

# **Pembelajaran Berasaskan Permainan (GBL) Untuk Penulisan Akademik: Satu Tinjauan Dari Guru Pra-Perkhidmatan ESL**

**Nur Yasmin Khairani Zakaria\***,<sup>1,2</sup> **Melor Md Yunus**<sup>1</sup>, **Harwati Hashim**<sup>1</sup>,  
**Norazah Mohd Nordin**<sup>1</sup>, **Helmi Norman**<sup>1</sup> & **Nor Hafizah Adnan**<sup>1</sup>

*Faculty of Education, Universiti Kebangsaan Malaysia,<sup>1</sup>  
43600 UKM Bangi, Selangor, Malaysia*

*School of Educational Studies, Universiti Sains Malaysia<sup>2</sup>  
11800 Universiti Sains Malaysia, Penang*

Email address: [yasminzakaria@ukm.edu.my](mailto:yasminzakaria@ukm.edu.my); [yasminzakaria@student.usm.my](mailto:yasminzakaria@student.usm.my)

## **ABSTRAK**

**Pengenalan-** Gamifikasi, atau didefinisikan secara meluas sebagai penggunaan unsur permainan dalam konteks bukan permainan telah diterima sebagai pengalaman menarik berserta unsur-unsur yang menyeronokkan. Dalam konteks pendidikan, istilah "pembelajaran berasaskan permainan" sangat luas dibincangkan dalam kalangan penyelidik. Walaupun kajian tentang pembelajaran berasaskan permainan dalam kalangan ahli akademik dijalankan secara meluas, pelaksanaan permainan dalam pengajaran dan pembelajaran masih terhad terutama dalam konteks pembelajaran bahasa kedua (L2).

**Objektif** – Meneliti situasi ini, kemahiran menulis dilihat sebagai salah satu kemahiran yang paling kurang diselidiki khususnya dalam konteks pengajaran dan pembelajaran kemahiran menulis menggunakan pendekatan pembelajaran berasaskan permainan. Oleh itu, 32 guru pra perkhidmatan telah menyertai tinjauan yang dijalankan untuk meninjau pandangan mereka terhadap penggunaan permainan dalam pengajaran kemahiran menulis.

**Methodologi** – Tinjauan telah dilakukan kepada para peserta untuk menganalisis pandangan guru pra perkhidmatan tentang pelaksanaan pembelajaran berasaskan permainan di kursus kemahiran menulis. Data utama dianalisis secara kuantitatif dan disokong oleh perbincangan kumpulan fokus dengan peserta terpilih.

**Dapatan** – Hasil kajian menunjukkan bahawa pelajar-pelajar ini memberi reaksi positif terhadap penggunaan permainan di kelas menulis. Pelajar juga percaya bahawa interaksi rakan sebaya di dalam kelas lebih mudah diterima; oleh itu, pemindahan maklumat menjadi lebih berkesan sepanjang proses pengajaran berlangsung.

**Kepentingan** – Hasil kajian ini memberikan maklumat yang berguna untuk pengajar kemahiran menulis untuk menyediakan lebih banyak bahan pengajaran berasaskan permainan kepada para pelajar di dalam kelas kemahiran menulis.

**Kata Kunci:** Bahasa Inggeris sebagai Bahasa Kedua (ESL), pembelajaran berasaskan permainan, pelajar universiti, penulisan akademik, penulisan penyelidikan

## **Game-Based Learning (GBL) For Academic Writing: An Insight from ESL Pre-Service Teachers**

*Faculty of Education, Universiti Kebangsaan Malaysia,<sup>1</sup>  
43600 UKM Bangi, Selangor, Malaysia*

*School of Educational Studies, Universiti Sains Malaysia<sup>2</sup>  
11800 Universiti Sains Malaysia, Penang*

Email address: [yasminzakaria@ukm.edu.my](mailto:yasminzakaria@ukm.edu.my); [yasminzakaria@student.usm.my](mailto:yasminzakaria@student.usm.my)

### **ABSTRACT**

**Introduction-** Gamification, or widely defined as the integration of game elements in a non-gaming context has widely being accepted as an engaging experience induced with fun elements. In education context, the term “game-based learning” is highly being discussed among researchers. Despite of the prevalence of game-based learning among academicians, the implementation of games in teaching and learning remained low particularly in the context of second language (L2) learning.

