

# Gamification on Verb Form in Teaching Verbs, A Fun and Challenging Way on Learning English

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**Abstract.** Learning verbs and tenses at once is often quite heavy and boring for students in learning English. Most students will know the verbs and tenses at one time at the moment and will forget at another. To learn it would take time as well. To memorize the kinds of verbs would be provoking and uninteresting too. This study is aimed to apply Gamification to learning verbs and tenses to make the learning verb game easier and understandable. This is an action research study that is conducted in one cycle. The subjects of the study were students of IX of SMP 4 Samarinda. There were four instruments of the study. They were observation, students test on tenses, class atmosphere, and questionnaire. The result of the study reveals that students enjoy learning through experiencing the learning activity. Students' achievements on tenses was also significantly increased after the implementation of the Verb Form Gamification from 28,30 in the previous test to be 74,7 in the achievement test. The students also felt impressed while studying through Gamification of Verb Form. Teaching Verb Forms through gamification before teaching tenses is advisable and highly recommended to make students understand the kinds and patterns of verbs in English. Gamification on learning verb game can trigger students in learning, enhances students' interest, understanding and enthusiasm. Gamification learning is beneficial to both students and teacher in the easiness and happiness learning.

**Keywords :** Verb, card, gamification

## 1 Introduction

Learning verbs form and grammar tenses is quite difficult and often boring for students. Teaching grammar and tenses often provoke both teacher and students. When students get confused and bewildered then feeling frustrated will creep onto the teacher, either. The teacher becomes indolent and teaching grammar tenses become a big problem for most teacher. Even though those topic areas such as the simple present, past tense, or present continuous tense seem a simple and common topic to be taught. The material is simple but the understanding and student's achievement are often bad. They can't differentiate between past tense, simple present, and participle form. Moreover, when they have to comprehend and make sense of those tenses they often get stuck and become confused.

Tenses are taught from elementary level to high-level education in university as compulsory of the school curriculum (Lie, 2017 in Wahyuningtyas and Bram, 2018). Do students understand the verb form and tenses well after they study for times at different levels? The facts asserted that there are some problems with students' understanding and

developing sentence structure on tenses. As English verbal systems are found to be the most difficult for Indonesian learners that often caused the error (Halimi, 2011). The learner mastering of using of the grammar elements will cause many problems in tenses. They still have problems in understanding the verb form and the sentence (Herdi, 2014). It is because English grammar is strongly different from how the learner's mother tongue works (Rinvolucri and Davis, 1995). Bahasa has no tenses while English does, Bahasa has no different verb both regular and irregular forms while English does, either. Those differences often cause cultural shock and lead to confusedness even though the student is taught the same tenses at different levels for years. As Handayani, (2013) stated that students have minimum competence in comprehending simple future and simple past in SMK. Students' mastery of tenses is very low, they even could not call the name of the tenses (Khairunnisah, 2018). Another problem that often appears on students is that students have difficulties applying adverbs of time, regular and irregular verbs into simple past and present perfect (Syukron, 2016).

The students had difficulties in producing or analyzing the present continuous tense, the present perfect tense, and the present perfect continuous tense (Wahyuningtyas and Bram, 2018) If the English teachers are asked to teach they would prefer to teach grammar. The answer would be simply that it is easy to teach and to test (Richard and Renandya, 2002). Grammar tenses have so many points and elements to be taught. Those elements are easy to teach and explain to students. They are also easy to be tested as there are some rules and certainty for each to follow. In teaching-learning, the teacher's task is just to explain the point and give the task to students to do. Then the teacher will correct the student's task as the rules given in the class. However, are that easiness and simplicity will do to the student either? Khairunnisah (2018) states, tenses is an easy material to be taught, but hard to understand

To teach them the teacher should have an approach so that grammar tenses could be accepted easily. One of the strategies is inducing students to have precociously feel, though, and deep understanding before they come into producing the grammar (Rinvolucri and Davis, 1995). "A teacher must carry out a sustainable and structured learning in line with his or her lesson plan to achieve the desired goals both student and teacher" (Ilyas and Syahid, 2018). In line with those opinions, Larsen-Freeman (1991), cited in Widiati and Cahyono (2006) regarded that grammar should not be taught at a time instead of in sequence, whereas the structure is taught beginning from the easy and simple one before moving to the complex structure.

