



EFFICACY OF GAMIFICATION IN LEARNING ENGLISH GRAMMAR AT STANDARD VI

Education

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ABSTRACT

Efficacy of Gamification in Learning English grammar of the students at standard VI is reflected in the study. Traditional methods of teaching was not fruitful for scoring more marks in English due to problems in learning English Grammar. Investigator tried to eliminate the problems by adopting Gamification activities for enrich the English grammar. **Objectives of the study:** 1. To find out the effectiveness of Gamification in learning English Grammar. 2. To find out the significant difference in achievement mean score between the pre test of control group and the post test of control group. 3. To find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group. **Methodology:** Experimental method was adopted in the study. **Sample:** Eighty students were selected for the study from standard VI, Coimbatore district. Forty students were considered as Controlled group and another forty two were considered as Experimental group. **Tool:** Researcher's self-made Achievement test was used as a tool for the study. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the test-retest method. 't' test was considered statistical technique for the study. Findings Gamification is more effective than conventional methods in learning English grammar. **Educational implications:** It can be extended to other schools also.

KEYWORDS

Gamification, Experimentation, Conventional methods.

INTRODUCTION

Gamification, the application of game elements to non-game situations, has gained traction in education as a mechanism for improving motivation and/or learning outcomes. Although it is widely accepted that gamification enhances these aspects of engagement in business and education settings, there is equivocal supporting evidence. Research has emphasised behavioural responses to gamification, although there is some evidence that gamification can support deeper cognitive and affective aspects. Gamification refers to an educational approach that allows students to see their learning as a playful process and experience. Educator LaVague-Manty described gamification in an academic environment as allowing: "multiple paths to achievement (not everybody has to do the same assignments), Teaching and learning has demonstrated that gamification can have the following impacts on student learning: Higher performance on practical assignments (Dominguez, Saenz-de-Navarrete et al., 2013) Enhances learning motivation (Dominguez, Saenz-de-Navarrete, et al., 2013; Garri, Ahlers, & Driskell, 2002), Supports attitude change (Hays, 2005), behavior change (Schoech, Boyas, et al., 2013), Encourages collaboration (Schafer et al., 2013), Promotes learner engagement (Giannetto, Chao, & Fontana, 2013; Mitchell & Savill-Smith, 2005). Conventional methods of learning are ineffective to the students in learning English grammar at standard IX. Gamification is a challenging innovative method which can be helped to enhance the learning English grammar. Hence the investigator tried to practice for enriching application oriented and life-long utilization in English grammar for the students of standard VI.

Review Of Literature

Kam, Adele H. T.; Umar, Irfan N. (2023) reported the Gamification is to increase learning motivation and produce positive learning behaviors or outcomes. As gamification research continues to mature, more studies are investigating factors that may contribute to the varying effectiveness of gamification, as well as factors that may moderate its effects. This study investigated whether academic achievement levels moderated the effects of gamified learning among 118 students enrolled in a private higher education institution in Malaysia. Previous studies have shown that high, medium and low achievers do not respond equally to gamification. To explore this further, the current study evaluated gamification's effect on motivational dimensions such as the sense of competence, intrinsic motivation, valuation and engagement on different levels of achievers. The findings showed that academic achievement levels moderated gamification's effect on valuation. Nevertheless, there was no significant moderation effect on competence, intrinsic motivation and engagement. The findings also revealed that gamification produced more significant effect on low-level achievers compared to high level achievers.

(2022) focuses on the gamifying of learning content by students. To verify the efficacy of gamification as a learning activity, the effects of students posing and gamifying questions in relation to second language grammar learning are explored. A gamification platform called "TipOn" was designed to allow students to pose and gamify questions according to different game modes to facilitate their classmates' practicing English grammar. To examine the emotional regulation effects of posing and gamifying questions on learning performance, this study explored the effectiveness of gamifying content by examining how participants' two types of epistemic curiosity (i.e., interest-type epistemic curiosity (IEC) and deprivation-type epistemic curiosity (DEC)) related to posing questions affected their attitude towards gamification (ATG) and their learning progress. In this experiment, participants had to pose English grammar questions related to verb tense, and gamify the questions using TipOn. They then played games using other students' content. Data were collected from 96 ninth-grade students, and the correlations between constructs were evaluated using the path-analytical technique. The research results indicated that, first, English learning anxiety is negatively related to the two aforementioned types of epistemic curiosity. Second, IEC had no significant impact on ATG; however, DEC was positively associated with ATG. Third, ATG could positively predict students' learning progress. The results imply that teachers could use this gamifying system in a flipped classroom to motivate students to tap into their epistemic curiosity to increase their content learning and enhance the effects of learning.

Hamzah; Tambak, Syahraini; Hamzah, Muhammad Luthfi; Purwati, Astri Ayu; Irawan, Yuda; Umam, Muhammad Isnaini Hadiyul (2022) aimed at creating LMS-based Gamification using the Web-Centric Course (WCC) model for Islamic studies as a course according to the curriculum demands. This study was an R&D (Research and Development) with ADDIE (Analysis, Design, Development, Implementation and Evaluate) design as the learning model combined with the steps of research development by Borg and Gall. The finding of this study is a Gamification Model based on Problem Based Learning in Islamic Studies Course. Respondents in this study in measuring the practicality, effectiveness of students who were distributed to 32 students to test the practicality, effectiveness of the Gamification model (Big Group) and 10 students to test the practicality, effectiveness of the Gamification (Small Group) model who were taking Islamic studies courses. The development of this model is supported by textbook, model book product, lecturer manuals, student manuals, application manuals, e-learning. The result of the product validity analysis indicates that all the product in this study was valid. The result of practicality analysis by lecturer and student show that everything is practical.

to apply the Gamification the oral English teaching in the first year of senior high school. A one-semester teaching experiment is conducted to explore whether there is a significant difference in the students' oral English proficiency between the experimental class and the controlled class. The major findings of the study are as follows: (1) There are significant differences of students' oral English proficiency before and after the experiment in the experimental class and the controlled class; (2) Gamification can improve students' oral English proficiency, among which pronunciation and intonation, range and accuracy of vocabulary and fluency of language are the most significant ones, while the accuracy and complexity of grammatical structure are insignificant.

