

The Effect of Using Classcraft toward Students' Participation in Learning English

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Abstract

Students of second grade industrial automation department in SMKN 1 Trenggalek mostly are not actively participated in learning English subject during teaching learning process. This research was aimed to know whether there is a significant effect of using Classcraft toward second grade industrial automation department students' participation of SMKN 1 Trenggalek in learning English. This research used Quantitative research with pre-experimental design. The population in this research is second grade Industrial Automation Department consist of 71 Students divided into 2 classes. The sampling method in this research used purposive sampling. The sample in this research was 36 students of second grade Industrial Automation 2. The result of data analysis using SPSS 25 showed that the mean score of pre-test is 69,69 and the post-test is 78,17. Further, the result of hypothesis test using paired sample t-test showed that significant two-tailed score is 0.000. Because the significant score of paired sample t-test is $0.000 < 0.05$, therefore the alternate hypothesis, there is a significant effect of using Classcraft toward students' participation, is accepted. Moreover, the result of this research is expected to give benefits for teacher, students, and others researcher

Keywords: Classcraft, English, Students' Participation

INTRODUCTION

According to Saifurrijal (2012) student participation is a participation in learning process that takes both physical and psychological aspects to achieve purpose in learning. In addition, Yunita (2013) state that participation is the involvement of the mind as well as the energy actively to achieve a goal and getting benefit from the activity. Thus, student participation can be determined as participation of the student in teaching learning process that involve both physical and mental to achieve objective in learning.

According to Sari (2018) factors that highly affected student participation is the environment for student to learn, students' desire to learn educational knowledge,

and friends that can encourage them to learn more. Additionally, Ginanjar et. al (2019) states that there are several factors that affect student participation such as students' courage in giving response and answering question, students' confidence on asking question, students' understanding on the material, ability in explaining and sum up the material. Therefore, it can be concluded that there are 2 factors that affect student participation, factor internal (student activeness in discussion, student desire to learn, and student ability in teaching learning process) and factor external (environment for student to learn whether facilities or their friends).

One of the subjects that need highly participation of the student is English subject. English, according to Walia (2016), is International Language and it needs to be learned since childhood. Further in Indonesia, English go down in Indonesian curriculum and one of the most important subjects in Indonesian education. In learning English, teacher have to make sure that learning is fun so the students not feel bored during teaching learning process. However, in learning English student mostly not active participate in English subject during teaching learning process. According to Mr. Muslikan, one of English teacher in SMKN 1 Trenggalek, students in SMKN 1 Trenggalek are not actively participate during online learning. Students rather quiet than active give feedback teaching learning process or during discussion.

According to Simanjuntak (2020) in online learning students become less active in expressing their aspirations and thoughts, thus make learning became boring. Further, student activity in learning can be created through the application of interesting learning media. Moreover, one of the factors causing the lack of student participation in learning is the teacher centered method, with this method students are more silent and less active during learning (Hikmah, 2020). From the explanation above it can be concluded that students' participation is affected by teaching method and media.

The use of interesting teaching media is rarely used during teaching learning process. According to Yulitriana et. al (2020) various applications that is used for online learning, such as Google Classroom, Zoom, Google Meet, WhatsApp, YouTube, and Google Form. Additionally, application with the highest use percentage is Zoom with 100% from 221 respondents. The use of those teaching media isn't quite successful. According to Putri (2021), the researcher couldn't find big differences of using of zoom toward student speaking skill, one of the reasons is

due to lack of students' participation in online learning. Therefore, teacher should use interesting teaching media during teaching learning process.

Game can be used as an alternative teaching media because it has significant effect in student participation during teaching learning process. According to Simanjuntak (2020), using educational game media such as Quizizz in online learning affected student activity during teaching learning process up to 73.9% or 17.65% from 52.25%. Further, Pranoto (2020) applies a game-based learning significantly affect student activity during teaching learning process. Therefore, game has significant effect on student participation and can be used as an alternative teaching media.

