



The Effect Of Using Classcraft To Improve Students' Learning Motivation In Reading Narrative Text

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ABSTRACT

Based on the researcher observation, it was found that some of the students learning motivation in reading a complex and long story. The major of the problem faced by them was found not feel motivated to learn in reading activity, and cannot answer the question after reading the Narrative Text. The design of this research was Quasy-Experiment. The researcher used cluster sampling that consist of 35 students in experiment class and 32 students in control class. The researcher gave pre-test to both classes. Then the researcher does the treatment by using Classcraft Application only in experiment class, and using conventional teaching in control class. Finally, the researcher gave post-test to both classes to know the different effect output score test between experiment class and control class. The technique of data collecting was a test and questionnaire. The technique of data analyzing data, the researcher used sample paired t-test formula by using SPSS 22. After analyzing the data, the researcher found that there is a significant effect of using Classcraft Application to improve students' learning motivation in reading narrative text

Introduction

The teaching and learning process in the class is a crucial factor in enabling learners to acquire new knowledge, skills, and attitudes. Since it allows for the sharing of ideas, knowledge, and feedback between the teacher and the students in the classroom. Teachers who are facilitate communication in learning process for the classroom must be able to manage the teaching and learning process. Because a teacher has a very important role considering the task of a teacher as a motivator.

Good motivation needed for students who follow lessons, as a less of motivation can lead to poor outcomes in the teaching and learning process. Motivation refers to the internal drive in someone to achieving a goal or a need

(Williams & Burden, 1997). Motivation often varies across different achievement areas, and so it is essential to consider motivation in specific areas such as reading. Motivations for reading are internal drive for reading which activate cognitive operations that enable the individual to perform such acts as acquiring knowledge, enjoying aesthetic experiences, performing tasks, and participating in social contexts (Guthrie et al., 1994).

Student's learning motivation in reading will not grow by itself, but is influenced by the learning model used by the teacher. The Teacher can make various ways to increase students' reading motivation through various strategies, such as creating a supportive and engaging classroom environment, starting with the methods and strategies to make the classroom interesting. Teachers have used many ways to create interesting classroom, one of them is make a game in the classroom. Games in the foreign language classroom, from simple vocabulary games to role playing games, contribute to the increase of learning motivation (Surkamp & Viebrock, 2018).

One of the applications that use role playing games can be used is the teaching and learning process is Classcraft. Classcraft is a Gamification of digital learning management such as activities embedded in role-playing scenarios and where students are rewarded for participation in learning and accompanying games (Surkamp & Viebrock, 2018). These unique and interesting things are expected to support students' motivation in learning and used in reading, because learning reading needs media that can customize the story, picture and customize font to add the uniqueness of the Classcraft. Based on the description of the uniqueness and advantages of using the Classcraft, researcher sees that the Classcraft is a very appropriate media that can engage the students learning motivation in reading, and can explain Narrative Text material in learning to read more interestingly and clearly because it is accompanied by the role-playing situation in the class.

Based on the results of preliminary research made by researcher on October 03, 2022 to November 30, 2022 through observation on teaching English during internship researcher found some of the students have low motivation in learning. Based on the outlook of the prospective researcher, currently students have some problem in learning motivation. Some of students do not enjoy reading activity. Some of students do not have curiosity for reading. Some of students tend to sit passively in teaching-learning process. Some of students do not turn in reading homework given by teacher. Some of students less motivation to read when they are faced with long and complex story.

A. Learning Motivation

Motivation can have a significant impact on the learning process. When individuals are highly motivated, they tend to be more engaged, focused, and invested in the learning experience. Motivation to learn is one of the factors that determines the effectiveness of learning (Harmer, 2015). Motivation can change as the students progressed through their course and driven them to achieve a goal. The

exclusive role of motivation is growing of passion, feeling happy and spirit to learn. The students that have strong motivation will have much energy at learning activity.

Types of Motivation according to Kember (2015) divided into two types, namely namely intrinsic motivation and extrinsic motivation by defining the two types of motivation as follows the two types of motivation as follows:

1. Intrinsic Motivation

Intrinsic motivation is the desire from within a person to become competent, and do something for the sake of the effort itself. Intrinsic motivation is a strong motivation that comes from within the individual without any external influence that encourages someone to do something activity. This means that that intrinsic motivation is the willingness that often arises from within a person in an effort to achieve the desired goals. When students have intrinsic motivation, they will show their attitude in the classroom like they want to learn English because they like and enjoy learning it. Intrinsic motivation is motivation that arises from within to achieve something to satisfy oneself and without being influenced by external rewards. This type of motivation is influenced by interest or pleasure in a particular activity.

