



The Classcraft Utilization in Increasing Students' Motivation in Learning English of Eleventh Grade at Senior High School

Sriwindry Lestari¹, Charlie Baka², Rigel Sampelolo³

¹SMAN 3 Tana Toraja, ^{2,3}Universitas Kristen Indonesia Toraja

E-Mail: windrylestari333@gmail.com, charliebaka@ukitoraja.ac.id, rigel@ukitoraja.ac.id

Abstract: *This study aims to determine how significant the Classcraft use to increase students' motivation in learning English of eleventh grade at SMAN 3 Tana Toraja both the times when they were taught by it and the times they weren't. Classcraft is a game-based learning platform that can increase students' motivation, cooperation, and soft skills in and out of the classroom. This study focuses on the students' motivation in learning English by taught using Classcraft. Based on the result above, the researcher found that there were difficulties faced in English learning at SMAN 3 Tana Toraja, as one of the secondary education institutions in the Mengkendek area. One of the factors that causes these difficulties is the lack of motivation to learn English, which is the desire, interest, and goals that encourage students to learn English actively and continuously (Yuzulia, 2012). Motivation is one of the most significant things in the learning process. Without motivation, the purpose of learning is tough to achieve. When learners have it in their learning process, they will better understand the materials, especially English (Borah, 2021). The researcher used true experimental and quantitative methods to explore the objective the research. To collect the data the researcher used several steps: giving the pre-test for the students, giving treatment and then giving post-test for students, identifying and classifying the students' motivation level. The findings showed that before treatment, most of the students got moderate level of motivation in learning English, and after treatment, most of the students got high level of motivation in learning english.*

Keywords: COVID-19; Motivation; Pandemic, Students.

INTRODUCTION

In this digital and globalized era, mastering a foreign language such as English is becoming increasingly important, success in communicating in a foreign language, has a significant impact on career opportunities and access to global resources. English language study is an important field of study, particularly in the current age of technology and digital transformation (Cope et al., 2021). English as an international language can be used globally to communicate with people who speak foreign languages. The language itself must be used in real life so that it will be easy for us to master it. English as a foreign language will be better if it taught

from an early age and starts with basic things related to daily life (Maghsudi et al., 2021). In English learning, students need more attractive and interactive media.

English has long been taught in Indonesia, from elementary school to university. Even so, there are still many students who have difficulty mastering English language teaching (Sardi, 2022). One of the factors that causes these difficulties is the lack of motivation to learn English, which is the desire, interest, and goals that encourage students to learn English actively and continuously (Yuzulia, 2012). Motivation to learn English can affect students' performance, achievement, and learning outcomes. Motivation is one of the most significant things in the learning process. Without motivation, the purpose of learning is tough to achieve. When learners have it in their learning process, they will better understand the materials, especially English (Borah, 2021). The teaching processes only focus on how students understand the whole material, whereas language learning combined with various media today is very common. Thus, it is very important for teachers to know how to increase students' motivation. Therefore, there is a need for effective strategies to increase students' motivation to learn English (Yulfi & Aalayina, 2021).

Nowadays, new alternatives are proposed in order to motivate students during the teaching-learning process (González-Reyes et al., 2017). In addition, Papadakis & Kalogiannakis, (2018), and Sanchez, Young & Caroline (2017) underline the positive impact of using role-playing platforms such as Classcraft on classroom instruction. Classcraft is a game-based learning platform that can increase students' motivation, cooperation, and soft skills in and out of the classroom. Classcraft is a game that can be used in the classroom to help students have fun, promote teamwork, and become better learners by familiarizing game mechanics with everyday classroom activities such as attendance, cooperation, task completion, and classroom behavior (Otto, 2018).

Classcraft provides immediate feedback to students through the awarding or deduction of experience points, gold points, and hearts, which can affect their character's level, ability, and appearance in the game (Zhang, 2021). Classcraft's aim is to turn the classroom into a role-playing scenario. In this sense, the teacher can foster desired behaviours concerning classroom management (Sant, 2014). Students play in teams and each of them has a specific role and responsibilities within the team, therefore, solidarity and cooperation are promoted. Classcraft allows the teacher to apply a reward/penalty system in order to help the teacher to manage students' behavior and performance. Students gain points that enable them to acquire powers, to level up and progress in the game.