One of game that can be used as teaching media is Classcraft. According to its website, Classcraft is a game-based approach for learning and teaching. In addition, Membrive & Armie (2020) said that Classcraft is "an online virtual game based on digital storytelling where both, learner and educator can interact." Further Young in Sim & Surat (2021) says that Classcraft is a game-based application that helps students to form positive behaviour, increase student knowledge, and develop student communication and collaboration skills. In conclusion, Classcraft is an online game-based where teacher and student can interact and helps student in learning, helps student to form positive behaviour, and help student to develop their communication and collaboration skills.

RESEARCH METHOD

The researcher used quantitative experimental as research method. Quantitative research is a research to test hypothesis and uses statistical testing methods (Rukminingsih et.al, 2020). Additionally, Kurniawan and Puspitaningtyas (2016) state that Quantitative research is structured research and quantify the data to be generalizable. Meanwhile, experimental research is a research method to determine if a specific treatment influences an outcome (Creswell, 2018). In this research, the researcher used pre-experimental research design. According to (Rukminingsih et.al, 2020) pre-experimental is an experimental research that only involves one group and there is no control group. Additionally, the researcher uses One-Group Pretest–Posttest Design type of pre-experimental research. In the One-Group Pretest–Posttest Design, a single group is measured or observed before and

after the treatment (Fraenkel et.al, 2012). Adapted from Ary (2010) the steps for One-Group Pretest–Posttest Design is as follows:

Table 1. Pre-Experimental Research Steps

	Y1	X	Y2
Y1	: Pre-test		
X	: Treatment		
Y2	: Post-test		

The researcher divided research procedure into three stages, which are: Planning, Implementation, and Reporting. In planning, the researcher prepared the research proposal, permit to conduct research, the questionnaire, review the syllabus and create teaching material using Classcraft and coordinate with the teacher about the schedule of the research. In implementation, the researcher conducted validity test and reliability test and then analyse it, give pre-test to students, give the treatment twice, give post-test. In reporting, the researcher analysed the result of pre-test and post-test for data analysis, analyse the hypothesis test, and draw conclusion from previous data processing.

The population in this research is second grade Industrial Automation Department of SMKN 1 Trenggalek in 2021/2022 academic year that consist about 71 students and 2 classes. The sampling in this research is using purposive sampling. In Purposive sampling the researchers selected the sample and assume the result represent the whole population (Fraenkel et.al, 2012). The sample of this research is the second grade Industrial Automation 2 of SMKN 1 Trenggalek that consist of 36 students. In this research, researcher use close-ended questionnaire test with Likert Scale as method of data collection. According to Malhotra (2006), questionnaire may be used to measure the variables before and/or after the experimental treatment. Additionally, Ary (2010) state that Likert scale is used to assesses attitudes toward a topic by give the sample a set of statements about the topic and asking sample to indicate for each whether they strongly agree, agree, are neutral, disagree, or strongly disagree. Scoring of the data uses the following formula as follows:

Table 2. Likert Scale

Score	Response
5	Respondents are strongly agree with the statement
4	Respondents are agree with the statement
3	Respondents are neutral with the statement
2	Respondents are disagree with the statement
1	Respondents are strongly disagree with the statement

The method of data analysis for questionnaire test, the researcher calculated the questionnaire for its Max. Score, Min. Score, and Range. Max. Score: 5 x number of item (Q) x number of respondent (N) = 5 x 20 = 100 x 36 = 3.600. Min. Score: 1 x number of item (Q) x number of respondent (N) = 1 x 20 = 20 x 36 = 720. Range: Max. Score – Min. Score = 3.600 – 720 = 2.880. After calculating the max. score, min. score, and range, the researcher determines the criteria of the score interpretation of the questionnaire set and distributes the data into continuum diagram. Adapted from Basuki & Hidayati (2019) the criteria of the score interpretation and continuum diagram as follows:

Table 3. Interpretation of the total score

Score	Interpretation
3.241-3.600	Strongly Agree
2.521-3.240	Agree
1.801-2.520	Neutral
1.081-1.800	Disagree
720-1.080	Strongly Disagree

