

THE EFFECTIVENESS OF GAMIFICATION TO IMPROVE STUDENTS' TENSES MASTERY

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ABSTRACT

Having joined an online learning for a long time, the students get bored to get involved and engaged in the learning process. The teacher's creativity to create fun and interactive activities like gamification is highly required in order to cope with the students' boredom. Gamification is a teaching method that uses game elements with the aim of motivating students to be directly involved in games and learning at the same time so that students get an interesting and enjoyable learning experience. Although many studies have been conducted related to the use of gamification, the study on enhancing tenses mastery using gamification is rarely found. This study was aimed to investigate whether gamification was more effective than conventional teaching method in enhancing tenses mastery of the second semester students of nursing diploma III of faculty of health of Harapan Bangsa University. The method which was employed in this research was a quasi-experimental method with a post-test-only non-equivalent control group design. The population of the research was the second semester students of nursing diploma III of faculty of health of Harapan Bangsa University. Two classes were taken by using total sampling technique. The samples in this research were two classes; experimental class consisting of 30 students from 2A-1 and control class consisting of 30 students from 2A-2. The research instrument used was a tenses mastery test. The data were obtained from tenses mastery test. They were analysed in the terms of their frequency distribution and t-test. It was proven that the mean score of the students' tenses mastery in experimental class was 86.24 while the mean score of the students' tenses mastery in control class was 79.82. The t-test result in the research was 2.13 and the t-table is 1.67. It meant that t-test score was higher than the t-table. Based on the research findings, it could be concluded that the use of gamification was more effective than conventional teaching method to enhance tenses mastery of the second semester students of nursing diploma III of Harapan Bangsa University.

Keywords: Gamification, Conventional Teaching Method, online learning, tenses mastery, experimental

INTRODUCTION

Currently, the use of games to motivate people to do something and to direct them to various behaviours has increased very rapidly (Matallaoui et al., 2017). Games are also a very good teaching method because by using games students can be directly involved in the learning process (Dehghanzadeh et al., 2019). One approach that games use recently is gamification.

Gamification is a game thinking process and game mechanics that involves the user in solving problems. Gamification is the use of design elements that make up a game in a non-game context (Sari & Hartanto, 2016). Apart from currently being widely applied in various business activities (such as decision making, innovation, teamwork, and marketing), gamification is also predicted to become the next generation application in all matters and problems (Sigala, 2015). Pedagogical approaches such as gamification and conventional games in learning English have magical powers in improving students' English skills in listening, reading, speaking and writing as well as language components such as pronunciation, grammar and vocabulary.

The English language skills of students at Harapan Bangsa University are classified as low. The facts show that learning English at Harapan Bangsa University, especially in the General English 2A and 2B classes in the first semester of the D3 Nursing Study program in the 2019/2020 academic year has several deficiencies, both from teaching methods, learning processes, teaching media to learning evaluation. Based on the results of a preliminary study conducted by researcher, the teaching methods that are often used by some lecturers still tend to use teacher-centred methods. There are very few opportunities for students to practice their English skills both inside and outside the classroom. The learning process is still very minimal in activities that are fun, interactive, explorative, systematic, technology-savvy, and autonomous. The teaching media used are LCDs, laptops, and some handouts which are used as supplementary materials, while the games that are often used are conventional games. In evaluating the learning process, teachers only tend to emphasize a small proportion of speaking and writing skills, both of which are rarely practiced intensively by students during the learning process. In addition, the average score of students' English proficiency in the General English 2A class was 67.99, while the average score of students in the General English 2B class was 68.15.

Considering the facts mentioned above, the researcher wants to know the effectiveness of gamification in learning English, especially tenses. Tenses are the basis of grammar in English. Tenses for most people are often confusing and complicated (Sari et al., 2015). Therefore, the objective of this study is to investigate whether gamification method is more effective than conventional teaching method in enhancing the tenses mastery of the second semester students of General English 2 class in the D3 Nursing study program in the 2019/2020 academic year.

