same questions as the pre-test but presented differently. By comparing the participation during post-test, we will see the differences, if game-based learning influences students' participation or not.

The researcher will analyze the data based on the rubric activity that has been made. For counting the results of the influence of the GBL, the researcher will use indicator that mentioned before. Which are : The student learning activeness scoring system used in this assessment rubric is every 1 item indicator gets a maximum score of 4 points. (1) Pay attention to teacher's explaination (2) Ask questions (3) Answering Questions (4) Discuss in groups (5) Take Notes (6) Delivering an ideas (7) Doing presentation of group work. (Prasetyo & Abduh, 2021). The maximum score of each students is 28.

The indicator of the sucsessfull of the game-based learning methods.

Table 1. The indicators of students' participation

SCORE	CRITERIA
75%-100%	High
51%-74%	Medium
25%-50%	Low
0-24%	Very low

(Prasetyo & Abduh, 2021)

According to (Prasetyo & Abduh, 2021). To calculate student activity observations, researcher used the following percentage formula:

$$\text{Presentation of the succed of GBL} = \frac{\sum The\ total\ of\ the\ score}{\sum maksimum\ score\ (28)} \times 100\%$$

3. RESULTS

The results finding of this research are refer to the reality of what happened in class activities during the research process. The experimental group getting a pre-test, treatment and post-test. While the control group only get a pre-test and post-test. The results are based on the indicators that has mentioned before, which are 7 indicators.

Based on what the researcher have found. In the first meet or the pre-test. Here are the comparison between experimental and control group:

Table 2. The comparison in pre-test

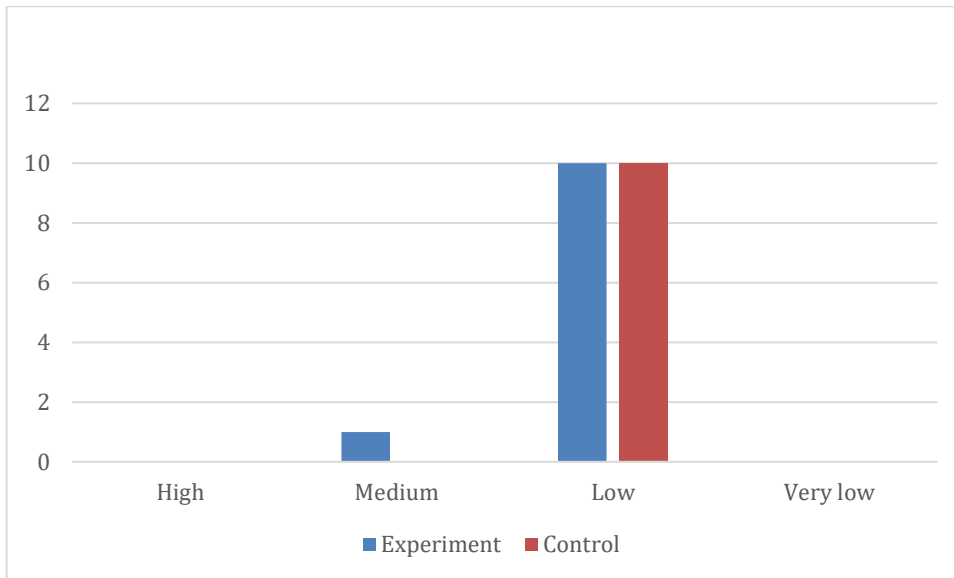| Category	Classes			
	Experiment		Control	
	P	%	P	%
High	0	0%	0	0%
Medium	1	9,1%	0	0%
Low	10	90,9%	10	100%
Very Low	0	0%	0	0%

Or in bar chart it shown:

Figure 1. The Comparison in Pre-test

The data shown that, in experiment group, about 90% of students participation are in low level, either do in Control group. 21 of students in this class did not pay much attention or we can say that they are not participate enough during class process. The lowest score that they got from experiment group is 8 or 28% and the highest is 15 or 53%. While for the control group, the lowest score is 7 or 25% and the highest is 13 or 46%.

