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Gamification Concept of Five Senses in Learning Receptive Language Skills in The German Language Education Study Program

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Abstract

Fun learning has an impact on students and lecturers. To create fun learning, it is necessary to have a game concept that contributes to learning. Gamification is not a new thing in the learning process but an important part that needs to be implemented. Receptive language skill is a subject with two language skills namely reading comprehension (*Lesen*) and listening comprehension (*Hören*). The learning process that is being carried out is quite boring because of boredom and difficulties in understanding written texts and audio texts. This research was conducted to know the application and perceptions of students about the concept of gamification "Five Senses" and its contribution to learning. The sample in this study was 12 students of the German Language Education Study Program, at Pattimura University. The method used was descriptive qualitative with descriptive statistical data analysis techniques. The instruments used in this study were questionnaires and observation sheets. The results of the study show that all students in the class are very motivated and enthusiastic about learning with this gamification concept. In addition, learning using this concept creates a fun learning atmosphere in the class and students are actively involved in building communication.

Keywords: *Five Senses, Gamification, Language, Receptive Skills*

The significant finding:

The results of the study show that all students in the class are very motivated and enthusiastic about learning with this gamification concept. In addition, learning using this concept creates a fun learning atmosphere in the class and students are actively involved in building communication.



ARTICLES

I. INTRODUCTION

Fun learning is the eagerness of students because it creates a comfortable atmosphere and can increase learning participation and this must be fully supported by the lecturer as the center of in learning process. Fun learning can affect students' mental growth. There are two juridical foundations as a reference for lecturers to carry out fun learning, namely Government Regulation Number 19 of 2005 and Law Number 20 of 2003. In Government Regulation number 19 of 2005 Article 19 Paragraph 2 concerning National Education Standards it is stated that: " The learning process in learning units is organized interactively, stimulating, fun, challenging to motivate students to actively participate and provide sufficient space for

initiative, creativity, and independence according to student's abilities, interests, physical and psychological levels. (Winatha and Ariningsih, 2020).

The term gamification is not common in the world of education, especially in learning. The principle of gamification in learning is game-based, and lecturers offer different concepts. The concepts developed can be online or offline and the aim is to develop interest and motivation in students. Gamification is a concept that uses elements found in-game applications that can be applied to non-game applications to increase motivation, and engagement, and influence user behavior. (Kiryakova in Pambudi, et al, 2019). About training, a gamified approach using game elements can stimulate and motivate

practitioners so that teaching can be integrated into the form of games. (Hussain in Rosly and Khalid, 2017). The game learning method adopts games that are applied in the learning system, with the hope of increasing learning motivation and changing student behavior. (Budiartha et al, 2019). The importance of fun and exciting learning has an impact on students psychologically and arouses curiosity and the desire to win in the learning process using games. There are various emotions associated with games, from curiosity, confusion, and frustration, to happiness after completing the game. (Pramana in Ramlan et al, 2018). Gamification-based learning also requires students to be able to solve a problem and foster cooperation in a group, as stated by Ong Chan and Koh (in Ramlan, et al 2018) Students' participation in play opens them up to problem-solving processes, where information and problems can be shared with the positive views of other students. Thus, lifelong learning habits can be promoted among students. Another opinion about gamification according to Kappin Arian (2020) is a program to do or do something that is based on games, has aesthetics and pleasant thoughts that encourage others to participate, develops motivation to act, and encourages learning and problem-solving.

The purpose of gamification is to directly influence behavioral patterns and attitudes toward learning. These behaviors and attitudes, in turn, are expected to influence the relationship between instructional content and learning outcomes through either moderation or mediation, depending on the nature of the behaviors and attitudes targeted by play (Landers in Sailer and Homner, 2019). Therefore, the type of social interaction likely to occur as a result of playfulness may influence its

relationship with learning outcomes (Sailer dan Homner, 2019). Playing, which is a game, requires thinking. Playing does not only occur in daily activities but has become a learning necessity for development in learning (Oktaviana, dkk: 2022).