This research is expected to be able to improve students' mastery of tenses. In addition, this research also helps provide insight into the concepts and applications of gamification in learning English. This research is also believed to be able to contribute to the development of science and technology because in this study researcher uses the internet and computers in the application of gamification. This research is in line with the characteristics of Harapan Bangsa University, namely the use of ICT so that it is expected to be able to assist the development of institutions and the needs and potential of the community as well as all the people around the globe.

THOERETICAL FRAMEWORKS

Gamification

The term gamification has appeared in the academic literature since the discussion of Van Benthem as cited in Landers (2014) regarding logic games where he says "in principle, any logical task can be gamified. Van Benthem uses the term to mean the presentation or conversion of a non-game task into a game, which is still a layman's definition today. Gamification is the use of game attributes, as defined by Bedwell's taxonomy, outside the context of a game in order to influence learning-related behaviour and attitudes. Gamification is also defined as a learning approach using elements in games or video games with the aim of motivating students in the learning process and maximizing feelings of enjoyment and engagement with the learning process, besides this media can be used to capture things that interest students. and inspire him to continue learning (Lee & Hammer, 2011 as cited in Lui, 2013). Gamification is the process of using game elements to be adjusted in certain fields which aim to make them more interesting, easy to understand and creative (Pradana, et al., 2018).

Gamification of education is a developing approach for increasing learners' motivation and engagement by incorporating game design elements in educational environments (Dichev & Dicheva, 2017). Kapp, 2013 as cited in Alsawaier, 2018 defined gamification in pedagogical context as a teaching strategy which is altered to accommodate game elements where, in addition to the learning objectives, the teacher in a gamified classroom will present a challenge or quest that players must work on and lead them to a learning experience. Several other researchers defined gamification as the use of game elements, mechanics, features, design, and structure in a non-game environment or context (Attali & Arieli, 2015 in Alsawaier, 2018; Dale, 2014; Davis, 2014; Deterding, 2012; Gonzales, et al., 2016; Hanus, 2015; Issacs, 2015; Kapp, 2013; Powers, et al., 2013; Keeler, 2015; Koivisto & Hamari, 2014; Seaborn & Fels, 2015; Sheldon, 2011; Whitton & Moseley, 2010; dan Zichermann & Cunningham, 2011). According to Werbach & Hunter, 2012 in

Flores, 2015, gamification is use of game elements and game design techniques in a non-game context. It is based on the success of the gaming industry, social media, and decades of research in human psychology. Basically every task, process and theoretical context can be varied.

Based on the description of the gamification definition above, it can be concluded that gamification is a teaching method that uses game elements with the aim of motivating students to be directly involved in games and learning at the same time so that students get an interesting and enjoyable learning experience.

2. Advantages of gamification

- a. Facilitating student learning experiences in the classroom (Barab et al., 2009 in Lui, 2013).
- b. Involving persistence, intelligence, practice, and learning with the aim of achieving success (Gray, 2012 in Lui, 2013).
- c. Addressing students' emotional needs and providing opportunities to turn negative emotions into positive experiences (Lee & Hammer, 2011 in Lui, 2013).
- d. Learning becomes more fun, encourages students to complete their learning activities, helps students focus more on and understands the material being studied, and gives students opportunities to compete, explore and excel in class (Jusuf, 2017).
- e. Helping the development of cognitive and physical aspects of adults, increasing the level of active role of students in the class, and helping learners understand the material (Deese, 2016 in Setyowati, 2017).
- f. Making students more active, directly involved and motivated in learning (Flores, 2015).
- g. Increasing user interest in software such as angry bird (for physics lessons), pokemon (for language lessons, art, science, maps) and minecraft (for architecture lessons) (Zichermann & Cunningham, 2011 in Jusuf, 2017).
- h. Allowing students to receive immediate feedback on their progress in the classroom and appreciation for completed assignments (Kapp & Cone, 2012 in Jusuf, 2017).

