

The Use of Game-Based Learning Method to Improve Seven-Grader Students' English Learning Motivation and Achievement at MTs Negeri 2 Malang

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ABSTRACT

This study aims to increase students' motivation and learning outcomes in English courses. The research subject is 32 seven grader students at MTs Negeri 2 Malang. This research was carried out in two cycles consisting of 4 stages: planning, implementation, observation and reflection. Learning motivation data were taken through field observations and interviews, which were then analyzed descriptively. The learning outcomes data were taken from the Pre-Test and Post-Test before and after the class action. The Pre-Test and Post-Test scores were then analyzed quantitatively by calculating the percentage of complete learning outcomes and the class average obtained. The results showed a significant increase in learning motivation and learning outcomes in the two cycles. The percentage of learning outcomes indicates this: the Pre-Test score completeness in the first cycle was 40.62% and increased in the Post-Test to 71.87%. In the second cycle, the completeness score on the Pre-Test was 15.62%, which increased significantly in the Post-Test at 75%.

Keywords: Learning Motivation; Learning Outcomes; Game-Based Learning; Learning Method.

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INTRODUCTION

The transition from the conventional education system to a digital system that occurred due to the Covid-19 pandemic provided significant changes in teaching and learning activities in many ways. Educators who previously could supervise students inevitably must adapt to learning without direct supervision. Every learning activity that is carried out directly must be done through digital media.

Among the impacts that arise due to the continuous use of digital media in learning is a decrease in the level of learning motivation in students. Aldiyah (2021), in her study, found that online learning during the Covid-19 Pandemic has both positive and also negative impacts in the form of a decrease in students' learning motivation. Aldiyah (2021) explains

that this is one of the consequences of changes in learning styles that require both students and teachers to re-adapt to learning.

In line with this, Adhetya et al. (2020) who also conducted a study on the motivation of high school students in online learning amidst the covid-19 pandemic situation, got the same thing. The conclusion of the study shows that there is a decrease in students' learning motivation in online learning. The increase is indicated by the results of the study, which are significant (<0.05).

However, based on the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia, on September 16, 2021, some face-to-face learning was carried out with certain terms and conditions. Then, face-to-face learning was officially opened and implemented in all schools, institutions and even universities throughout the country. So learning with digital systems in the Covid-19 era has again experienced a transition to the previous system, namely face-to-face learning.

Therefore, to see the gap between online learning and face-to-face learning online, the researchers conducted a preliminary study which was carried out on the English subject of class VII I students at MTs Negeri 2 Malang. Preliminary research was carried out through field observations where researchers conducted direct learning for two weeks with four face-to-face meetings. In the two weeks of learning, the researchers carried out learning, as usual, using the lecture method, and the media only consisted of whiteboards and board markers. Based on the observations, the researcher found several complaints from students, including saying that English is very difficult to learn. Most also said they tend to feel bored quickly during learning and teaching activities. The enthusiasm of students in participating in learning looks low. In every meeting, many students are always talking to one or another. Moreover, some students are sleeping or leaning their heads on the table during the lesson.

This, of course, appears not without reason. Apart from that, most of them have never studied English at the previous level of education (elementary school), thus requiring them to adapt to new subjects. Learning and teaching activities which were only carried out using the lecture method (in a 2-week trial process), were also dominating factors. Thus, preliminary research found that the learning motivation of grade VII I students was still low due to the lack of innovative methods or media provided by the teacher during learning. When examined in more depth, this is what is experienced by most junior high school / junior high school students in general.

In line with the results of the observations, Purwanti & Gafur (2018) found that learning methods which are less varied and unattractive tend to make students feel bored quickly and passively in learning activities. On the other hand, an attractive method and the teacher's accuracy in applying learning models, especially innovative and creative ones, are the keys that impact students' learning motivation and learning abilities effectively and efficiently and fun (Noge, 2019). Furthermore, in this case, students are still in the English for Young Learners (EYL) category, which is why the use of effective and innovative methods or media as a channel of information to increase students' motivation to learn will determine the success of learning in the classroom.