2. Extrinsic Motivation

Extrinsic motivation is the desire to achieve something is fueled by wanting to get external rewards or avoid external punishment. Extrinsic motivation is the drive for achievement given by others such as encouragement, praise and advice from teachers, parents, and other loved ones. Extrinsic motivation is motivation that arises because of the desire to get a reward or prize. These rewards can be in the form of praise, awards, money, or certain goods. In addition, doing an activity with the intention of avoiding punishment is also included in extrinsic motivation. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents.

B. Reading

According to Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is a complex cognitive process that involves decoding and comprehending written or printed symbols to derive meaning and understanding from text. Reading means to understand the meaning of printed word i.e., written symbols. Reading is an active process which consists of recognition and comprehension skill.

According to Roe et al. (2011), there are five aspects of reading which help the students to understand the English Text, there are the following:

1. Main Idea

Main idea is called the topic sentence. It tells the content of the paragraph. The main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. This main idea is called the topic sentence. The topic sentence tells what the rest paragraph is about.

2. Identifying Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation.

3. References

References are words or phrase used either before or after the reference in the reading material. One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word.

4. Inference

Inference is defined as understanding that is derived from an indirect suggestion of what is stated. To understand the clues that the writer gives to the audiences.

5. Vocabulary

Vocabulary is the stock of word used by the people or even person. The role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

C. Narrative Text

Anderson (1997) narrative text is a type of spoken or written text tells a story to entertain or inform listeners or readers. Aside of entertaining, showing or informing listeners or readers narrative text can also help them to build good personality and mindset since it provides them the moral value or lessons whether implicitly or explicitly.

D. Classcraft

Classcraft is one of digital learning management system in everyday classroom activities are embedded in role-play scenarios and where students are rewarded for good classroom participation in the accompanying game (Surkamp & Viebrock, 2018:229). Classcraft is a gamified learning platform designed to make education more engaging and interactive. Classcraft aim is to turn the classroom into a role-playing scenario game (RPG) to increase students' engagement and motivation.

Classcraft's motivational approach is firmly rooted with the Self Determination Theories and a well-researched psychological framework (Classcraft, 2023). By fulfilling players' needs for exercising control, developing competency, and experiencing relatedness, external systems like gaming are significant pathways to foster intrinsic motivation. Classcraft was founded in 2012 by Shawn Young, a Canadian educator and entrepreneur (Classcraft, 2023). The idea for Classcraft was born from Shawn's experience teaching in the classroom and his belief that gamification could be a powerful tool for motivating students to learn. Classcraft helps students to feel more engaged and invested in their learning.

Classcraft is a gamified learning platform that includes various components. Here are some of the key components of Classcraft according to Rivera (2022):

1. Classes

Classes in Classcraft refer to a group of students who are playing the game together. Classes in Classcraft can be used in variety of ways, depending on the teacher goal and objective.

2. Avatars

Avatar in Classcraft is a digital representation of students in the game. The students can customizable character and create personalize to reflect their personality and progress in the game.

3. Quests

A quest in Classcraft is a learning activity or assignment that students complete to earn points and advance in the game. Quest can be created by teachers or selected from library of pre-made quest, and can be customized to align with specific learning objective and curriculum standards.

4. Points

Points in Classcraft is a track student progress and performance in the game. Points can be earned or lost based on a variety of factors, including completing quests, displaying positive behaviors, or displaying negative behaviors.

5. Powers

Powers in Classcraft is a measure of a student's influence and status in the game. Power is earned by completing quests, answering questions correctly, and exhibiting positive behaviors such as helping classmates or participating in class discussions.

6. Game Customization

Teachers can modify the game's rules, settings, and content to create a personalized gaming experience for their students.

Method

This research used Quantitative approach, which used quasi-experimental study as the research design. There were two groups, the first was experimental group which had been given a technique that had been implemented and the second was control group that there was no special treatment in the teaching learning process.