Listening comprehension (*Hörverstehen*) is a receptive skill that requires concentration in listening to audio texts and listening to what the other person is saying. This skill is considered one of the most difficult language skills to understand. As stated by Börner, et al (2013) listening to German is a skill that is quite difficult to achieve, specifically this result can be seen from the daily learning activities students experience difficulties in understanding what is conveyed by native speakers. But it's not difficult to understand what friends say. Regarding what was conveyed by Börner, this can also be seen in the results of the initial questionnaire in which most students of the German language education study program, especially in the Receptive Language Skill class, think that listening is one of the German language skills that is difficult to understand. Besides that, based on the results of observations, it can be seen that students tend to get bored with learning that only focuses on written and oral texts in books and other additional material. This is supported by the results of initial observations made by researchers in the learning process. Students look less enthusiastic and cheerful so it has an impact on their interest and desire to master the material. Coupled with the difficulty of listening to spoken text from the audio being played and written text. Most students are less responsive to learning activities. In this regard, it is felt necessary to create a passionate and enthusiastic learning atmosphere. This atmosphere can be

created by implementing learning using gamification, meaning that there is a game concept available in learning. In teaching listening specifically, a pleasant atmosphere is needed to motivate students, but it does not guarantee that they will remember what is learned in the lesson. Ariane (2020) says that Enjoyment in learning is needed to generate student motivation and also for learning activities, but it must be admitted that fun is often not developed with the aim that students remember in the long term what they have learned. The concept of gamification Learning with the five senses is one of the game concepts in learning German by using the five senses as a reference adapted to the learning theme. This concept is felt to give space to students to be more active. The application of gamification is expected to provide changes to students in learning activities. It can be said that learning by applying gamification still provides benefits for students.

Some of the results of previous research show that gamification contributes to learning. Rahardja et al (2018) in a study entitled The effect of gamification on IDU (I Learning Education) in increasing student learning motivation, shows that Gamification can help students get additional points in the form of SC (Special Contribution) so that students have the motivation to be more active in doing assignments and can maximize learning and make the teaching and learning process more fun with learning in the form of games. Tyaningsih et al (2022) in a study entitled Application of the Gamification Method in Increasing Student Learning Motivation in Field Analytic Geometry Courses through the Kahoot application showed very contributing results, where student learning outcomes before and after the gamification method was applied were

64.13 and 83.56, there is an increase in learning outcomes with a percentage increase of 30.3% then learning with the gamification method can increase student learning motivation with an average percentage after the action of 85.33% and is included in the very good category. This shows that learning with the gamification method is an alternative learning that can increase student learning motivation. Winatha and Ariningsih (2020) in their research also concluded that the application of play in learning brings positive benefits to students when they are more enthusiastic, happy, not bored, and can actively participate in working on learning material.

II. METHODOLOGY

The method used in this study is a qualitative descriptive method and the research design used is results of lecturer observation and student questionnaires. Observations were made before and after the application of gamification to learning and the results of a questionnaire filled out by students about the concept of gamification "Learning with five senses" which is one of the game-based learning activities adapted from the Netzwerk Book A2.1 on *Rund ums Essen* (around food) material. To avoid misunderstanding in this research, the operational definitions of the research variables were: the five senses gamification concept is a game concept that is built using the term five senses, namely parts of the body with the function of receiving information for brains in learning German. These body parts are the eyes, nose, ears, tongue and hands. The aim of this game is solely as a forum for German language communication with a combination of visual, auditory, and kinesthetic learning styles. Next is

receptive language skills German language learning that focuses on reading and listening skills. However, in this research, the abilities looked at how students can build communication in German using all language skills

The steps used: (1) identify the learning objectives; (2) determine the big idea; (3) create a game scenario; (4) design learning activities; (5) build groups; (6) apply the dynamics of the game (Jusuf, 2016). However, in the research steps three to six are specifically used. Before the implementation of "Five Senses", students were introduced to the theme. Students are divided into 5 groups according to the concept of the five senses: sight (*sehen*), smell (*riechen*), sound (*hören*), taste (*schmecken*), and touch (*halten*). Each group is given a task according to the instructions that have been given. 1 person in each group guards the station and acts as a host or gives assignments and the rest answer questions or do the tasks given (guests), if they can answer or complete the tasks given then they will get points. The guest with the most points is the winner. The questionnaire was given after the learning process. The instruments used were observations and questionnaires with a total sample of 12 German language education study program students who took the *Rezeptive zur Sprachfertigkeit A2.1 course* (Receptive Language Skill) because the theme used was by handbook Netzwerk A2.1. The data analysis used is descriptive statistics.