LITERATURE REVIEW

This study aims to determine how significant the Classcraft use to increase students' motivation in learning English of eleventh grade at SMAN 3 Tana Toraja both the times when they were taught by it and the times they weren't. Classcraft is a game-based learning platform that can increase students' motivation, cooperation, and soft skills in and out of the classroom.

Mihalas, et al. (2009) argues that they notice what the effects can be if the relations function in a good way and also the negative ones if the relations are poor. The authors say that the teacher's relations to their students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relations between the student and the teacher are that the student can trust the teacher, respects him or her and that the communication goes well (Mihalas, et al., 2009). Teachers should support their learners to figure out the motivation and also to search for their own motivational processes. Motivation in this research points to reasons for attracting students. The reason can be from the students' intrinsic motivation or extrinsic motivation.

1. Intrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) state that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part. Person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are enticed by their intrinsic motivation, they study English because of their internal urge.

2. Extrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) define that extrinsic motivation (EM) refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid from punishment. Here the pupils in learning English are encouraged by their external eagerness, such as looking for a job, doing examination, and so on.

In the zeal of learning, motivation is necessary, because someone who has no motivation in learning, will not be possible to implement learning activities. Motivation is needed in determining the intensity of the learning effort for the students. Lai (2011) states that there is one of factors that influence student's motivation is reward. The function of reward may either encourage or reduce the motivation, suspending on the type of appreciations and the circumstances in which they are given. Teachers should try to let the students more.

RESEARCH METHOD

Creswell (2004) stated that quantitative method tends to collect the data by examining the document, observing the behavior and also interviewing participants. The descriptive quantitative method applied in this research; quantitative method aims to know the significance of Classcraft utilization in increasing students' motivation in learning English of eleventh grade students at SMAN 3 Tana Toraja". The location of this research is at SMAN 3 Tana Toraja, a high school located in Mengkendek area, in Tana Toraja regency. The variable of this research is the use of Classcraft as the independent variable and the motivation to learn English as the dependent variable. In deciding the sampling, the researcher used cluster sampling because the number of populations is big number and they are homogeneous of population, the sample in this study is consists of forty students, 20 students in control class and 20 students in experimental class.

The instrument in this research is a questionnaire and use Likert scale. The Likert scale is one of the forms of rating scale used to testing attitudes, values or opinions about a subject. Likert scale using alternative answers that had been provided by researcher, so respondents only answer by checklist on answers. Questionnaire is data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents. It aimed to measure students' motivation level before and after treatment.

To collect the data, the researcher used several steps; in developing a data collection instrument, the researcher designed it into three stages: giving pre-test for the students, giving treatment, giving post-test, identifying and classifying the students' motivation in learning English. The t-test is used to figure out whether the treatment given has an effort or not. In this study, the researcher will use SPSS

FINDINGS AND DISCUSSION

The goals of this research is to determine how significance the Classcraft utilization to increase students' motivation in learning English of eleventh grade at SMAN 3 Tana Toraja. The pre-test and post-test result of the class became the research data

Students' score in Pre-test

Name	Option					Total Item	Scores	Classifying
	SS	S	N	TS	STS			
S1	4	5	9	0	2	20	69	Moderate
S2	7	1	8	3	1	20	70	Moderate
S3	7	1	8	4	0	20	71	Moderate

S4	7	4	5	4	0	20	74	High
S5	4	7	4	3	2	20	68	Moderate
S6	7	6	4	0	3	20	74	High
S7	3	8	5	5	0	20	72	Moderate
S8	6	6	3	3	2	20	71	Moderate
S9	7	5	3	3	2	20	72	Moderate
S10	2	5	8	2	3	20	61	Moderate
S11	2	7	7	2	2	20	65	Moderate
S12	4	6	7	2	1	20	70	Moderate
S13	7	5	4	2	2	20	73	Moderate
S14	2	9	5	4	0	20	69	Moderate
S15	3	8	4	3	2	20	67	Moderate
S16	8	6	1	1	4	20	73	Moderate
S17	1	7	9	3	0	20	66	Moderate
S18	1	6	7	6	0	20	62	Moderate
S19	4	5	6	5	0	20	68	Moderate
S20	5	5	6	3	1	20	70	Moderate
Total							1385	

The total score of the experimental students in post-test was 1385 and number of the students was 20. The mean score of pre-tests calculated as:

$$X = \frac{1385}{20} = 69,25 \longrightarrow \text{moderate level}$$

The pre-test Classification Score

Classification	Score	Frequency	Percentage
Very high	86-100	0	0
High	74-85	2	10%
Moderate	56-73	18	90%
Low	40-55	0	0
Very Low	0-39	0	0
Total		20	100

Pre-test result shows that before giving the treatment, out of 20 students, none of them got very high. There were eighteen students (90%) got moderate score and only two students (10%) got high score. It means that the students have moderate level of motivation before the treatment.