**Purpose** – Scrutinizing into this context, writing skills are found to be the least researched area among scholars in regards to game-based learning approach. From the aforementioned situation, 32 pre-service teachers have participated in a survey conducted to discover their views on the implementation of games in a writing classroom.

**Methodology** – A survey has been conducted to 32 participants to analyse their views on the use of games in writing classroom. Main data were analysed quantitatively and supported by focus-group discussion with selected participants.

**Findings** – Findings from the study revealed that these students responded positively to the use of games in writing classroom. The students also believed that engagement among peers in the classroom appeared to be less threatening; therefore, knowledge transfer became naturally favorable throughout the pedagogical process.

**Significance** – These results implied a useful insight for writing instructors to further equip language learners with the use of games in classroom learning.

**Keywords:** academic writing, English as a Second Language (ESL), Game-based learning, research writing, university students.

## **Introduction**

Education 4.0 is becoming the most discussed topic among researchers due to its adaptability and relevance for teaching and learning improvement. In the current development of technology, the term game-based learning education is slowly arising and becoming one of the most interesting fields to be discovered. Researchers have also previously noted the need for future discovery on the use of games in teaching and learning process (Da Rocha Seixas, Gomes, and De Melo Filho 2016). Implementation of games in classroom teaching also becomes an important aspect to be emphasized. This is because, the use of games may widen up more opportunities for the students to engage throughout the teaching and learning process. It is also notable that a shift of teaching techniques may significantly improve overall learning process. Thus, to further discover the implementation of game-based learning in language classroom, researchers in the current study conducted a discovery of pre-service teachers' insights on their views of the implementation of game-based learning in an academic writing course.

## **Literature review related to topic**

An academic writing course is a compulsory subject for students in penultimate year or final year in universities. The current teaching method of this course is highly theoretical and formal. The uses of conventional methods commonly used before this has caused students feel drained and anxious about the process of completing a piece of academic writing, which is one of the requirements for graduation. Therefore, the method of integration of games in an academic writing classroom was conducted as the alternatives to further equip the students with appropriate knowledge to write academically (Sharif et al. 2013; Maznun, Diyana, Monsefi, and Nimehchisalem 2017). A game-based teaching approach is hoped to improve the current pedagogical process of academic writing and eventually enable the students write effectively particularly in academic writing. A survey research design has been conducted to discover pre-service ESL teachers' insights on the implementation of games in an academic classroom. The findings of this study are crucial for future language instructors to further improve the current pedagogy.

## **Methodology**

In the current study, 32 pre-service teachers have participated in a survey conducted to discover their views on the implementation of games in a writing classroom. A survey has been conducted and data were analysed quantitatively and presented descriptively. An adapted questionnaire was used as the main instrument in this research. This questionnaire used consists of two parts namely Part A and Part B. Part A contains items related to the background respondents such as gender, age, race years of exposure to English language. Respondents were required to fill in the information in the space provided. In Part B, students' perceptions on the use of games in writing classroom were discovered. A five-point Likert-scale questionnaire was used to discover their views on the implementation of games in a writing classroom. It focuses on students' perceptions as well as constraints and challenges faced by the students in a game-based classroom for writing skills enhancement.

## **Result and Discussion**

The current study was conducted to examine pre-service ESL teachers' perception on the implementation of game-based learning in an academic writing classroom. The use of games integrated in teaching and learning process is conducted in a writing skills classroom particularly on academic writing course. Kahoot.it!; an online game-based learning platform was integrated as a part of formative assessment for each lesson in this classroom. Distribution of questionnaires was carried out to 32 pre-service teachers and data were analysed using

Statistical Package for the Social Sciences (SPSS). The data obtained were analysed descriptively to identify frequency, percentage and mean score.

In this study, data were presented according to the constructs in the questionnaire. Analysis of the data includes pre-service teachers' views based on their experience in an academic writing classroom using a game-based learning approach. These constructs include their views on learners' engagement in a game-based learning classroom, effectiveness of online games for learning and attractive features of games used in an academic writing classroom. Analysis of means were presented according to a 5-point Likert scale ranging from "1-Strongly Disagree", "1-Disagree", "3-Neutral", "4-Agree" and "5-Disagree".