The increase in students' learning motivation will indirectly improve student learning outcomes as well. Students who have been motivated will be encouraged to be more enthusiastic about doing something, including one of them focusing on learning (Purwanti & Gafur, 2018). In line with that, Arimbawa (2021) also found that student achievement data increased along with increased learning motivation. This is certainly not far from being

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caused by increased learning motivation which is the impact of using interesting media or methods.

One method that is considered to be able to increase motivation as well as learning outcomes is the Game-Based Learning (GBL) method. Muhammad (2010) defines games as self-executing mental and physical efforts, which are useful for increasing motivation and achievement, as well as developing performance in carrying out tasks and other related interests. Meanwhile, Joan Freeman and Utami Munandar in Ismail (2009) define the game as an activity that helps a person, especially children, to achieve full development in terms of physical, intellectual, social, moral and emotional.

Based on the understanding of the game described, it can be concluded that Game-Based Learning is learning that is packaged using games that are appropriate or related to learning materials. In addition to being based on learning materials, Game-Based Learning must refer to students' need analysis and the ultimate goal of learning. Thus, the existence of Game-Based Learning can optimally support learning activities.

Winatha & Setiawan (2020), in their research entitled "The Effect of Game-Based Learning on Motivation and Learning Achievement", found that applying GBL significantly increased student motivation and learning achievement compared to the Direct Learning Method. This is because GBL is considered capable of changing the learning paradigm from teacher-centred to student-centred. Thus, based on constructivist learning theory, Winatha & Setiawan stated that learning will be more meaningful when students are involved in building their knowledge.

In line with the previous research, Lu & Effandi (2015), in their study entitled "Effect of Game-Based Learning Activities on Children's Positive Learning and Prosocial Behaviors", stated that Game-Based Learning is an innovative model that helps students build meaningful learning and stimulate their development by providing a pleasant learning experience. So, this fun learning experience can have an impact on the interest and motivation of students. Students' increased interest and motivation will trigger curiosity and lead to further and more in-depth exploration of what they have done.

Based on the preliminary study that has explored the effectiveness of Game-Based Learning, the results of this study are expected to strengthen the theory that GBL learning, especially the so-called "Racing Game", can also increase motivation as student learning outcomes in subjects. English Class VII KD 3.2 and 4.2 with Family and Pronouns material.

METHOD

This research is a Classroom Action Research. Kemmis & Taggart in Prihantoro & Hidayat (2019) defines action research as a form of self-reflective research that researchers collectively carry out in social situations to improve the reasoning and fairness of their educational and social practices, as well as their understanding. Muhadi (2013) explains that action research is carried out in cycles, consisting of four stages: planning, implementation, observation and reflection.

The first stage is planning, carried out after the preliminary study to find problems that will be overcome in class. The planning stage is done by making research instruments in the form of pre-test and post-test questions according to the material during the cycle. In addition, the preparation of learning media that will be used in the next stage is also carried out at the planning stage.

The second stage is the action which is the implementation and implementation of problem-solving options in the classroom. This stage is carried out simultaneously with the

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next stage, namely observation which is carried out during class to obtain data for the study. The last stage is a reflection as the analysis stage and presenting the data obtained in the action and observation stage.

This research was conducted in the odd semester of the 2022/2023 academic year, starting from the third week of August to the first week of October 2022. The research location is in the class 7I MTs Negeri 2 Malang (State Islamic Junior High School) at Kenongosari Street III No.16, Turen District, Malang Regency, East Java. 65175. The population in this study amounted to 32 students consisting of 14 male students and 18 female students.

Sources of data are taken from qualitative data and quantitative data. Qualitative data in the form of descriptive explanations that review aspects of students' learning motivation before and during treatment cycles one and two occur. Meanwhile, student learning outcomes were analyzed quantitatively in the form of pre-test and post-test scores, which were then compared with the percentages in each cycle.