3. Weaknesses of gamification

- a. Games in gamification are predictable and tend to be boring.
- b. Games become meaningless if the learning objectives are not well described or are not achieved.
- c. Often playing games can be psychological.
- d. Rewards given to students can be used as an external motivation but it is much better if students have internal motivation in learning.
- e. The game is the rules. Applying games to learning may even create experiences that are adjusted to the rules so that in the end it still feels like the experience of learning at school in general.

4. English tenses

Tenses are changes in verbs that are influenced by the timing and nature of events. All sentences in English cannot be separated from tenses because all sentences must have something to do with the time and nature of their occurrence (Kurniawan, 2010). In English grammar, there are 16 types of tenses, namely:

Table 1. Types of Tenses in English

Time	Present	Past	Future	Past Future
	Simple Present	Simple Past	Simple Future	Simple Past Future
Events	Present Continuous	Past Continuous	Future Continuous	Past Future Continuous
	Present Perfect	Past Perfect	Future Perfect	Past Future Perfect

Present Continuous	Perfect	Past Continuous	Perfect	Future Continuous	Perfect	Past Continuous	Future	Perfect
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The tenses taught in the General English 2 class in the D3 Nursing study program were the simple present tense, simple past tense and simple future tense. The researcher taught the three tenses according to the syllabus in the General English 2 course.

5. Use of gamification in the teaching of English

Gamification in the world of education plays a very important role to motivate the students to deeply engage with the teaching and learning process carried out in the classroom since the teachers oftentimes get difficulties to encourage their students to stay tuned in the process of delivering the materials. Gamification offers a new kind of interactive learning by which the teachers provide a more enjoyable and interactive way to the students so that the students do not only gain knowledge but they also experience something new and interesting from gamification.

There are several types of online gamifications that can be implemented in the teaching of English, as follows:

- a. **Kahoot!**
Kahoot! is the granddaddy of the game show review games, launched in August of 2013. In a standard Kahoot! game, questions are displayed to students on a projector or display. Students respond on their own devices.
- b. **Quizizz**
Quizizz takes the excitement of a gameshow-style review game and puts the whole experience in the students' hands. With a traditional Kahoot! game, everyone sees the question and possible answers on the projector and answer simultaneously. Quizizz is different because the questions and possible answers are displayed individually on student devices.
- c. **Quizlet Live**
Quizlet's foray into the game show-style review is the best collaborative game. Instead of students answering individual questions on their individual devices, Quizlet puts students in groups. All possible answers are divided amongst the devices of all students participating. Think of three students with 12 possible answers ... they're divided up with four on each device, so the answer may or may not be on your device. Teams race to get all answers correct in a row to win.
- d. **Gimkit**
Gimkit (gimkit.com) is like Quizizz with power-ups. In Quizizz, students collect points cumulatively throughout the game. In Gimkit, students use their points to buy power-ups in the store. Power-ups let students earn more points per question, get additional points when they hit a streak, and even lose less points when incorrect.
- e. **Baamboozle**
Baamboozle is a fun game to play with our class as a bell ringer, check in, or review lesson. Play from a single device on a projector, smart board or in an online lesson. No student accounts are needed. It is simple to set up.
- f. **Factile**
Factile lets you create or play jeopardy-style quiz games for our classroom.
- g. **Quizalize**
Quizalize is another quiz-based website. Teachers can create quizzes with multiple- or two-choice question sets or single-word responses
- h. **Wordwall**
With Wordwall we can make custom activities like quizzes, match ups, word games and more for our classroom. Wordwall activities can also be printed out directly or downloaded as a PDF file. The printables can be used along with the interactive or as stand-alone activities.

In this study the researcher utilized quizizz to enhance the students' tenses mastery due to some considerations such as its easiness, simplicity, usability, accessibility and user-friendliness. The procedures of implementing quizizz to improve the students' tenses mastery in the experimental class can be seen in table 2.