Table 2: Pre-Service ESL Teachers' Perceptions on Classroom Engagement in GBL Classroom

<b>Classroom Engagement</b>	
1. <i>Kahoot.it!</i> allows me to engage more with my friends.	4.21
2. I get to learn collaboratively with my friends through <i>Kahoot.it!</i>	4.37
3. I enjoy using <i>Kahoot.it!</i> with my friends	4.11

Table 2 presented the three most highly agreed statements by the respondents on the improvement of classroom engagement among learners in a game-based academic writing course. Analysis of the data revealed that majority of the respondents agreed that the use of Kahoot enable them to learn collaboratively with their friends (M: 4.37). Implementation of Kahoot is also perceived as a mean for the students to engage more with their friends (M=4.21). Features presented in Kahoot enable them to actively participate throughout the learning process. These features also give them the opportunity to communicate and interact actively before and after the lesson. Competition element provided in Kahoot enables the students to be more proactive and competitive to be on the leaderboard (Chen and Yeh 2019). It is also noted that experience that students had after Kahoot session is highly accepted in and out of the classroom.

Table 3: Pre-Service ESL Teachers' Perceptions on Effectiveness of Online Game in GBL Classroom

<b>Effectiveness of Online Game</b>	
1. The use of <i>Kahoot.it!</i> makes the teaching and learning process more effective than the conventional learning	4.10
2. The use of <i>Kahoot.it!</i> in the classroom helps me understand the topics better	3.98
3. The use of <i>Kahoot.it!</i> increases my interest to learn	2.88

Despite of the limitation of exposure to Kahoot as a teaching tool, the implementation of Kahoot for the teaching and learning of academic writing is perceived as an effective approach by the respondents. Respondents in this study presented a relatively high agreement on the statement "The use of *Kahoot* makes teaching and learning process more effective than the conventional learning" with a high mean value (M=4.10). It is also agreed by the respondents that the use of Kahoot helps them to understand the topics better. Analysis of the data also revealed that despite of positive engagement among peers, the use of games in classroom learning particularly in academic writing, does not increase the students' interest to learn. Responses received from the questionnaire distributed revealed that a lower mean value

(M=2.88). It could be concluded that inability of game-based learning approach in increasing students' interest to learn is hindered by the complexity of the writing skills itself (Bal 2019; Elaimat et al. 2020).

Table 4: Pre-Service ESL Teachers' Perceptions Interesting Features in Games

<b>Games Features</b>	
1. <i>Kahoot.it!</i> activities for group assessment is a fun experience	3.57
2. The use of <i>Kahoot.it!</i> is more appealing than the conventional teaching and learning process method.	3.32
3. The use of <i>Kahoot.it!</i> makes teaching and learning process more effective than the conventional method	3.21

Discussion on games features in Kahoot is also discussed by the researchers to further analyse the fun and interesting elements in Kahoot that could increase students' quality of learning experience. In general, pre-service teachers in this study agreed that group assessment activities is Kahoot is a fun experience in the lesson. Analysis of the data revealed a high value of mean (M=3.57) in the statement "*Kahoot.it!* activities for group assessment is a fun experience". Figure presented in the statement reflected pre-service agreement that the implementation of Kahoot in classroom learning is a fun experience. Despite of respondents' agreement of the fun learning experience obtained from Kahoot, it is also worth to note the pre-service teachers' perception in comparing a game-based learning approach with a conventional method. From the statements "The use of *Kahoot.it!* is more appealing than the conventional teaching and learning process method." and "The use of *Kahoot.it!* makes teaching and learning process more effective than the conventional method" (Tan et al. 2019), it is evident that implementation of game-based learning approach does outperform a conventional teaching method significantly (Bicen and Kocakoyun 2018). The aforementioned statement is concluded based on slightly lower mean value of both statement (M=3.32; M=3.21). Responses obtained from pre-service teachers could be influenced by their familiarity with the conventional teaching method.