FINDING

Motivation to Learn

The learning motivation of class VII students in learning English before and after the treatment in cycle one and cycle two can be seen in the preliminary research. Based on the results of preliminary research conducted through field observations and interviews with several students, the researchers found several factors that indicated that student's motivation to learn English was still very low. Some of these factors are: students feel bored quickly during learning, many talks with their classmates, and some fall asleep or just lean their heads on the table while the teacher explains.

Hariyanti (2013) stated several indications of the low students' enthusiasm, including many are busy when the teacher explains the material, rarely willing to express their opinions when the teacher asks, and just being silent or showing other passive behaviours. Those passive behaviours include listening to the teacher's explanation while sleeping in class and talking with their classmates. This statement is also supported Awe & Benge (2017) that students who pay less attention to the teacher's explanation do not concentrate during the learning process. This also means that students do not actively participate in the learning process and sit in an incorrect position are some factors that indicate a lack of motivation to learn. So, it can be confirmed that prior to the treatment in cycles 1 and 2, students' motivation and enthusiasm for learning English were quite low.

The existence of treatment in the form of implementing the Game-Based Learning method that applies the Racing Game to learning in cycles one and two shows a positive change in student motivation. This can be seen from the absence of students sleeping or propping their heads on the table during learning. Moreover, after the first cycle was completed, the second one was carried out as the willingness of almost all grade VII I students who claimed to be enthusiastic about learning through a combination of games. Moreover, this was also done to ensure the learning method is good to apply in all materials.

Learning Outcomes

The increase in student learning motivation is directly proportional to the increase in student learning outcomes. Learning outcomes are taken from the Pre-Test and Post-Test in each cycle. Learning outcomes showed a significant increase before and after being given

treatment in the form of the Racing Game in each cycle. This is as evidenced in the following scoring table:

Table 1. Recapitulation of English learning outcomes in cycle 1 (Family Material)

Score	Pre-Test	Post-Test
Highest	100	100
Lowest	30	50
Average	62.03	78
Complete	40.62%	71.87%
Not finished	59.37%	28.12%

Table 2. Recapitulation of English learning outcomes in cycle 2 (Pronoun Material)

Score	Pre-Test	Post-Test
Highest	81	93
Lowest	27	57
Average	55.18	76.43
Complete	15.62%	75%
Not finished	84.37%	25%

In the first cycle, the highest score from 32 students before and after the treatment was 100. The perfect score was obtained by one student in the Pre-Test and increased to multiple after the action. Then, learning outcomes are measured in terms of mastery if the value is at the KKM value (Minimum Completeness Criteria), which is 70. In the first cycle, 13 student learning outcomes are complete, with a percentage value of 40.62%, and 19 are incomplete, with a percentage value of 59.37%, before taking action.

A significant increase occurred after students were given the action or treatment. It can be seen in the first table that the complete learning outcomes are 71.87%, with a total of 23 students. Meanwhile, the percentage of incomplete student learning outcomes also decreased in proportion to the increase in student learning completeness, which showed only 28.12% or nine students. More specifically, the number of students who have complete learning outcomes before and after the actions in cycle one can be seen in the following diagram:

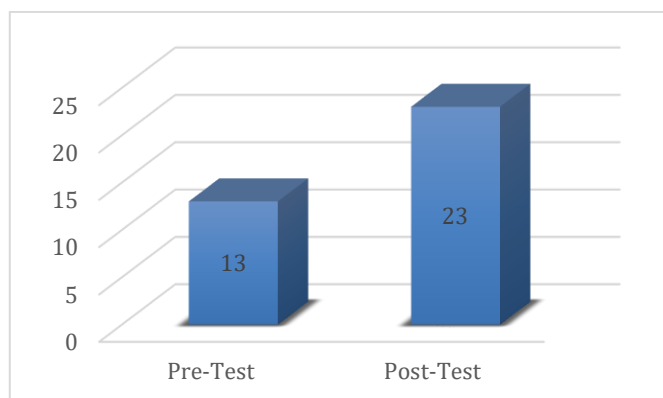


Diagram 1. Number of students who have complete learning outcomes before and after the action in cycle 1