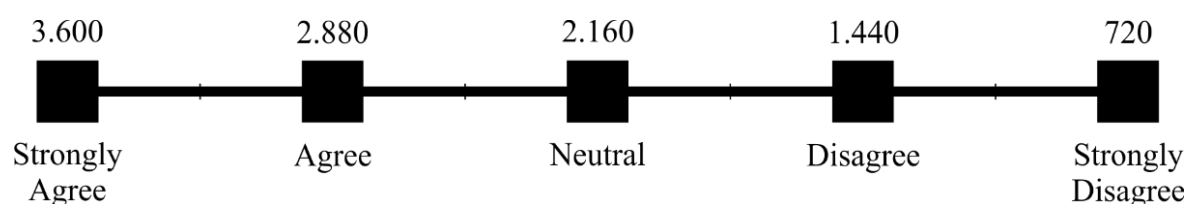


Figure 1. Continuum Diagram

After that the researcher calculate the data using normality test as pre-requisite test. For the hypothesis test used paired sample t-test.

RESULT AND DISCUSSION

Result

The result of data analysis questionnaire test for pre-test and post-test is showed below as descriptive statistics. The descriptive statistic below was generated using SPSS 25. The mean of the pre-test is 69.69, median 68.00, and the mode 60. The minimum score is 47 and the maximum score is 87, while the range is 40. The

mean of the post-test is 78.17, median 78.00, and the mode 68 (because there are multiple modes exist, 68 and 76, the smallest value is shown). The minimum score is 60 and the maximum score is 100, while the range is 40. The sum score of pre-test is 2509 and the sum score for post-test is 2814. The result shows that students' participation in learning English subject are "neutral" with total score 2.509 before treatment. Meanwhile, the result shows that students' participation in learning English subject are "agree" with total score 2.814 after the treatment.

Table 4. Descriptive Statistic Pre-test and Post-test

Statistics Pre-Test			Statistics Post-Test		
N	Valid	36	N	Valid	36
	Missing	0		Missing	0
Mean		69.69	Mean		78.17
Median		68.00	Median		78.00
Mode		60	Mode		68 ^a
Std. Deviation		9.042	Std. Deviation		10.961
Variance		81.761	Variance		120.143
Range		40	Range		40
Minimum		47	Minimum		60
Maximum		87	Maximum		100
Sum		2509	Sum		2814

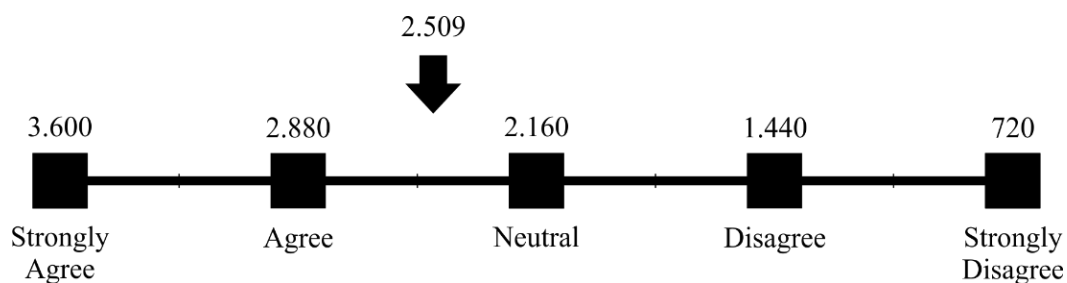


Figure 2. Pre-Test Continuum Diagram

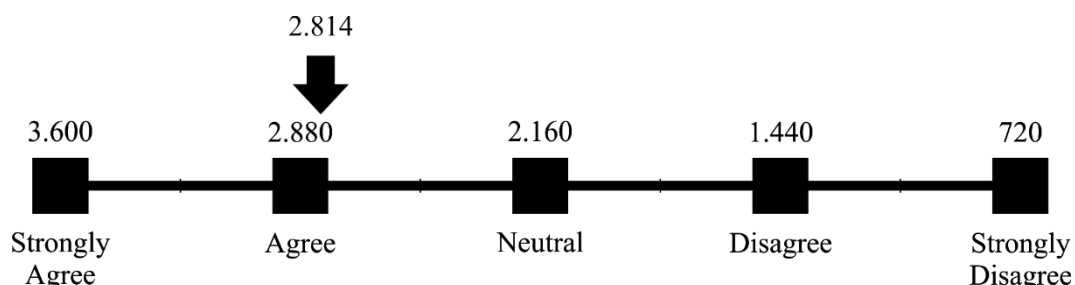


Figure 3. Post-Test Continuum Diagram

The pre-requisite test for hypothesis test in this research used normality test. The result of Normality test for pre-test was 0.178, while the post-test was 0.217. Therefore, the data for post-test was distributed normally. The hypothesis test is used

