

EFL STUDENTS' PERCEPTION IN USING EDUCANDY GAMIFICATION LEARNING MEDIA

Indri Yani

indriyani@gmail.com

English Education Department, University of Swadaya Gunung Jati – Indonesia

Herlina

herlinatjipto2@unja.ac.id

English Education Department, University of Swadaya Gunung Jati – Indonesia

Nurani Hartini

nuranihartini@unja.ac.id

English Education Department, University of Swadaya Gunung Jati – Indonesia

Abstract

This study discusses the Perception of EFL Students in Using Gamification Educational Learning Media. This research is motivated by the importance of learning media to support fun English learning with the role of Educandy gamification. The purpose of this study was to determine how students' perceptions of learning English by using the media Educandy. This study uses a qualitative approach with a descriptive design. The data collection instrument used an open questionnaire. Data analysis was carried out by means of descriptive data from the interpretation of participants' answers. The findings of this study are: there are two perceptions, namely positive perceptions and negative perceptions. The positive perception is that Educandy makes learning English more fun, Educandy can increase interest in learning English, Educandy is suitable for use as a medium for learning English, learning with Educandy is like playing games, and Educandy can increase English vocabulary. While the negative perception of EFL students towards the use of Educandy in learning media, learning English using Educandy media still feels boring if done online for too long by some participants. This research is expected to be an inspiration for teachers and other researchers to develop the same topic more deeply for the advancement of education.

Keywords: *Students perception, Educandy, Gamification, Learning media, Positive and Negative Perception*

Sari

Penelitian ini membahas Persepsi Mahasiswa Bahasa Inggris sebagai Bahasa Asing (EFL) dalam Menggunakan Media Pembelajaran Gamifikasi. Penelitian ini didorong oleh pentingnya media pembelajaran untuk mendukung pembelajaran Bahasa Inggris yang menyenangkan dengan peran gamifikasi Educandy. Tujuan penelitian ini adalah untuk menentukan bagaimana persepsi mahasiswa dalam belajar Bahasa Inggris dengan menggunakan media Educandy. Penelitian ini menggunakan pendekatan kualitatif

dengan desain deskriptif. Alat pengumpulan data menggunakan kuesioner terbuka. Analisis data dilakukan melalui interpretasi jawaban peserta. Temuan penelitian ini adalah: terdapat dua persepsi, yaitu persepsi positif dan persepsi negatif. Persepsi positif meliputi: Educandy membuat pembelajaran bahasa Inggris lebih menyenangkan, Educandy dapat meningkatkan minat dalam pembelajaran bahasa Inggris, Educandy cocok digunakan sebagai media pembelajaran bahasa Inggris, pembelajaran dengan Educandy terasa seperti bermain game, dan Educandy dapat meningkatkan kosakata bahasa Inggris. Sementara persepsi negatif siswa EFL terhadap penggunaan Educandy sebagai media pembelajaran, belajar bahasa Inggris menggunakan media Educandy masih terasa membosankan jika dilakukan secara online terlalu lama oleh beberapa peserta. Penelitian ini diharapkan dapat menjadi inspirasi bagi guru dan peneliti lain untuk mengembangkan topik yang sama secara lebih mendalam demi kemajuan pendidikan.

Kata kunci: *Persepsi mahasiswa, Educandy, Gamifikasi, Media pembelajaran, Persepsi positif dan negatif*

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Introduction

Talking about the learning media used in learning English will certainly never end. Basically, every year the variety of learning media is increasing according to the needs, because the distance learning system requires media as a bridge in connecting teachers with students. Regarding learning media, learning media is a tool or material, or in the form of modern technology that is used to support learning in the hope that the material delivered is more optimal. This is a positive impact of the Covid-19 outbreak. Since learning has switched to distance learning, learning media have appeared more and more diverse according to the desired model.

Currently, teachers and students have used many media to assist them in delivering and receiving material. The increasing growth of Information and Communication Technology (ICT) in the education sector has encouraged studies measuring the impact of technology on motivation, performance, and engagement (Christopoulos et. al., 2018). Education is also developing with the help of technology so that in its implementation education can continue to grow educative teaching and learning motivations. The technology in question is when as smartphones, tablets, and similar devices become more widespread and powerful (Silver, 2019). In fact,

technology around us is undeniably very helpful in learning. Especially on language learning that requires a lot of motivation, learning media must be used in accordance with the resulting engagement and performance. Technology is improving used (in the classroom), leading to more diverse approaches to effective language education (Chen, Wang, Zou, Lin, & Xie, 2019). So in reality, the media plays a role as an implementation in language learning. Submission of material alone is not enough, students need interesting media in the form of gamification so that after the material is absorbed, the media is run to measure the extent of their understanding. The material is successfully delivered when the recipient understands all of it and how to use it in daily activities.