Table 2. Procedures of Implementing Quizizz

Meeting/ Materials	Learning Objectives	Teacher's Activities	Students' Activities	Duration/ Media
Meeting 1/Simple Present Tense (Nominal Sentence)	Creating an account, materials and review quiz.	<ul style="list-style-type: none"> • Creating an account in www.quizizz.com using our email. • Choosing a role to be a teacher and complete the data. • Creating materials and review quiz and setting up the answer choices and question preview and then clicking finish and creating the materials and review quiz. • Sharing the code to the students to access the quizizz. • Asking the students to enter the code. 	<ul style="list-style-type: none"> • Entering the code and listening to the teacher's presentation about simple present tense. • Starting the game quiz to review their mastery on simple present tense. • Knowing the leader board of the first meeting game. 	90 minutes/ Zoom/Google Form
Meeting 2/Review and new material about simple present tense (verbal sentence)	Reviewing the previous material about simple present tense (nominal sentence)	<ul style="list-style-type: none"> • Having the students to enter the new code in quizizz website to do a review quiz of meeting 1. • Eliciting the students' prior knowledge about simple present tense (verbal sentence). • Presenting the material using quizizz. • Asking the students to do the second meeting game to check their mastery on simple present tense (verbal sentence) 	<ul style="list-style-type: none"> • Doing the review quiz of the previous material. • Telling the teacher about what they have known and what they have not known as well as what they want to know about the material in this meeting. • Paying attention on the teacher's presentation. • Doing a game quiz of verbal sentence in simple present tense. 	90 minutes/ Zoom
Meeting 3/Simple Past Tense (Nominal Sentence)	<ul style="list-style-type: none"> • Reviewing the previous material about simple present tense 	<ul style="list-style-type: none"> • Having the students to enter the new code in quizizz website to do a review quiz of meeting 2. • Eliciting the students' prior knowledge about simple past 	<ul style="list-style-type: none"> • Doing the review quiz of the previous material. • Telling the teacher about what they have known and what they have not known as well as what they want 	90 minutes/ Zoom

	<ul style="list-style-type: none"> • Explaining material about the nominal sentence in simple past tense 	<ul style="list-style-type: none"> tense (nominal sentence). • Presenting the material using quizz. • Asking the students to do the third meeting game to check their mastery on simple past tense (nominal sentence) 	<ul style="list-style-type: none"> to know about the material in this meeting. • Paying attention on the teacher's presentation. • Doing a game quiz of nominal sentence in simple past tense. 	
Meeting 4/Simple Past Tense (Verbal Sentence)	<ul style="list-style-type: none"> • Reviewing the previous material about simple past tense (nominal sentence) • Explaining material about verbal sentence in simple past tense 	<ul style="list-style-type: none"> • Having the students to enter the new code in quizz website to do a review quiz of meeting 3. • Eliciting the students' prior knowledge about simple past tense (verbal sentence). • Presenting the material using quizz. • Asking the students to do the fourth meeting game to check their mastery on simple past tense (verbal sentence) 	<ul style="list-style-type: none"> • Doing the review quiz of the previous material. • Telling the teacher about what they have known and what they have not known as well as what they want to know about the material in this meeting. • Paying attention on the teacher's presentation. • Doing a game quiz of verbal sentence in simple past tense. 	90 minutes/ Zoom
Meeting 5/Simple Future Tense (WILL)	<ul style="list-style-type: none"> • Reviewing the previous material about simple past tense (verbal sentence) • Explaining material about WILL in simple future tense 	<ul style="list-style-type: none"> • Having the students to enter the new code in quizz website to do a review quiz of meeting 4. • Eliciting the students' prior knowledge about simple future tense (WILL). • Presenting the material using quizz. • Asking the students to do the fifth meeting game to check their mastery on simple future tense (WILL) 	<ul style="list-style-type: none"> • Doing the review quiz of the previous material. • Telling the teacher about what they have known and what they have not known as well as what they want to know about the material in this meeting. • Paying attention on the teacher's presentation. • Doing a game quiz of WILL in simple future tense. 	90 minutes/ Zoom
Meeting 6/Simple Future Tense (BE GOING TO)	<ul style="list-style-type: none"> • Reviewing the previous material about simple future tense 	<ul style="list-style-type: none"> • Having the students to enter the new code in quizz website to do a review quiz of meeting 5. • Eliciting the students' prior knowledge about simple future 	<ul style="list-style-type: none"> • Doing the review quiz of the previous material. • Telling the teacher about what they have known and what they have not known as well as what they want 	90 minutes/ Zoom