III. FINDINGS AND DISCUSSION

This study aims to determine students' perceptions of the gamification concept "Five Senses" in German language learning, especially listening skills, and see the

contributions obtained in its application. In this section, the results of research on the application of the gamification concept will be presented. The questionnaire was distributed online via the Google form with the link <https://forms.gle/ME1N1qrxccDTVFkF7> which contains questions about listening learning and gamification. Furthermore, the learning material provided is material taken from the Netzwerk A2.1 Book Unit 1 with the theme "*rund ums Essen*" (around food). Students are divided into 5 groups according to the concept of the five senses: sight (*sehen*), smell (*riechen*), sound (*hören*), taste (*schmecken*), and touch (*halten*). Each group is given a task according to the instructions that have been given. 1 person in each group guards the station and acts as a host or gives assignments and the rest as guests to answer questions or do the tasks given (visitors), if they can answer or complete the tasks given then they will get points.

For the senses of sight, the host conveys an object in the form of food or drink (according to the theme) that is seen around him and conveys the characteristics of the object, visiting guests look for, look at, and guess what object is meant. If the guests guess correctly, they will get 1 point, if the wrong point is given to the host. This applies to all posts or senses. Furthermore, for the sense of smell, guests (while their eyes are closed) smell the smell given by the host and guess the smell. For the guest's sense of sound, they hear a sound made by the host, and guess what they hear. At the taste sensory post, guests will taste one of the foods provided by the host and guess the food they tasted. In the last post, the guest touched one of the objects given by the host, and guess what they were touching. They communicated not only about the material that had been given, or the expressions that had been taught, but more than that they could

communicate freely in each post within a predetermined time. After applying this game concept in class, the questionnaire was divided to see student opinions and suggestions that can be submitted via the link <https://forms.gle/vrWvPtMjNeiXtSSk6> about the learning process that has been carried out by applying that game concept.

Before applying gamification, preliminary observations were made. Based on the results of observations, it can be seen that most students look bored and less active in learning. When asked about the material or text they heard, they were silent and seemed less enthusiastic. This is because they find it difficult to understand the text they hear. This is reinforced by the results of written interviews via the Google form provided. From the opinions expressed, it can be concluded as a whole that listening is one of the skills in German that is important to master and is quite interesting. However, in learning, students find it difficult to master this skill even though the media used is interesting. In addition, there are several factors such as supporting facilities and the environment that become obstacles. In general, they have difficulty understanding, causing boredom. From the results of the questionnaire, it can be seen that all respondents (students) think it necessary to implement game-based learning, especially in listening skills so that it can generate enthusiasm and motivation so they don't feel bored. Besides that, it is expected to improve their listening skills. They also think that game-based learning can contribute to their German language skill. Furthermore, in the learning process by applying the gamification concept of "Five Senses" students are very enthusiastic in class, they are all involved and look active in communicating, happy, and cheerful. The interesting thing that

was found was that students communicated freely and relaxed, not only focused on the utterances or material that had been given, but on the utterances that were commonly used in everyday life, even though there were some difficulties in the vocabulary used, they could be overcome. The following is a summary of the results of the questionnaire given to students: From the results obtained, it can be seen that 83.3% of students stated that listening skill is one of the most difficult language skills. This is also supported by what was conveyed by Börner, et al (2013) that listening to German is a skill that is quite difficult to achieve. Furthermore, 91.7% of students like to study in small groups, in line with what Chan and Koh (in Ramlan, et al 2018) say that learning can solve a problem and foster cooperation in a group. The interesting thing that was found was that 100% of students agreed that learning with gamification gave enthusiasm for learning. Many theories also state this, one of which is conveyed by Hussain in Rosly and Khalid (2017), namely in the educational context, the gamification approach motivates students. This is also supported by one of the research results from Sari and Nurani (2021) which shows that learning by using games through applications increases students' abilities and motivation to participate in the learning process actively and communicatively. Furthermore, 75% of students stated that the form of the game "Five Senses" was something new for them, but 83.3% of them had high enthusiasm and wanted to win this game. Pramana in Ramlan (2018) says that the importance of fun and enjoyable learning awakens the desire to win in the learning process by using games. Based on the results of the questionnaire it was also seen that 100% of students agreed with the modification of the game using the concept of "Five senses" and the