The problem in tenses understanding also appears to students of the third year in SMP 4 Samarinda. Though the tenses such as Simple Present, Past Tense, Future, and Present Continuous Tense have been taught in the first and second year, still, many of them do not understand the verb and tenses well. As these students will study more complex tenses, Present Perfect and Passive Voice a few moments later, so it's time to take a good strategy to know them with the verb form. The strategy taken is Gamification on Verb Form Card. The researcher undertook the teaching tenses started with Verb learning strategy as the verb form is the fundamental element to be mastered in advance before studying the tenses with the assumption that if students know and master the verb form they would have fewer difficulties studying tenses in more complex later. As the English verb has a complex form, they are based, past tense and participle with some the same and different rules to change into past tense and participle form. Teaching this conventionally or together with tenses in one time is a hard matter and resulted in making students more confused . From this evidence, the

researcher assumed that teaching the complex verb form with gamification will result in a more interesting learning and easy to follow teaching that would produce good understanding in verb form. The following are some researches of gamification in teaching English.

## **2 Gamification**

According to Harismiyanti, et.al (2020) Gamification “is an innovative approach that provides the structure needed to move beyond the old world of education. It helps both the teachers and students experience the challenging land of cognitive, personal, and social growth. Gamification transforms the way teachers teach and learn. Dichev and Dicheva, (2017) state that Gamification of education is a developing approach to improve learners’ motivation and engagement by incorporating game design elements in educational environments. Many studies in gamification show spectacular increases both in motivation, understanding material, engagement, and the enjoyment of both student and teacher in learning. Gamification is a transformer between teacher and students in delivering material carried out. Playing game is more interesting, amusing, and challenging and makes students enjoy the learning (Ramadhaniarti, 2016). Teaching English grammar through the game is much advisable because it has given positive influence on students’ oral skills. It also builds up a positive attitude toward grammar lessons themselves (Cam and Tran, 2017).

### **2.1. Verb Card Game**

The verb Card game is a card that contains one verb. Each verb appears in one package that contains a sequence of words in three forms. They are verb 1, verb 2, and verb 3. Each card has only one verb. Each package contains ten verb bases followed by verbs 2 and verb3. This gamification aimed to teach students verbs in three forms both regular and irregular. The point of the game is that students can find and match the word they get with its sequences. Thus, once students get the verb 1, they have to find the two ones, verb 2 and verb 3. When he gets the verb 2, they have to find the first and third forms. Then they have to arrange which one is the first, second, and the third form. From those facts and strategies, this research will answer the following questions.

- 1) How is the students’ class atmosphere when Gamification Verb Form was implemented?
- 2) How are the students’ achievement in tenses after the gamification on Verb Form was implemented?
- 3) How is the student’s opinion on Gamification Verb Form?

### **2.2. The significance of the study**

The significance of the study is to find that

- 1) Gamification in Verb Form can contribute to the strategy of teaching English Verb.
- 2) Gamification on Verb Form can make students understand English verbs quite well.

### **2.3. The limitation of the study**

This research describes the study of Gamification on Verb Forms only.

### **2.4. The criteria of success**

The following are indicators that show the success criteria of the research.

- 1) Classroom atmosphere, if more than 80 percent of students are active, showing competitive attitude and enjoy the activity.
- 2) The average Students' Achievement score on tenses reaches 71.00
- 3) If more students get satisfied with the strategy was implemented.

### **2.5. The purpose of the Study**

The purpose of the study is to seek whether class atmosphere along the gamification verb form given the experience of the joy learning that can motivate them and increase the understanding of the verb form. It is hoped that students' achievement of tenses will gain a high score that indicates the success of the study. After all the activities conducted the researcher also eagerly wanted to know the student's point of view when they have gamification class on the verb form.

## **3 Methodology**

The design of this research was Action Research which was set out in one cycle of process teaching and learning. The subject of the research was students Junior High School 4 Samarinda grade IX .

The numbers of students were 64 students spread in 2 classes. Each class contains 32 students. The sample classes were those that the researcher taught during the semester. The activities were put in one cycle in more than one meeting.

This research collected four kinds of data, namely; observation, students' atmosphere, student achievement, and student's voice. The data were collected in three sequences of time. First, the observation data were taken in a time before the cycle be conducted to know student's prior knowledge of verbs and tenses. In this stage, students were given a test. The item test was administered to students which contain based grammar tenses. They were Simple Present, Past Tense, Present Continuous Tense and Future. The item test is in form of multiple choices. The students' results then be corrected and valued. The score then counted and put into the average. The second data was about the class atmosphere in the classroom during the implementation of the gamification verb card game conducted. The data was taken through observation during the implementation of the gamification and checklist from the researcher and observer. The class atmosphere includes students' movement, response, attitude, completeness among themselves, and the teacher's role and feeling in the classroom. The third data was the student' achievement test which was taken from the fulfillment of test developed from school curricular. For this stage the students were given item test again where the materials are based grammar tenses as the previous test before the cycle was conducted.