	(WILL) • Explaining material about BE GOING TO in simple future tense	tense (BE GOING TO). • Presenting the material using quizzz. • Asking the students to do the sixth meeting game to check their mastery on simple future tense (BE GOING TO)	to know about the material in this meeting. • Paying attention on the teacher's presentation. • Doing a game quiz of BE GOING TO in simple future tense.	
Meeting 7/Review all leaned materials	• Reviewing the previous materials about simple present tense, simple past tense, and simple future tense	• Having the students to enter the new code in quizzz website to do a review quiz of all learnt tenses.	• Doing the review quiz of the previous materials.	90 minutes/ Zoom
Meeting 8/Post-Test	Giving a post-test on tenses mastery	Asking the students to do the post-test through google form.	Doing the post-test	90 minutes/google form

On the other way around, the researcher applied conventional teaching method (lecturing) to enhance the students' tenses mastery in the control class. The number of the meeting as well as its sequence is 8 meetings or the same as applied in the experimental class. The media used during this online conventional teaching method are WhatsApp Group and Zoom. The control class is also given the creativity test in the first meeting and a post-test in the last meeting.

B. Study of relevant researches

There are several studies that are relevant to research to be carried out by researchers, including research conducted by Yanes & Bououd (2019) who examined the use of gamification and serious games for learning English and the results of his research were that there were several things that needed to be considered before adopting gamification, for example, is SWOT; then research conducted by Dehghanzadeh, et al., (2019) who examined the use of gamification to support learning English as a second language and the results were how to design digital gamification and student learning experiences; research of Al-hadithy & Ali (2018) about gamification in learning English for academic purposes and the result was an increase in active learning, student involvement, self-efficacy, independent learning and an increase in student summative assessment after the application of gamification in the form of Kahoot.

García & Alvaro (2017) examined gamification in teaching English in Basic Education and the result was that gamification was an innovative method that could be useful in language teaching because it involved a variety of things such as effort, involvement, and motivation and all the elements that played an important role in the acquisition of different linguistic skills. Flores (2015) investigated the use of gamification to improve second language learning and the result was that the use of gamification in second language learning contributed positively to the student learning experience. Xiang, et al., (2014) examined the effectiveness of gamification in vocational

engineering education and the result was an increase in learning and students gained better knowledge in vocational engineering topics.

Lui (2013) conducted a case study research on the use of gamification in vocabulary learning and the result was that students preferred to use technology to learn vocabulary and gamification was proven to improve student attitudes towards language learning; Sari, et al., (2015) investigated the application of the concept of gamification to web-based learning of English tenses and the result was that learning web-based English tenses could improve students' ability to master tenses.

As mentioned above, some of these academic studies claim the positive effects of gamification on learning both English and other subjects. However, these previous studies did not mention the link between gamification and tenses mastery for nursing students. To complement these gaps, the researcher wanted to test the implementation of gamification and measure the effectiveness of gamification in learning tenses.

Hypothesis

This study formulated the following hypothesis:

Gamification Teaching Method is more effective than conventional teaching methods to improve the students' mastery on English tenses in the General English 2 semester 2 class of D3 Nursing Study Program, Faculty of Health, Harapan Bangsa University Purwokerto.