assignments given according to the material. This relates to the implementation steps of Jusuf (2016), especially in game scenarios and the design of learning activities is an important thing that must be considered. This type of game looks fun and is very much enjoyed by students, as can be seen from the results of the questionnaire showing that 91.6% did not feel stiff being involved in this type of game even though this type of game felt new to most students. One of the opinions put forward by Börner, et al (2013) is that even though listening is one of the language skills that is quite difficult, it is not difficult to understand what your friends are saying. This can be seen from 91.7% of students who stated that by using this game they understood what the other person was saying so there was mutually supportive communication in German. At the last point, it was found that 25% of students felt angry if their team lost and 75% of students did not feel angry.

Result of Comment and Suggestion

Students	Comment or suggestion
1	"Hopefully in the future learning will be even more enjoyable"
2	"I like the learning style applied by the lecturers in this course"
3	"I think that playing in this course is helpful. I become more enthusiastic and excited"
4	"Learning with five senses is one of the learning methods that are very influential and has an impact on our memory"
5	"My suggestion would be better if in the learning German language always makes games with small groups because it's very fun and makes us understand faster and not get bored"
6	"The application of the "learning with five senses" method is very useful because the students can describe an object in German language and be able to guess the object as well as practice students' speed in thinking. This method makes students more focused and thorough in using the sense of hearing."
7	"Should be more games like this"
8	"I agree that in learning there is a game so we don't get bored, and often do exercises and make us easy to understand the lesson"
9	"Learning using this game is very interesting"
10	"Learning by playing is very interesting and makes us very enthusiastic because it doesn't make the atmosphere boring"
11	-
12	"Games like this make students excited and not bored"

Based on the results of the research that has been described, it can be seen that the concept of five senses gamification has an impact on students in learning listening. Students give a good perception when this concept is applied to learning. All students feel enthusiastic about learning. Besides that, there are student changes in the learning process. Before the application of the five senses gamification concept, students felt bored and less active in class with in-class learning. This is different when this type of game is used in learning. Students are very enthusiastic and all are active in learning, they do not feel rigid in learning even though the type of game Five Senses is a new type for them. Besides that, they communicate well in German, not only listening but also being able to respond to what the other person is saying. This has an impact not only on their listening skills but also on their speaking skills. Besides that, the communication process that is built does not only focus on utterances that have been taught before but they communicate freely even though some vocabulary words are not memorized, but can be resolved properly. Furthermore, based on the results of the suggestions and comments given by the students, they were very excited if the learning process in the classroom needed to implement gamification. In particular, the concept of gamification five senses in listening learning is beneficial and generates motivation in the learning process.

IV. CONCLUSION

Based on the explanation above, it can be concluded that the application of the gamification concept of five senses in learning receptive language skill level A2.1, especially in listening skills provides positive benefits to students when they feel excited and active in the

learning process. Students work together in small groups, collaborate, and generate enthusiasm to win in games so that it impacts their work. Students feel happy with the characteristics of the games that are modified and presented in learning. From the results obtained, it can also be seen that the types of assignments given are interesting and by the material or theme, namely around food. The communication process was good even though there are vocabularies that feel difficult to convey. Students communicate not only using utterances that have been taught previously but also daily utterances that are used. Students do not find it difficult to understand and respond to what is conveyed by the other person so it also has an impact on their speaking process. The concept of gamification of five senses contributes to learning receptive language skill level A2.1. However, this research also has limitations, especially in using the game concept model, because it only requires certain themes that can be linked to the game concept in question. Suggestions that can be presented in this paper include (a) five senses gamification can be used in learning other language skills with modifications according to the learning theme; (b) it is a concern for lecturers to be able to apply learning in which there are games so students don't feel bored with learning and are active; (c) for students even though the concept of gamification is applied in class, it also requires practice to understand native speakers, (d) it is necessary for students to keep learning vocabulary because it is an asset in understanding and improving language skills, especially in listening skills.

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A Short CV of the Corresponding author

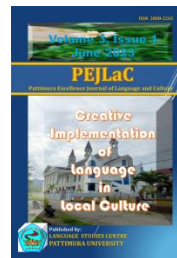


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