Then the fourth data on students' voice was taken after cycle and teaching-learning finished by administering the questionnaire to the students with the open-ended questions. The questionnaire is given to know deeply students' feeling and opinion with the learning strategy they experienced. The excerpt of five students' answers was put in this research to represent students' voices. The answers taken are those that are only related to the verb game card. The data of observation and achievement test were analyzed using Descriptive Statistic in Mean Type (Gay, Mills, Airasian 2006). Whereas the score of students' result of test were calculated by adding all scores then divided with the number of students. The data in the form of numerical transcription both observations before cycle and student's achievement were tabulated into the average score and put into the table. While the data of observation for classroom's atmosphere and student's excerpt are also put as it is into the table.

The following are the activities along the cycle.

I	11. Giving the second package of verbs (Irregular verb)	Arranging the verb format
	12. Giving the same instruction as previous stage	Proposing their work Checking their work
V	13. Giving Ss a time to do	Mentioning the differences they found
	14. Observing Ss' working	
	15. Asking Ss to pose their work	Paying attention to teacher's explanation Answering the question
	16. Showing the key on the slide	
	17. Asking some questions that leads them to give some opinion and make a conclusion of differences form of verb in each	Following after the teacher
	18. Giving clarification and explanation of how the verb in past and participle	
	19. Asking Ss whether they understand the concept of verbs form	verb form
	20. Asking that do they enjoy the learning they just experience.	
	21. Giving a award to the group who get the most point. The point is given for the group with true work.	
	22. Pronouncing the words with the class	
	10. Making a conclusion of verb format together with Ss	

Figure 1. Lesson Plan in 1<sup>st</sup> cycle

## 4 Finding and Discussion

### 4.1. Observation Data

Name of Data	Average score	Meaning
Students' result	test 28.30	Fail

Figure 2. Observation Data

From the students' achievement in the first sequence, it can be seen that students' comprehension of tenses was very poor. They even cannot differentiate which sentence is past tense, which one is present continuous tense, and which one is Simple Present, Past Tense, and Present Continuous Tense. It might occur because they did not understand or got confused with so many kinds of tenses. It means that students' understanding of tenses was poor and failed. Thus, it can be summarized that they don't understand the tenses and verb forms either. Hence, the study of verb forms would be the priority of this problem in the following cycle.

No	Student's activity	Checklist yes/no
1.	Showing attention to teacher's explanation	√
2.	Doing what teacher ask	√
3.	Doing an activity with the group	√
4.	Doing communication with the group	√
5.	Showing excitement with the activity	√
6.	Asking question	-
7.	Shouting, laughing, yelling to something touch them	√
8.	Showing competition with other group	√
9.	Helping other group	-
10.	Answering teacher's question/giving opinion	√

**Figure 3.**Classroom atmosphere

#### **4.2. The Study in the cycle**

***During the class, the researcher took an observation checklist to file classroom activity***

The study of verb games in the first cycle ran smoothly. There were 32 students in each class, so the teacher made eight groups per class that contain four persons in each group. Each group got one package of cards which contains ten verbs 1 followed with verb 2 and verb 3 for each verb. Students' task was to arrange those verbs into infinitive, past, and participle forms. The class went as the scenario planned. Everything went without any barrier. From the checklist shown, students enjoyed the activity. They did all the activities the teacher asked them. They worked, collaborated, and helped each other in their group. They looked solid in group working and let other groups solve their problem. Each group only focused on its task.

***They worked together to finish their work***

Students did arrange the card by selecting the words they have. They matched each verb with its three forms, verb 1, verb 2 and verb 3. They seemed to compete among the group to be the first in finishing the work. When it's time to finish, all groups called their cards. After all the groups presented, the teacher showed the clue on the whiteboard in a slide. Students looked happy and shouted when they found they do the right work. Some even yelled. In this time the researcher gave some questions that leded students come to a conclusion of verb forms concept. How is the verb in the first, second and third form is written. This is the way students found that there are three verb forms. In this part teacher's role was to reinforce what students have found.