METHOD

Respondents

The research subjects were students of General English 2 class in the second semester of the D3 Nursing Study program. The study population consisted of 60 students divided into two classes, namely General English 2 level A class (30 students) and General English 2 level B class (30 students). The research samples were General English 2A-1 as the experimental group and General English 2A-2 as the control group. The experimental group was given treatment in the form of the gamification teaching method, while the control group did not receive any treatment.

Instruments

The instrument used in this study was a test of tenses mastery. Tenses mastery test that was used in this research was a multiple choice test. It was used to measure the students' mastery on tenses especially simple present tense, simple past tense and simple future tense.

Procedures

The method which was employed in this research was a quasi-experimental method with a post-test-only non-equivalent control group design. The population of the research was the second semester students of nursing diploma III of faculty of health of Harapan Bangsa University. Two classes were taken by using total sampling technique.

Data analysis

Techniques of analyzing the data utilized in this study were (1) descriptive statistics and (2) t-test.

FINDING AND DISCUSSION

Data Description

The data description in this study is divided into several parts which are described as follows:

1. The Description of the Students' Tenses Mastery Scores Taught Using Gamification

The students' tenses mastery scores which are taught using gamification are presented in the table 3.

Table 3. The Students' Tenses Mastery Scores Which Are Taught Using Gamification

N	Mean	Mode	Median	Standard Deviation	Highest	Lowest
30	86.24	93.73	89	14.90	98	50

From table 3, the students' tenses mastery mean score was 86.24, median 89, mode 93.73 and standard deviation 14.90. Then, the frequency distribution, polygons and histograms of the tenses mastery scores of students taught using gamification are depicted in table 4 and figure 1.

Table 4. Frequency Distribution of Students' Tenses Mastery Scores Taught Using Gamification

Group Limit	Median (X_i)	f_i	$X_i f_i$	X_i^2	$f_i X_i^2$
48.5-56.5	52.5	6	315	99225	595350
57.5-65.5	61.5	0	0	0	0
66.5-74.5	70.5	1	70.5	4970.25	4970.25
75.5-83.5	79.5	4	318	101124	404496
84.5-92.5	88.5	9	796.5	634412	5709710.25
93.5-100.5	96.5	10	965	931225	9312250
Total		30	2465	1770957	16026776.5

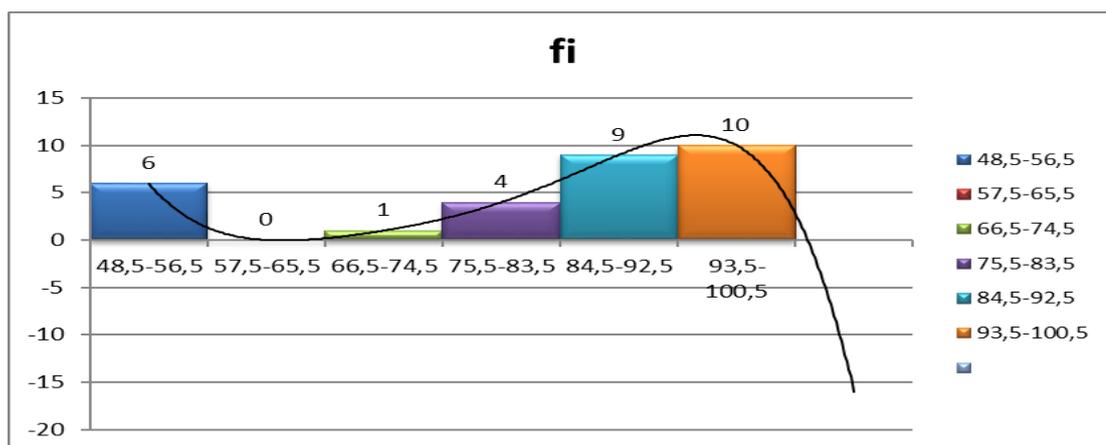


Figure 1. Histogram and Polygon of the Students' Tenses Mastery Scores Taught Using Gamification

2. The Description of the Students' Tenses Mastery Scores Taught Using Conventional Teaching Method

The students' tenses mastery scores which are taught using conventional teaching method are presented in the table 5.