As the researcher said before, the control group is getting a treatment, which means they will teached by the researcher using the game-based learning methods. Here are the progress during class process with Game-based learning as the method that were used.

Table 3. The Progress of Control Group

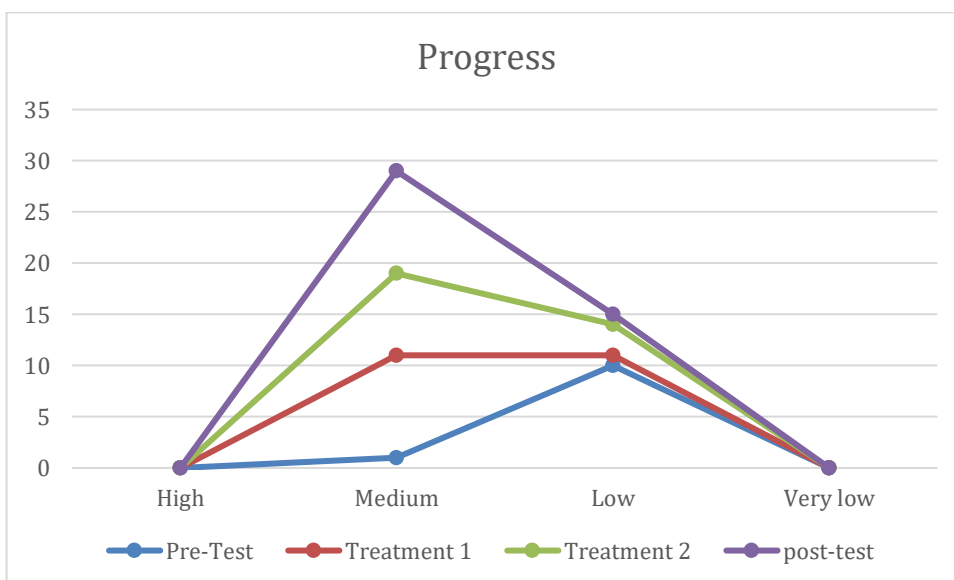| No.	Category	Pre-test		Treatment 1		Treatment 2		Post-test	
		S	%	S	%	S	%	S	%
1.	High	0	0%	0	0%	0	0%	0	0%
2.	Medium	1	9,1%	10	90,9%	8	72,72%	10	90,9%
3.	Low	10	90,9%	1	9,1%	3	27,27%	1	9,1%
4.	Very Low	0	0%	0	0%	0	0	0	0%

Or in diagram it shown:

Figure 2. The Progress of Control Group

During the treatment process, experiment group has a significant change from pre-test to the first treatment. They become more active and participated a lot during class activities. However, they still have a low level in the next meeting, from 1 student to 3 students. On the other hand, the last meeting or in post-test, they only have 1 student in low level, 10 of them are in medium level. That is such a good step compared to the first or pre-test meetings.

Meanwhile for the post-test result of the control group, Compared to the experiment group in. Here is the result:

Table 1. The Comparison in Post-Test

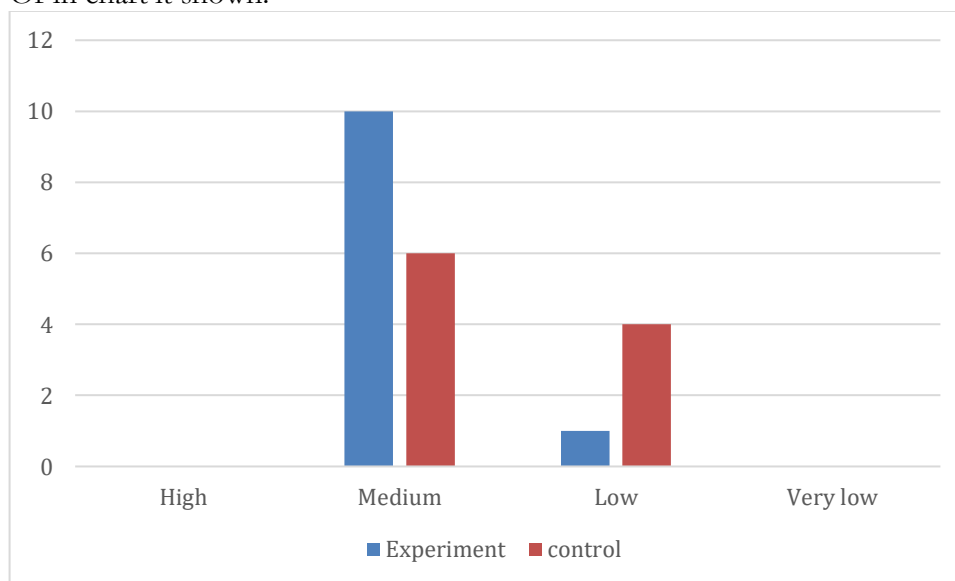| Category	Classes			
	Experiment		Control	
	P	%	P	%
High	0	0%	0	0%
Medium	10	90,9%	6	60%
Low	1	9,1%	4	40%
Very Low	0	0%	0	0%

Or in chart it shown:

Figure 3. The Comparison in Post-Test

If we compare the results of control group and experiment group, the participation has changed in both group, but in experimental group or the group that having a game-based learning as their main method has a bigger and more significant change than in control group.

4. DISCUSSION

Students' participation in class activities is really important. Students should participate actively during class activities so that they can get knowledge and advice from the teacher. Either the teacher should succeed in getting students' attention or make the learning process fun so that students do not get bored easily.

One of the efforts teachers should make is to change the teaching methods or teaching style during class. One of the newest teaching methods is game-based learning. Game-based learning means that the teacher will give the game to students, and the game has been set to get knowledge, and the teacher can reach the standard they set for their students.

This research shows that game-based learning can influence students' participation during class activities because, based on the data, comparing the pre-test and post-test, the pre-test, the

data shows that 90% of students in 8th grade at Darul Mahfudz have a low score of participated during class activities. Meanwhile, the post-test shows that about 90% of students have a medium score of participating during class activities. This shows that hypothesis 1 or H1 is true; game-based learning influences students' participation during class activities.

Based on what the researcher observed, during the class activities, students become more active and discuss more with their friends. Pupils also respect every opinion that their friends give, and students also improve their critical thinking. The first time the researcher enters the class, students can not explain the reason for their answers, but during the treatment, pupils show a change; they can explain the reason why they chose an answer while playing games. Students also start to be braver than the first time they answer a question that the researcher gives, and all of their classmates always support each other while playing a game.

This indicates that game-based learning not only increases student participation but also improves the overall quality of classroom interaction. It fosters a positive learning environment, encouraging students to be more proactive and engaged in their learning process. This indicates that game-based learning has a positive impact on students' participation, problem-solving, and critical thinking.

Although game-based learning shows that it can influence students' participation, there are still students at a low level. This can be a new question for the next researcher. Why is it still hard to get students to a high participation score, even though they already try the newest and most modern teaching methods?

5. CONCLUSION

This research has shown that game-based learning can influence students' participation during class activities. This is approved by the data in the table or chart that shows the improvement of pupil participation from 10 students in low and 1 in very low at the pre-test turn to 10 in medium and 1 in low level at the post-test. In pre and post-tests, they also showed a significant change during treatment.

Meanwhile, students who did not receive treatment or were not taught using the GBL methods also showed a change of level in the post-test, but not as much as the students who received treatment. This shows that game-based learning has a positive impact on students, not only in participation but also in critical thinking and problem-solving. However, this is not shown in students who did not receive treatment or were not taught using the GBL methods.

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