In this research, the researcher used the quasi-experimental design named Pre-Test Post-Test Nonequivalent-Group Design. Quasi-experimental research is a form of research that examines differences between research group based on some natural characteristic using treatment or intervention, but not randomization. The research will be held in SMK Negeri 3 Mandau from April to June 2023 in the eleventh-grade academic year 2022/2023. The subject of the research is the eleventh grade of SMK Negeri 3 Mandau in the academic year 2022/2023 and the object of the research is the effect of using Classcraft to improve students learning motivation.

The population of this research were the students at eleventh grade major chemical industry of SMK Negeri 3 Mandau.

Table 1: The Population of The Research

No	Classes	The Students
1	XI Teknik Kimia Industri 1	35
2	XI Teknik Kimia Industri 2	32

This research, the researcher used cluster sampling. According to Gay et al. (2011) Cluster sampling is any location within which we find an intact group of population members with similar characteristics.

Table 2: The Sample of The Research

No	Classes	The Students
1	XI Teknik Kimia Industri 1	35
2	XI Teknik Kimia Industri 2	32
TOTAL		67

In this research, the researcher used Test and questionnaire as the data collection.

A. Test

1. Pre-Test

Pre-test was used to measure the students reading narrative text in both of groups (experimental group and control group) before given the treatment. In the pre-test, the students have been given written test in multiple choice forms with 10 items of the test. The students will answer the question in 45 minutes.

2. Post-Test

Post-test was used to measure the students reading narrative text in both of groups to find out whether there is any significant difference between experimental group that using Classcraft Application and control group. The students have been given written test in multiple choice forms with 10 items of the test. The students will answer the question in 45 minutes

The reading assessment score research using:

Table 3: The level of students' score

No.	Test Score	Categorization
1	87-100	Excellent
2	71-87	Good
3	61-70	Average
4	<50	Poor

The indicator reading assessment research using:

Table 4: The Indicator of Reading Assessment

Reading for Main Idea	Reading to get the important information
Reading for identifying specific information	Reading to find details that support the main idea
Reference	Reading to understand words or phrase used either before or after the reference in the reading material.
Reading for Inference	Reading to understand the clues that the writer gives
Reading for Vocabulary	Reading to understand more of the vocabulary

B. Non Test

1. Questionnaire

The questionnaire used in this research is the scale by Mori (2002). There are 16 items on the questionnaire, including items on motivation in intrinsic value of reading, extrinsic utility value of reading, importance of reading, and reading efficacy. Thus, this research is converted in a form of the 4-point Likert Scale, they are strongly agree, agree, disagree, strongly disagree.

Table 5: Percentage Criteria of Learning Motivation

No	Learning Motivation Intervals	Motivational Level
1	86% - 100%	Very High
2	71% - 85%	High
3	56% - 70%	Moderate
4	41% - 55%	Low
5	25% - 40%	Very Low

Source: Sundayana 2014

In this research, the researcher used test and questionnaire as the data collection. The technique used in analyzing the data was statistical analysis by using software SPSS 22.

1. Descriptive Statistic

To find out the Descriptive statistic, researcher used SPSS 22. In the Descriptive Statistic the researcher knows the mean, Sum, Std. deviation, Variance, Range, Minimum, Maximum, S.E mean from the data obtained from the students' test.

2. Normality Test

The normality test is used to measure weather the data in the experimental class and control class is normally distributed or not. The

researcher used statistical computation by using SPSS 22 for normality of test. The test of normality employed are Kolmogorov-Smirnov and Shapiro-Wilk. The criteria of data that normal if the Sig > 0.05.

3. Homogeneity Test

Before administering the data into t-test, it is necessary to be certain that the data are homogeneous or not. The researcher used SPSS 22 to know the homogeneity of the data. The criteria of homogeneous data if the Sig > 0.05.

4. Hypothesis Testing

In this research, the researcher used formulation paired sample t-test. The researcher used SPSS 22.

The hypothesis as follow:

- a. H_a (Alternative Hypothesis): There is significant effect of using Classcraft to improve students learning motivation in reading narrative text at the eleventh grade at SMK Negeri 3 Mandau
- b. H_0 (Null Hypothesis): There is no significant effect of using Classcraft to improve students learning motivation in reading narrative text at the eleventh grade at SMK Negeri 3 Mandau

Where the criteria of hypothesis are:

H_a is accepted if Sig $\leq \alpha = 0.05$.