Table 5. The Students' Tenses Mastery Scores Which Are Taught Using
Conventional Teaching Method

N	Mean	Mode	Median	Standard Deviation	Highest	Lowest
30	79.82	87.30	80.08	22.29	90	20

From table 5, the students' tenses mastery mean score was 79.82, median 80.08, mode 87.30 and standard deviation 22.29. Then, the frequency distribution, polygons and histograms of the tenses mastery scores of students taught using conventional teaching method are depicted in table 6 and figure 2.

Table 6. Frequency Distribution of Students' Tenses Mastery Scores Taught Using
Conventional Teaching Method

Group Limit	Median (X_i)	f_i	X_if_i	X_i²	f_iX_i²
28.5-39.5	34	4	136	18496	73984
40.5-51.5	46	1	46	2116	2116
52.5-63.5	58	3	174	30276	90828
64.5-75.5	70	6	420	176400	1058400
76.5-87.5	82	3	246	60516	181548
88.5-99.5	94	13	1222	1493284	19412692
Total		30	2009	1395131	14937990.5

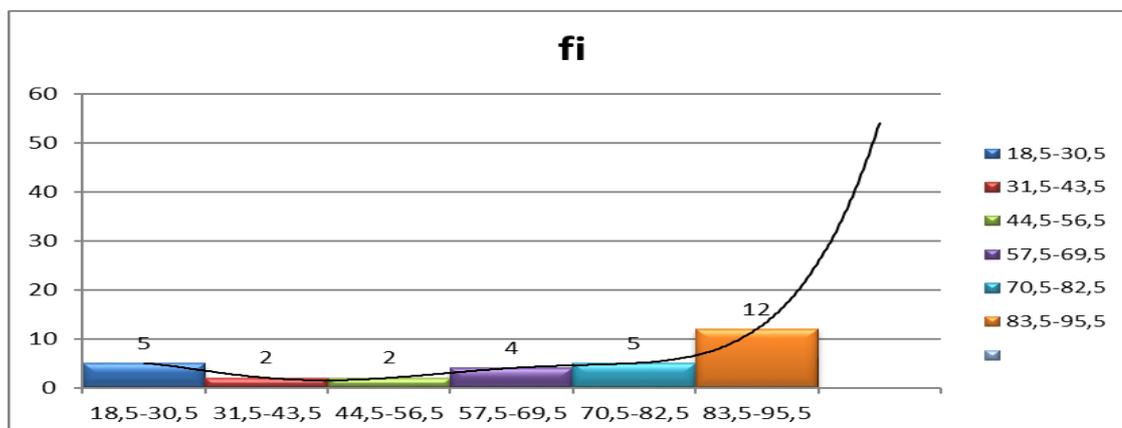


Figure 2. Histogram and Polygon of the Students' Tenses Mastery Scores Taught Using
Conventional Teaching Method

Hypothesis Testing (Independent t-test)

The researchers used the calculation of t-test to find out whether there was a difference between the score of the experimental group and the score of the control group or not. From the computation of the data using independent t-test obtained the data as follows:

Table 7. Summary of Independent t-test Data

Summary	Experimental Class	Control Class
Mean Score	86.24	79.82
Variance	139.4754	123.0049
t count	2.13	
t table	1.67	
Conclusion	t count (2.13) > t table (1.67) H ₀ rejected, H ₁ accepted	

Based on table 7, it was known that t count (2.13) > t table (1.67) which meant H₀ was rejected and H₁ was accepted. In other words, Gamification was more effective in improving students' tenses mastery when compared to students taught using Conventional Teaching Method.