There have been many studies on learning media in the form of gamification. First, research on the use of Educandy as a learning media that focuses on vocabulary with implementation in the form of interactive learning games (Ria & Widya, 2021). The study was conducted on 31 EFL teachers in senior high school with data collection through interviews. As result, there were about 6.2 EFL teachers who stated that the use of Educandy as an English learning media was very helpful. As a new learning media in the world of education, Educandy is one of the most popular media for educators.

The second research is about the effect of gamification on students in conducting interactive learning online and peer-feedback (Huang, et. al., 2019). In this research, the method used is quantitative towards group assignment collection and peer-feedback using Moodle learning media. In the research, it can be seen that students who learn to use gamification media have a higher level than students who use conventional learning media. The results obtained are, the gamification-based group gained improved learning achievement than the control group, the gamification-based group posted more original posts and peer-feedback than the control group, the gamification-based group posted higher quality online peer-feedback than the control group, and the gamification-based group had higher network density and lower degree centralization than the control group.

The third research is about the use of gamification media on English subjects in supporting second language learning by Dehghanzadeh et. al., (2019). In this study, the method used is quantitative by using a review system of 22 publications dating from

2008 through 2019. The results obtained from this study are the effects of gamification on learners' learning experiences and their learning outcomes in the form of being enjoyable, engaging, motivating and fun were positive learning experiences of gamified LESL environment.

The studies above have similarities to a similar topic, namely gamification, while the differences that are highlighted are in the form of the use of gamification media and data collection or methods. Based on the research that has been mentioned above, the author decided to research a similar topic, namely about gamification along with the use of specific learning media in the form of Educandy. The research focused on the perceptions of EFL students.

Methods

According to Creswell (p. 16, 2012) qualitative research is a method used to address research problems the researcher does not know the variable and need to explore, this method generates information about the phenomenon of the study, and learns the participants through exploration. There are six steps involved in analyzing and interpreting qualitative data. That steps are preparing and organizing data, exploring and coding database, describe findings and form themes, represent and report findings, interpret the meaning of the findings, and validate the accuracy of the findings (Creswell, p. 236, 2012). Therefore, the writer decided to choose a qualitative method in this research because the researcher will be describe existing phenomena based on students' perceptions.

The participants in this study were students of class X1 TKJ-2 of SMKN/vocational senior high school (aged 16-17 years) who were studying English as a Foreign Language (EFL) and who had already learned about English vocabulary with simple past tenses. They have studied English for approximately 6 years, starting from grade 3 of elementary school. According to the national curriculum, they have two hours of English lessons per week. Participants were first asked to review the vocabulary of simple past tense they had learned. Then they were given practice questions using Educandy learning media.

A total of 5 students as a sample of 20 students were selected from one class by using random sampling to provide answers. According to Creswell (p. 143, 2012) simple random sampling is a sampling in which researchers select participants as samples so that each individual could have the same possibility of choice. Following the questionnaire here, complete questionnaires were collected for analysis.

Results and Discussion

Based on the research that has been done, the writer got some findings that can describe the perception of EFL students in the use of Educandy as a media of Learning English. The findings are as follows:

1. Positive Perceptions of EFL Students Towards in Using Educandy in Learning Media

In the following, field findings regarding the EFL students' perception in using Educandy learning media. The topic studied is only related to affective aspects, this is because the writer only wants to know the opinions of students regarding their feelings using Educandy in learning English. It was found based on the answer to the questionnaire that some students gave positive responses to learning English with Educandy.

a. Educandy makes learning English more fun

Learning media is said to be able to bring the learning atmosphere to more fun than continuing to use the old way, which is only focusing on books. Educandy, which is a quiz-based learning media, is proven to make student learning more fun. This has been confirmed in a questionnaire by Participant-1 (2022) who stated that learning English using Educandy was fun.

“Fun and also fun in learning English using Educandy.” (Participant-1)

There are many kinds of fun contexts this is felt by students directly learning English using Educandy. Participant-3 and Participant-5 who shared their experiences stated that when learning English using Educandy they did not feel bored because it is fun.

In other words, learning using Educandy becomes a means that changes learning patterns to be more fun. This is in accordance with the opinion of Christopoulos et. al., (2018) who said that the increasing growth of Information and Communication Technology (ICT) in the education sector has encouraged studies measuring the impact of technology on motivation, performance, and engagement. In the explanation it is known that the effect of using learning media in learning as well as education provides great motivation, namely students become happy to learn and are not easily bored.

b. Educandy can increase interest in learning English

Participant-1 (2022) explained that the main point to improve learning English is to use learning media that makes feel comfortable and happy. Thus, students will be more interested in learning English.