Students' score in Post-test

Name	Option					Total Item	Scores	Classifying
	SS	S	N	TS	STS			
S1	6	8	6	0	0	20	80	High
S2	9	5	5	1	0	20	82	High
S3	7	6	5	1	0	20	76	High
S4	4	8	8	0	0	20	76	High
S5	8	5	7	0	0	20	81	High
S6	9	8	3	0	0	20	86	High
S7	1	13	5	1	0	20	74	High
S8	4	11	5	0	0	20	79	High
S9	10	4	2	1	3	20	77	High

S10	2	3	1 2	3	0	20	64	Moderate
S11	3	9	5	2	2	20	72	Moderate
S12	3	1 0	4	2	1	20	72	Moderate
S13	5	9	2	4	0	20	75	High
S14	8	8	2	2	0	20	82	High
S15	7	4	7	2	0	20	76	High
S16	12	5	0	0	3	20	83	High
S17	9	7	2	1	1	20	82	High
S18	7	1 2	1	0	0	20	86	High
S19	15	2	1	2	0	20	90	High
S20	6	1 0	3	1	0	20	81	High
Total							1574	

The total score of the experimental students in post-test was 1385 and number of the students was 20. The mean score of pre-test calculated as:

$$X = \frac{1574}{20} = 78,7 \longrightarrow \text{high level}$$

The post-test Classification Score

Classification	Score	Frequency	Percentage
Very high	86-100	3	15%
High	74-85	14	70%
Moderate	56-73	3	15%
Low	40-55	0	0

Very Low	0-39	0	0
Total		20	100

Post-test result shows that after giving the treatment, out of 20 students, there were three students (15%) got very high score, fourteen students (70%) got high score, and three students (15%) got moderate score.

The Paired Samples Statistics of Pre-Test and Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error
Pair 1	Pretest	69.2500	20	3.65449	.81717
	Posttest	78.7000	20	5.91252	1.32208

The table sample statistic of pre-test and post-test above showed that the experimental class students score increase from 69,25 to 78,70.

Based on the table ttable (tt) distribution, standard of signification 5% (0.05) with degree of freedom (df)=19, the researcher got 1.729. from the result, the rearcher gave interpretation that to (tcount) is greater than tt (ttable), to > tt

$$6.625 > 1.729$$

Related the result that to (tcount) is greater than tt (ttable), to > tt, so the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. It was concluded that the classcraft utilization is significantly increase students' motivation in learning English of eleventh grade at SMAN 3 Tana Toraja.

	Questionnaire Scores		Mean Score		T-Test	
	P re - T es t	Po st- T es t	P re - T es t	Po st - te st	tcou nt	ttab le
Experimen tal Class	1385	1574	69,25	78,7	6.625>1.729	

Based on the table above, can be seen that the average of experimental class score, there is significant motivation increasing.

The findings of this study reveal that the utilization of Classcraft significantly increased students' motivation in learning English at the eleventh grade of SMAN 3 Tana Toraja. The mean score of the students' pre-test was 69.25, categorized as a moderate level of motivation. After the implementation of Classcraft as a learning tool, the mean score increased to 78.7, which is categorized as a high level of motivation. The paired sample t-test analysis showed that the t-count (6.625) was greater than the t-table value (1.729) at a significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating a significant effect of Classcraft on enhancing students' motivation.

This result aligns with previous research that emphasizes the positive impact of gamification in education. Gamified learning environments, such as Classcraft, are shown to increase student engagement, intrinsic motivation, and active participation (Dichev & Dicheva, 2017). By incorporating elements of games—such as rewards, challenges, and immediate feedback—Classcraft made the learning experience more dynamic and interactive, thus motivating students to participate more actively in their English classes.

Moreover, the increase from 90% of students in the moderate category during the pre-test to 85% of students reaching high and very high motivation levels after the intervention highlights the effectiveness of Classcraft. This supports Kapp's (2012) argument that gamification strategies can tap into students' need for achievement and recognition, which are crucial components of motivation in educational settings.