H_0 is accepted if Sig > $\alpha = 0.05$

Finding and Discussion

A. *The Students Learning Motivation in Reading*

Table 6: The Result of Learning Motivation in Experiment Class

EXPERIMENT CLASS	Mean Percentage	Categories
Pre Questionnaire	64%	Moderate
Post Questionnaire	87%	Very High

Based on the table above, the mean percentage obtained from the questioner in the Experiment Class before the treatment is 64% and categorize as Moderate Motivation. Meanwhile the mean percentage obtained after the treatment improve become 87% and categorize as Very High Motivation

Table 7: The Result of Learning Motivation in Control Class

CONTROL CLASS	Result Range of Score	Categories
Pre Questionnaire	63%	Moderate
Post Questionnaire	74%	High

Based on the table above, the mean percentage obtained in the Control Class before the treatment is 63% and categorize as Moderate Motivation. Meanwhile the mean percentage obtained after the treatment improve become 74% and categorize as High Motivation.

B. The Data Descriptive of Pre-Test

Mean of pre-test score from Experiment class from 35 students is 53.14, which was considered to “Poor” categorized. The minimum score was 30 and maximum score is 80. Meanwhile the mean score for pre-test control class from 32 students is 54.69, which was considered to “Poor” categorized. The minimum score was 40 and maximum score is 80.

C. The Data Descriptive of Post-Test

Mean of post-test score from Experiment class from 35 students is 71.71, which was considered to “Good” categorized. The minimum score was 40 and maximum score is 100. Meanwhile the mean score for post-test control class from 32 students is 61.56, which was considered to “Average” categorized. The minimum score was 40 and maximum score is 90.

D. Normality Test

Table 8: Homogeneity Test Result

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score Reading	Pre-Test experiment	,146	35	,055	,941	35	,061
Narrative Text	Post-Test Experiment	,120	35	,200	,954	35	,156
	Pre-Test Control	,146	32	,079	,941	32	,082
	Post-Test Control	,145	32	,087	,940	32	,073

The data can be said to be normally distributed if the significance value (sig) is $> 0,05$. From the table above, it can be seen that the significance value is more than 0.05. The significance in Kolmogorov-Smirnov for the pre-test in experiment class is 0.055 and the post-test is 0.200. The significance in Kolmogorov-Smirnov in control class is 0.079 and the post-test is 0.087. Thus, it can be said that the data is normally distributed.

E. Homogeneity Test

Table 9: Homogeneity Test Result

		Levene Statistic	df1	df2	Sig.
Score Reading	Based on Mean	,697	3	130	,556
Narrative Text	Based on Median	,627	3	130	,599
	Based on Median and with adjusted df	,627	3	125,737	,599
	Based on trimmed mean	,725	3	130	,539

The data can be said to be homogeneous if the significance value is > 0.05 . From the table above, it can be seen that the significance value of the homogeneity

test results, the significance is higher than 0.05, which means the data was homogeneous.

F. Hypothesis Test

Table 10: Homogeneity Test Result

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	18,571	7,334	1,240	-21,091	-16,052	14,982	34	,000
Pair 2	Pre-Test Control - Post-Test Control	-6,875	5,351	,946	-8,804	-4,946	-7,268	31	,000

Based on the table, output paired test shows the result of compare analysis with using t-test. The difference mean score of pretest and posttest experiment class is 18.571. The significant (2-tailed) is 0,000.

The difference mean score of pre test and post test control class is -6,875. The significant (2-tailed) is 0,000.

Test guidelines are if the value of sig. (2-tailed) < 0,05 then the hypothesis is accepted. If the value of sig (2-tailed) > 0,05 then the hypothesis is rejected.

Based on the result of paired sample t-test that the significant 2-tailed < to significant level. It can be seen from Sig. 2-tailed is 0,000 < 0,05 from the significant level 5%. It means the **H_a** was accepted and the **H_o** is rejected.

Conclusion

Based on the analysis Students Learning Motivation in Reading above, the Experiment Class has improved the Students Learning Motivation as much from Moderate Motivation to Very High Motivation. The Control Class has improved the Students Learning Motivation as much from Moderate Motivation to High Motivation.

Based on the score of gathered from SPSS 22, it shown the Sig. 2-tailed is lower than the significant level 5%, that means there are significant effect of using Classcraft Application to improve students learning motivation in reading narrative text. The researcher concludes the hypothesis accepted:

Ha : There is significant effect of using Classcraft application to improve students learning motivation in reading narrative text at the eleventh grade at SMK Negeri 3 Mandau.

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