FINDING AND DISCUSSION

Teaching tenses in English requires the teachers' hard efforts to attract the students' interest and motivation as the tenses or what so called a little piece of grammar in English is considered difficult to master by the students. Not only do the teachers have to prepare an interesting and interactive material, but they are also supposed to provide a memorable learning atmosphere for the students. Here comes gamification as one of the alternatives to boost up the students' learning interest in tenses.

Gamification plays a pivotal role in the teaching and learning of tenses especially simple present tense, simple past tense, and simple future tense which are taught to the second semester

students of nursing diploma III of faculty of health at Harapan Bangsa University. By utilizing one of gamification types, quizizz, the teachers are able to enhance the students' tenses mastery due to the fact that this online application has several features and uses such as we can add pictures, input equation, use some possible answers, and set up the time. Quizizz also enables the teacher to present the materials as well as the review quiz for each meeting so that the students can figure out whether they have already mastered the certain tenses or not and it can be done in an interesting and fun game.

In improving the students' mastery on how to distinguish among the learned tenses, gamification (quizizz) has a randomized answer feature by which the students can notice the correct or incorrect answers for each question and why the errors have occurred. Besides, gamification can assist the students to understand the meaning and form of each learned tenses by providing the materials designed by the teachers beforehand. Moreover, students could learn the tenses in their own level and get the feedback immediately about their learning progress.

In addition to having invaluable features, quizizz also possesses some other interesting characteristics such as leader board, rewards, and player icons. Moreover, not only can it be accessed using laptop, the students can also use their mobile phones to get connected to quizizz so that the students can play the game anytime and anywhere. Gamification can also provide learning model characteristics such as challenges, satisfaction, rewards, dependence. Several studies concur with the findings of this study which show positive attitude toward the use of gamification in learning and which reveal that by using gamification, the students' engagement, experience and achievement in the learning improved (Lee & Hammer, 2016; Partovi & Razavi, 2019; Chou, 2017; Romdhoni & Wibowo, 2014; Bozkurt & Durak, 2018; and Leaning, 2015).

On the other hand, teaching tenses in English using conventional teaching method do not improve the students' mastery on tenses as the teachers only present the materials in a lecturing style by which the students listen to, watch, and do exercises given by their teachers. This lecturing method cannot help the students to gain a better knowledge on simple present tense, simple past tense and simple future tense. The students tend to be passive while the teachers like to dominate the teaching and learning process. The students are not motivated to find out more deeply on the form, use and meaning of each learned tenses. During the meeting, the teacher first introduces the form, then followed by the meaning and the use of the tenses and it is conducted in every meeting. The students' opportunity to ask and correct their wrongs is very limited since the teacher frequently guide the students to notice the errors they have made with a very limited feedback and review.

Moreover, by utilizing the conventional teaching method to enhance the students' mastery, the teacher rarely uses various teaching and learning methods so that the students are not able to develop themselves and lack of chances to have interaction among students because it only applies a teacher-centred learning. Conventional teaching method cannot also provide something challenging and fun for the students. Besides, the existence of other supporting media is rarely used by the teacher in both online and offline classrooms. That really reveals the inadequacy of utilizing technology-based learning media thus it cannot attract the students' attention. This finding is in line with the other previous studies which report that the conventional teaching method does not give merits to the learning (Liu & Long, 2014; Noor, 2019; and Isnaini, 2014).

CONCLUSION

Based on the result of the hypothesis testing, the research finding is that Gamification is more effective than Conventional Teaching Method to improve students' tenses mastery. It is recommended for future research that each or several activities to enhance students' tenses mastery can be taught using gamification by which the students can improve their tenses mastery. This study could have valuable implications for teachers, students, and educators since not only can gamification enhance tenses mastery, it can also improve the teachers and students' flexibility, creativity. Furthermore, the findings can provide fruitful information and knowledge to help improving the students' tenses mastery. The students can also utilize gamification tools to have an online learning and to be a form of self-study.

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