Additionally, according to Hamari, Koivisto, and Sarsa (2014), gamification works by fulfilling psychological needs such as competence, autonomy, and relatedness, which, in turn, foster higher motivation. The implementation of Classcraft, which allowed students to collaborate, complete missions, and earn points, likely satisfied these needs and led to the observed improvement in motivation levels.

The findings also suggest that technology-enhanced learning environments, when properly designed, can bridge motivational gaps and foster positive learning attitudes. As pointed out by Su and Cheng (2015), well-integrated gamified tools can lead to better academic outcomes by sustaining students' attention and promoting persistence in learning tasks.

In conclusion, this study confirms that Classcraft is an effective tool for increasing students' motivation in learning English. The significant improvement in students' scores from pre-test to post-test demonstrates that incorporating game-based learning strategies into the classroom can be highly beneficial, especially for subjects that students may perceive as challenging.

CONCLUSION

Based on the findings and discussion of the previous chapter, the researcher concluded that the classcraft utilization is significantly increase students' motivation in learning English of eleventh grade at SMAN 3 Tana Toraja. The result of the data analysis showed that the mean score of experimental class in pre-test was 69,25 and mean score in post-test was 78,7 it shows that the mean score of post-test higher than the mean score in pre-test. Comparing with the t-test value at the level significance on a 5% (0.05) it was higher than t-table with degree freedom (df) = N-1. It found that t-test (6.625) value is higher than t-table (1.729). The explanation show that the classcraft utilization is significantly increase students' motivation in learning English of eleventh grade students at SMAN 3 Tana Toraja.

REFERENCES

- Alizadeh, M., Al Othman, F. H. M., & Shuqair, K. M. (2016). The Impact of Motivation on English Language Learning in the Gulf States. *International Journal of Higher Education*, 2(4), 11–15. <https://doi.org/10.5430/ijhe.v2n4p123>
- Allo, M. D. (2020). Curriculum fidelity in the secondary education in Indonesia. *International Journal of Psychosocial Rehabilitation*, 24(6), 14088-14094.
- Borah, M. (2021). Motivation in Learning. *Journal of Critical Review*, 8(02), 550–552.
- Borong, M. M. (2016). The Students' Enthusiasm in Learning English of the Tenth Grade Students at SMK Kristen Tagari. *Teaching English as a Foreign Language Overseas Journal*, 3(1), 56-84.
- Campbell, D. T. ., & Stanley, J. C. (1982). *Experimental and Quasi-Experimental Designs for Research in Information Science*.
- Cope, B., Kalantzis, M., & Searsmith, D. (2021). Artificial intelligence for education: Knowledge and its assessment in AI-enabled learning ecologies. *Educational Philosophy and Theory*, 53(12), 1229–1245. <https://doi.org/10.1080/00131857.2020.1728732>
- Creswell, J. W. (2004). *Designing A Mixed Methods Study In Primary Care*. 2(1), 7–12. <https://doi.org/10.1370/afm.104>.
- DeCoster, J., & M. Claypool, H. (2004). *Data Analysis in SPSS*.
- García Bacete, F. J., & Doménech Betoret, F. (2014). *Volumen: 1 Número: 0 Motivación, Aprendizaje Y Rendimiento Escolar*. 1–18.
- Gardner, C. R., & Lambert. (1960). *MOTIVATIONAL VARIABLES IN SECOND-LANGUAGE ACQUISITION*. 1–75.
- González-Reyes, R. E., Nava-Mesa, M. O., Vargas-Sánchez, K., Ariza-Salamanca, D., & Mora-Muñoz, L. (2017). Involvement of astrocytes in