### **Conclusion**

After the implementation of game-based learning in academic writing class, the pre-service ESL teachers yielded a positive result on the integration of games as a part of classroom formative assessment in academic writing class (Alsowat 2017). Findings of a mean score of 3.93 have shown that the game-based learning approach using Kahoot.it! can help them become more focused and enable better engagement in academic writing class. It is also noted that the implementation of game-based approach boost student academic motivation to learn this subject in comparison to the previous conventional approach. The results of this study show that the integration of games and the implementation game-based approach has further improve their learning motivation and enhance the teaching and learning process making it more comprehensive. It is also noted that the implementation of games as a part of formative assessment can fully utilize students' potential and therefore, increase the effectiveness of teaching and learning process. In addition, it is also worth to mention that the use of games in classroom encourage active communication between teachers and students whereby it allows the students to communicate in the least threatening manner (Li and Zhu 2013). In conclusion, the use of games in academic writing classroom should be further implemented in the future as a complementary for the current assessment.

## Acknowledgement

This research is supported by Universiti Kebangsaan Malaysia under research “Dana Penyelidikan FPend” scheme no. (i) GG-2019-006

## References

- Alsowat, Hamad H. 2017. “A Systematic Review of Research on Teaching English Language Skills for Saudi EFL Students.” *Advances in Language and Literary Studies* 8 (5): 30. <https://doi.org/10.7575/aiac.all.v.8n.5p.30>.
- Bal, Mazhar. 2019. “Use of Digital Games in Writing Education: An Action Research on Gamification.” *Contemporary Educational Technology* 10 (3): 246–71. <https://doi.org/10.30935/cet.590005>.
- Bicen, Huseyin, and Senay Kocakoyun. 2018. “Perceptions of Students for Gamification Approach: Kahoot as a Case Study.” *International Journal of Emerging Technologies in Learning* 13 (2): 72–93. <https://doi.org/10.3991/ijet.v13i02.7467>.
- Chen, Ching Huei, and Hui Chin Yeh. 2019. “Effects of Integrating a Questioning Strategy with Game-Based Learning on Students’ Language Learning Performances in Flipped Classrooms.” *Technology, Pedagogy and Education* 28 (3). <https://doi.org/10.1080/1475939X.2019.1618901>.
- Elaimat, Al, Suleiman Ali, Al Mahes, Radzuwan Ab Rashid, Omar Ali Al-smadi, and Kampus Gong Badak. 2020. “TRENDS IN SOCIAL SCIENCES ( TSS ) 2020” 2 (2): 1–8.
- Li, Mimi, and Wei Zhu. 2013. “Patterns of Computer-Mediated Interaction in Small Writing Groups Using Wikis.” *Computer Assisted Language Learning* 26 (1): 61–82. <https://doi.org/10.1080/09588221.2011.631142>.
- Maznun, Diyana, Mirrah, Roya Monsefi, and Vahid Nimehchisalem. 2017. “Undergraduate ESL Students’ Difficulties in Writing the Introduction for Research Reports.” *Advances in Language and Literary Studies* 8 (1): 9. <https://doi.org/10.7575/aiac.all.v.8n.1p.9>.
- Rocha Seixas, Luma Da, Alex Sandro Gomes, and Ivanildo José De Melo Filho. 2016. “Effectiveness of Gamification in the Engagement of Students.” *Computers in Human Behavior* 58: 48–63. <https://doi.org/10.1016/j.chb.2015.11.021>.
- Sharif, M, Jonna Koivisto, C. Thi Nguyen, Olga Beza, Hakulinen Lasse, S Abu-Dawood, T Tyler-Wood - Society for Information Technology, et al. 2013. *Game Ful Appro Ac h e s Fo r Co Mput e r Sc Ie Nc e Educ at Io N. Learntechlib.Org*. Vol. 44. <https://doi.org/10.1145/2691352.2691353>.
- Tan, Debbita Ai Lin, Bee Choo Lee, Malini Ganapathy, and Shaidatul Akma Adi Kasuma. 2019. “Language Learning in the 21st Century: Malaysian ESL Students’ Perceptions of Kahoot!” *International Journal of Virtual and Personal Learning Environments* 9 (2): 55–71. <https://doi.org/10.4018/IJVPLE.2019070104>.