Although in the first cycle, the highest score is the same, there is a significant increase in the number of students who achieve mastery learning outcomes before and after the action. In this case, all students' scores in the post-test are confirmed to increase from the student's scores in the pre-test. Then, in the second cycle, the highest score of 32 students before the treatment was 81, and after the treatment reached 93. In this cycle, the mastery of learning outcomes before the action was very low, with a percentage of 15.62% or only achieved by five students. A total of 27 other students got scores below the KKM which means they are not complete, with a percentage of more than a third of the total class, which is 84.37%.

A significant increase occurred after students were given the action or treatment. It can be seen in the second table that three-quarters of the number of students in the class, or 24 students get learning outcomes above the KKM value, with a percentage of 75%. The rest, as many as eight students, are still in incomplete learning outcomes, with 25%. However, in this case, all students' scores on the post-test have certainly increased from those on the pre-test.

The number of students who have complete learning outcomes before and after the action in cycle two can be seen in the following diagram:

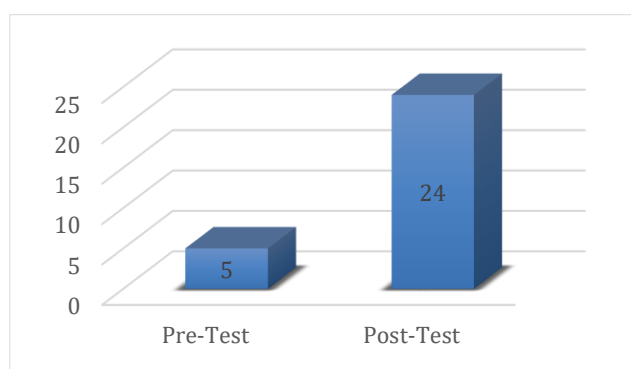


Diagram 1. Number of students who have complete learning outcomes before and after the action in cycle 1

In the diagram above, it can be noted that the increase in learning outcomes did occur significantly, where previously, only five students could complete the KKM score. In contrast, after the action, 24 students were able to complete the KKM score.

DISCUSSION

As discussed several times in the previous explanations, students' learning motivation is always directly proportional to learning outcomes. This means that learning motivation increases; learning outcomes also increase, and vice versa. This follows the definition of learning motivation stated by Slameto (2010) that with interest or motivation, something will be done with pleasure even without telling someone. Thus, in the learning process, students will meet all their needs without coercion and be in a happy state. Thus, this can indirectly provide a positive trend towards learning outcomes.

The learning outcomes in this study which increased significantly after the action in the form of giving Racing Game treatment to learning, showed that the Game-Based Learning method effectively increased students' absorption. This follows the theory stated by Ricardo & Melani (2017) that interest and learning motivation positively and significantly influence student learning outcomes, both simultaneously and partially. Thus, the results of this study are there to support the previous theories because the results of the study indicate conformity with previous studies.

CONCLUSION

The importance of choosing learning methods in the teaching and learning process is one of the success factors for learning which is indicated by student learning outcomes. In this case, learning is packaged using an innovative Game-Based Learning method. It requires students to be actively involved throughout the learning process to stimulate students learning motivation which is expected to affect their learning outcomes.

The results of the two-cycle action research showed an increase in students' learning outcomes. In the first cycle, 71.87% of students' scores were counted as complete. Before the action, there were only 40.62% completed the learning outcomes. Then in cycle 2, 75% of students' scores were counted as complete, and before the action, only 15.62% completed the learning outcomes. From the two cycles, each experienced a very significant increase. Thus, it can be concluded that game-based learning or Game-Based Learning can effectively increase students' motivation and learning outcomes.

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