“The games made are still in the context of learning but not boring. The existence of educational games makes learning more varied and fun, causes a decrease in student interest in learning. Feelings of boredom and boredom must be experienced by students and teachers, when they are carrying out learning activities from home.” (Participant-1)

Slightly different to the answer above, Participant-3 (2022) stated that learning with Educandy is a modern way that makes learning better. Some students do have different views on their reading interests. Moreover, some of them are less interested in reading then the best solution is to provide media that can make the view not bored and dizzy.

c. Educandy is suitable for use as a media for learning English

Based on Chen et. al., (2019) technology increases the effectiveness of language education. This is related to learning English that is suitable for using media in its activities. Educandy is one of the media that can be used in learning English and is proven to be suitable.

Participant-2 (2022) answered that using Educandy is suitable for learning English.

“Yes, it is very helpful for learning, especially evaluation.”

Educandy is an application that can also be called gamification media because of the way it is used for evaluation, such as providing exercises or to measure student understanding. Thus, according to the Participant-2 (2022), Educandy is suitable for learning English, especially in the learning evaluation section according to the background of the application itself.

d. Learning with Educandy is like playing a game

Games in Educandy are like stringing together puzzles in search of the right answer. This explanation is based on answers from Participant-1 (2022).

"Yes, using it is like playing a puzzle game and it's not complicated in how to use it."

In other words, almost no obstacles were found when playing Educandy. Students are thus increasingly enthusiastic about increasing their scores in order to improve their understanding of English.

Thus, students feel encouraged by learning with the concept of games. This is in accordance with Rapp, Hopfgartner, Hamari, Linehan, and Cen (2019), who posit that games have characteristics that are important elements for students to increase their motivation. These elements are points, levels, and badges.

e. Educandy can increase English vocabulary

Based on Ria & Widya (2021) who said that Educandy is an application that focuses on vocabulary. Therefore, it has been found that Educandy can improve students' vocabulary.

"Improve English vocabulary," and "Educandy has an impact on English vocabulary skills" (Participant-2).

The statements explain unequivocally that by using Educandy media in learning English, their vocabulary automatically increases.

Similar answers other than the above came from other participants. Participant-4 (2022) answered,

"That is to influence our ability (me) in English vocabulary."

The meaning of the answer of Participant-4 (2022) is the influence of English language learning with Educandy which is lived to provide an improvement for other students as well as by emphasizing that it is real felt by Participant-4 himself.

2. Negative Perceptions of EFL Students Towards in Using Educandy in Learning Media

From the data collected, the writer not only found positive perceptions, but there were also negative perceptions. It is understood that positive perception is always adjacent to negative perception. The two are interrelated because each human being has a different perspective. Based on in accordance with Robbins (2010, p. 122) positive perception is the perception that contains satisfaction, while negative perception is the opposite of positive perception.

Students get bored

Participant-5 (2022) stated, "*Happy but will feel bored if there is Educandy online.*"

In other words, the statement explains that when learning English online using Educandy Participant-5 still feels bored. This is because students' learning patterns vary from one to another. When student A feels interested in self-studying at home online, it is not possible that student B will feel the same way. But in this case, Participant-5 replies that learning English with Educandy is fun and does not create boredom as long as the context is done in the classroom. So, the writer can conclude that the above perceptions are aimed at the time when students learn English using Educandy online only. In addition, Educandy media has not been able to motivate them to learn English even though it is online because they prefer to learn English face-to-face in class with friends and teachers.

Conclusion & Recommendation

Based on the explanation that has been described above regarding the perception of EFL students towards Educandy gamification learning media, the writer will put forward some crucial things that can be concluded. Starting from one question what are students' perceptions of the use in Educandy learning media in learning English with a focus on the affective domain presented in the formulation of the problem related to the perception of EFL students learning English using learning media in the form of

Educandy gamification, there are two perceptions which are positive perception and negative perception. In positive perception, there are Educandy makes learning English more fun, Educandy can increase interest in learning English, Educandy is suitable for use as a media for learning English, learning with Educandy is like playing a game, and Educandy can increase English vocabulary. While, in negative perceptions of EFL students towards in using Educandy in learning media, learning English using Educandy media still feels boring if it is done online for too long by some participants.

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Conflict of Interest

Potential conflict of interest, if any, should be reported here during data collection.

About Author

Indri Yani is a student at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. She can be contacted at indriyani@gmail.com.

Herlina is a senior lecturer at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. She can be contacted at herlinatjpto2@gmail.com.

Nurani Hartini is a senior lecturer at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. She can be contacted at nuranihartini@gmail.com.