to know whether the alternate hypothesis is accepted or not. According to Damayanti et.al (2019) if the sig. score (2-tailed) > 0.05 the alternate hypothesis is rejected meanwhile if the sig. score (2-tailed) < 0.05 the alternate hypothesis is accepted. In this research the sig. 2 tailed of paired sample t-test is $.000 < 0.05$, therefore the alternate hypothesis (H_a) is accepted. Thus, it can be concluded that There is a significant effect of using Classcraft toward student participation in Learning English. The result of Paired sample t-test is as follows:

Table 5. Result of Paired Sample T-Test

Paired Samples Test								
	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre test-Post test	-9.611	12.776	2.129	-13.934	-5.288	-4.514	35	.000

Discussion

Based the result paired of sample statistics, it can be concluded that the mean score for the pre-test was 69,69 and post-test was 78,17. The paired samples test showed some data, such as std. deviation, std. error mean, interval and significance 2 tailed. In order to understand whether there is any significant effect of using Classcraft toward students' participation, the researcher looked at the significance score paired sample two tailed t-test. The sig. 2 tailed of the pre-test and post-test is .000. In order to determine whether there is any significance or not the researcher look at the sig. score, if the sig. 2 tailed score is > 0.05 the H_a is rejected, while if the sig. 2 tailed score is < 0.05 the H_a is accepted. Therefore, because the sig. score of this research is .000 and it < 0.05 , it can be determined that the H_a is accepted.

This result of this research is in line with several related researches. Walia (2016) Based on the results obtained from cycles I and II, it is said that there has been an increase on the result of student learning. The result of student learning obtained in pre-cycle 20%, in cycle II it increases to 75% and in cycle II it became 90%. Therefore, it can be concluded that in this research the use of game picture can improve students' learning outcomes. In addition, Sim & Surat (2021) stated that the results of the study show that the use of Classcraft in learning successfully increases the level of motivation and learning achievement. The mean score of the

increase in motivation level for the experimental group is 87.78, mean score ($n=15$, $sd=10.7400$), while for the control group it is 56.00, mean score ($n=15$, $sd=13.6390$). The difference between the two mean scores is 31.78, the t value is 7.089 and the significance level, p is .000. The significance level ($p=.000$) is less than .05 ($p<.05$). Thus, the results show that there is a significant difference in the mean score between the control group and the experimental group.

CONCLUSION AND SUGGESTION

Based on the research finding, it can be concluded that the research finding was answering the research problem. It can be proven from the mean result of pre-test was lower than the mean score of the post-test. The scores were collected from 36 respondents. Further, to determine whether the alternate hypothesis is accepted or not, the researcher looked at the significance score result of paired sample 2 tailed t -test. The significance score result of paired sample 2 tailed t -test of the pre-test and post-test was .000, if the sig. 2 tailed score is > 0.05 the H_a is rejected, while if the sig. 2 tailed score is < 0.05 the H_a is accepted. Therefore, because the sig. score of this research is .000 and it < 0.05 , thus it can be determined that the H_a is accepted. Using Classcraft was proven significant in effecting students' participation in learning English.

There are several suggestions for people who is expected to get the benefits of the research, such as teacher, student, and other researcher. For teacher, Classcraft can be used as an alternative teaching media in teaching English to help maintain student participation in learning English during teaching learning process. For student, Classcraft can be used to help student maintain their participation in learning English during teaching learning process, which will help them achieve good result eventually. For other researchers, this research can be used as references and additional information for other researchers to conduct research using different research design such as Classroom Action Research to improve student participation using Classcraft or another research method.

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