OBJECTIVES

1. To identify the problems faced by the students in learning English grammar
2. To find out the significant difference in achievement mean score between the pre test of control group and the post test of control group.
3. To find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.
4. To find out the impact of Gamification in learning English grammar

Hypotheses

1. Students of standard VI faced problems in learning English grammar by traditional methods.
2. There is no significant difference in achievement mean score between the pre test of control group and the post test of control group.
3. There is no significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.
4. Gamification is more effective than conventional methods in learning selected English grammar at standard VI.

Variables

Gamification was considered as Independent variable. Achievement test score was taken as dependent variable in this study.

Methodology

Equivalent group Experimental method was adopted in the study.

Sample

Eighty Students of standard VI from Higher secondary school, Chythania school Neelambur, Coimbatore district were selected as samples for the study. Forty students were considered as Controlled group and another forty were considered as Experimental group.

Tool

Researcher's self-made achievement test was used as a tool for the study. Validity of the tool was established by the opinion of the Experts. Reliability of the tool was established by the test-retest method and 0.83 was found out as coefficient correlation of three Achievement test.

Construction Of Tool

The investigator's self made Achievement test was used for the pretests and post tests of both control groups and experimental groups. The same question paper was used for both pre and post tests to evaluate scoring in learning English grammar through objective types of question which carried one mark for each question and contained 50 marks.

Reliability Of The Tool

Reliability of the tool had been computed using test-retest method and the calculated value is 0.83. The value is quite significant and implies that the tools adopted were reliable. Hence the reliability was established for the study.

Validity Of The Tool

Subject experts and experienced teachers were requested to analyze the tool. Their opinions indicated that the tool had content validity and construct validity.

Process of the study

Identification of the problem in conventional method by administering Pre-test to the both groups. 2. Preparation and implementation of activities for Gamification. 3. Experimental activities performance. 4. Administering the post-test.

Data Collection

The researcher administered pretest to the students with the help of a teachers and Principal. The question papers were given to the individual Student and evaluated learning hurdles of the Students were identified by the pretest. The causes of low achievement by conventional methods were found out. **Gamification** was used in the classroom for enhancing English grammar for six weeks. The posttest was administered and the effectiveness of the Gamification was found out.

Statistical Technique

t test was used for the study.

RESULTS

Hypothesis 1

1. Students of standard VI faced the problems in learning English grammar by traditional methods.

In the post-test, students scored 82% of marks and the students scored 18% of marks in the traditional methods.

Hypothesis 2

There is no significant difference between the Pre test of control group and Post test of control group in achievement mean scores of the students in learning English grammar at standard VI.

Stages	N	Mean	S.D	df	t-value	Result
Pretest control group	40	7.68	3.12	78	0.326	Insignificant at 0.05 level
Post test control group	40	7.93	3.71			

The table showing achievement mean scores between pre test of control group and posttest of Control group.

The calculated "t" value is (0.326) less than table value (1.96). Hence null hypothesis is accepted at 0.05 levels. Hence there is no significant difference between the pre test of control group and post test of control group in achievement mean scores of the students in learning English grammar by conventional methods at standard VI.

Hypothesis 3

There is no significant difference in achievement mean score between the Pre test of Experimental group and Post test of Experimental group

Stages	N	Mean	S.D	df	t-value	Result
Pretest experimental group	40	6.24	3.72	78	3.487	Significant at 0.05 level
Post test experimental group	40	9.22	3.92			

The table showing achievement mean scores between pretest of Experimental group and posttest of Experimental group.

The calculated 't' value is (3.487) greater than table value (1.96). Hence null hypothesis is rejected at 0.05 level. Hence there is significant difference between the Pre test of Experimental group and Post test experimental group in achievement mean scores of the students by learning English grammar through Gamification.

Hypothesis 4

Gamification is more effective than conventional methods in learning English grammar.

Achievement mean scores of the learners in post-test of control group is 7.93 and the achievement mean scores of the learners post test of Experimental group is 9.22. Score of the post test of Experimental group (9.22) is greater than Pre test of Experimental group (6.24). Above both assure that learning English grammar by using Gamification is more effective than conventional methods

Findings

1. In the post-test of Experimental group students of standard VI scored 82% of marks and in the post-test of Controlled group the Students scored 18% of marks in the conventional method.
2. There is no significant difference between the Pre- test of control group and Post test of control group in achievement mean scores of the Students in learning English grammar. There is a significant

difference in achievement mean score between the Pre test of Experimental group and Post test of Experimental group

3. **Gamification** is more effective than traditional methods in learning English grammar.

EDUCATIONAL IMPLICATIONS

1. Gamification is a process through which student engagement states can be modified to support the achievement of learning outcomes.
2. The achievement of learning outcomes can be a measurable consequence of the state of student engagement which spans affective, cognitive and behavioural domains.
3. It is possible to select game attributes appropriate to support the achievement of specific learning objectives categorised into the three domains of learning: cognitive, affective and psychomotor.
4. It is possible to select a game attribute for employment in a gamification strategy by identifying the psychological domain shared between the learning outcome/educational objective and the desired, modifying student experience of engagement.

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