- Alzheimer's disease from a neuroinflammatory and oxidative stress perspective. *Frontiers in Molecular Neuroscience*, 10(December), 1–20. <https://doi.org/10.3389/fnmol.2017.00427>
- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). Thai Students' Motivation on English Reading Comprehension. *International Journal of Education and Research*, 4(6), 477–486.
- Ily, E., & Lai, R. (2011). Motivation: A Literature Review Research Report. Pearson, April.
- Kim, T. K. (2015). T test as a parametric statistic. Table 2.
- Krishnan, S. D., Norman, H., & Yunus, M. (2021). Online Gamified Learning to Enhance Teachers' Competencies Using Classcraft.
- Ma'rifah, U. (2021). An Item Analysis of English Test During Online Learning. *International Journal of Multicultural and Multireligious Understanding*, 8(12), 647–654.
- Maghsudi, S., Lan, A., Xu, J., & Schaar, M. Van Der. (2021). Personalized Education in the AI Era : What to Expect Next ? 1–24.
- Membrive, V., & Armie, M. (2020). Beyond Gamification: Classcraft As an Engagement Tool in the Teaching of English As a Second Language. 73–76. <https://doi.org/10.36315/2020end016>
- Meyer, J. W., & Meyer, J. W. (2010). The Effects of Education as an Institution '. 83(1), 55–77.
- Otto, R. (2018). Using Classcraft As A Positive Behavioral Intervention Strategy In The Classroom.
- Papadakis, S., & Kalogiannakis, M. (2018). Using Gamification for Supporting an Introductory Programming Course . The Case of ClassCraft in a Secondary Education Classroom. 366–375.
- Parody, L., Santos, J., Trujillo-Cayado, L. A., & Ceballos, M. (2022). Gamification in Engineering Education: The Use of Classcraft Platform to Improve Motivation and Academic Performance. *Applied Sciences (Switzerland)*, 12(22). <https://doi.org/10.3390/app122211832>
- Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18(4), 315–341.

- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology*, 82(1), 33–40. <https://doi.org/10.1037/0022-0663.82.1.33>
- Rivera-Trigueros, I., & Del Mar Sánchez-Pérez, M. (2023). Conquering the iron throne: Using classcraft to foster student' motivation in the classroom. *Teaching English with Technology*, 20(2), 3–22.
- Romlah, S. (2021). *PENELITIAN KUALITATIF DAN KUANTITATIF (Pendekatan Penelitian Kualitatif dan Kuantitatif)*. 16(1), 1–13.
- Sanchez, E., Young, S., & Jouneau-Sion, C. (2017). Classcraft: from gamification to ludicization of classroom management. *Education and Information Technologies*, 22(2), 497–513. <https://doi.org/10.1007/s10639-016-9489-6>
- Sant, C. (2014). *Leveling Up:Evaluating Theoretical Underpinnings and Applications of Gamification in the Classroom*. 1–23.
- Saputra, M. D. (2022). GAMIFIKASI BERBASIS CLASSCRAFT SEBAGAI INOVASI PEMBELAJARAN ONLINE PADA MASA PANDEMI COVID-19. *Research and Development Journal Of Education*, 8(2), 852–863.
- Sardi, A. (2022). *AN ANALYSIS OF DIFFICULTIES IN ONLINE ENGLISH LEARNING EXPERIENCED BY THE EFL TEACHER Ahmed Sardi 1 , Muh. Firmansyah JN 2 , Abdul Walid 3 , Andi Kamal Ahmad 4*. 5(2), 144–154.
- Sipone, S., & Rojo, M. (2021). *Using ClassCraft to Improve Primary School Students ' Knowledge and Interest in Sustainable Mobility*.
- Sugiyono. (2019). Managerial Performance of State Vocational High School Principals in Yogyakarta Special Province , Indonesia. *International Journal of Learning, Teaching and Educational Research*, 18(10), 142–160.
- Susila, I. K. D. (2020). *Utilization of Classcraft in Developing Positive Student Behavior*. 4, 510–515.
- Tambunan, A. R. S., & Siregar, T. M. S. (2016). Students' Motivation in Learning English Language (a Case Study of Electrical Engineering Department Students). *Journal of English Language Studies*, 1(2), 63–70. <https://doi.org/10.30870/jels.v1i2.956>
- Taula'bi, N., Sudarsi, E. T., & Allo, M. D. G. (2023). The strategy used by the English Study Program MBKM Team to improve the soft skills of students participating in the MBKM program. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 9(1), 645-652.

- Vincent, V., & Kumar, S. (2019). Motivation: meaning, definition, nature of motivation. *Human Movement and Sports Sciences*, 4(1), 483–484.
- Yulfi, Y., & Aalayina, A. (2021). Students' Motivation in Learning English. *Linguistic, English Education and Art (LEEA) Journal*, 4(2), 401–413. <https://doi.org/10.31539/leea.v4i2.2256>
- Yuzulia, I. (2012). A study on students' motivation towards learning. *ELTIN Journal*, 9(1), 1–8.
- Zhang, Q., Yu, L., & Yu, Z. (2021). A Content Analysis and Meta-Analysis on the Effects of Classcraft on Gamification Learning Experiences in terms of Learning Achievement and Motivation. *Hindawi*, 2021, 21.