For the first session students were introduced with regular verb form while for the second session students were introduced with irregular verb form. The way in carrying out the gamification was the same as the previous one.

The researcher saw that students could understand the concept of the verb form. They found that there are two kinds of verb, regular and Irregular. The most important thing in this gamification learning was when students had to face the irregular verb as there are similarities and differences form to change the verb1 into verb2 and verb3 such as cut-cut-cut, buy-bought-bought or do - did – done. This is hard to understand for students at the first in playing the card, they slowly understand the pattern. Many of them did the wrong place in arranging words but from the mistakes they made, they knew the real verb form at the end. This is the point of gamification in teaching them the difficult verb form. To make the students knew more the concept of verb form, the teacher gave students another package of cards with different verbs. It is hoped that students could get more vocabulary while ‘playing’ the card. This activity also aimed to teach students for specific verbs which has similar form for three form or different at all for all forms. Students found the verb pattern by themselves. For this research the researcher provided more than 2 packages of verb game session with different verbs in order that students could experience more games and more words, either.

From this activity then it can be defined that gamification verb form had created a good classroom atmosphere which has boosted students cognitively, and psych motoric skill. Students’ cognitively developed as students could found themselves the concept of verb form through indirect teaching. Psycho motoric skill was developed when students searched and selected the verbs and put into precise place. While affective skill was raised when the students could develop their critical thinking through the pattern they learned. It can be seen from the positive experience of students, that physically and mentally active during the learning process. Though students experienced many wrong answers at first but could find the right ones at the last was a fabulous learning trip.

<b>Name of Data</b>	<b>Average score</b>	<b>Meaning</b>
<b>Achievement test</b>	74, 71	Succeed

**Figure 4.** Student’s achievement score

The joyful feeling can be seen from the spirit and enthusiasm in doing the activity arranging and finding the words. They shouted and laughed when they found they did something true in the class. The Main success criteria succeed was when students enjoyed and get involved during the implementing strategy to solve the problem (Latief, 2009). The happy feeling and enthusiast while learning will lead to the good achievement of the material being studied. The first criteria is relating to the quality implementation of the strategy.



Question	Students and the Answer
Do you like the verb taught by explanation or card game	<p>A. I like study with explanation</p> <p>B. Card game, indeed. It's violent and easy to understand</p> <p>C. Card Game</p> <p>D. With Card Game</p> <p>E. Card Game</p>
What's your opinion about the game and the beneficial for you?	<p>A. It helped me to memorize the past material</p> <p>B. I can understand and remember about past tense, present, future, Thank you mom</p> <p>C. Yes it is beneficial for study and playing</p> <p>D. Very good</p> <p>E. Cool. The beneficial is we can understand which sentence or word belong to past tense, future, or present simple</p>

**Figure 5.** Students Excerpt Interview

After all the sequences of learning strategy finished, the last step was asking students' opinion of the strategy being carried. From the questionnaires given, most students preferred the card game to the traditional one.

Students' score achievement is score achieved after students were taught and learned the tenses, they are simply present, past tense, and present perfect as the curriculum stated on the syllabus. The tenses learning was taught after the cycles of gamification verb form were finished. For the tenses, the researcher still used the model as a verb form game, too.

## 5 Conclusions

This part will answer the research question as follow:

- 1) The classroom atmosphere is good and live. Most students were involved in the activity. It means that the main success criteria were gained and succeeded.
- 2) Students' achievement scores in tenses reached 74,71 on average.
- 3) Most students showed their preference and satisfaction in learning Verb Form with Gamification.

Based on the finding above, the implementation of Gamification model to teach verbs form was pertinently worked to students. Teaching Verb Form together at once with a gamification touch will make students not only excited, understand well but also impressed. Students found themselves that there are three forms of the verb with a different pattern in three forms through learning with them with game-like. Teaching Verb Form in a game will be deeply memorized in their mind in a long time compared to traditional teaching. The teacher's decision in planning strategy when preparing the material that considers students' psychological aspects should be emphasized. Students' joy while learning will result in good achievement in learning goals and teachers' satisfaction in teaching. The Verb Form Game is not only good to be implemented in a regular study in the classroom but also when the learning is conducted online. The Verb Form Game just needs to be switched into certain applications such as learning apps. And the result also made students happy and understand the material clearly.

## 6 Suggestion

It is suggested that the English teacher should employ gamification in teaching difficult material such as verb form and tenses or other so that students can understand the material delivered well without teaching them directly.

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