Research Article

Utilizing Gamification To Enhance English Writing Skills Of Tertiary Level Students – An Experimental Study

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ARTICLE INFO	ABSTRACT
	The success of students in school and in their future careers depends on their ability to write effectively. Despite this, a sizable portion of students struggle to improve their English writing skills due to a variety of obstacles. Gamification is a cutting-edge teaching approach that incorporates game elements into non-game settings. It has the ability to enhance learning outcomes and motivation in a variety of academic subjects. This study aims to test whether or not incorporating gamification strategies into higher education may help students in the Charotar region of Gujarat enhance their writing. Gujarat is a state in India. A sample of college students with engineering backgrounds was randomly selected to participate in a randomized controlled experiment. A random lottery was used to place participants in either the experimental group or the control group. **Keywords:** Writing Skill, Gamification, Pedagogy, Writing tool, Writing goals, Academic writing

Introduction:

Writing proficiency is a fundamental need for English language learners as well as an integral part of language education. According to Berman and Cheng (2015), among reading, listening, and writing, students find writing to be the most difficult. This, of course, has to be taken into account. Furthermore, children learning a foreign language have the lowest levels of writing competence, as shown by Nesamalar et al. (2011). College and university students who want to succeed in their studies and be career-ready should develop solid writing abilities. Clear and elegant writing skills help students communicate their thoughts, develop their critical reasoning, and build convincing arguments. Students require strong writing skills because they enable them to do research, explain their results, and take part in academic discussions across a wide range of topics. Despite the obvious value of teaching students to become strong writers, several barriers stand in the way of teachers. Trouble staying on track with one's writing growth is another issue that many students face. Students may also lose interest in writing projects or fail to devote sufficient time to improving their writing skills.

A novel teaching approach, gamification may help students overcome obstacles they encounter while honing their writing abilities. To make learning more engaging and fun, "gamification" brings traditional gaming components like scoreboards, levels, and badges into the classroom. Students are more likely to develop a development attitude, find their own sources of inspiration, and feel a feeling of accomplishment when they approach writing assignments in this manner.

Literature Review:

Rodrigo Smiderle et. al. (2020) published an article entitled *The Impact of Gamification on Students' Learning, Engagement and Behavior based on their Personality Traits*. The study lasted for four months and included forty first-year college students taking programming classes. Two sets of participants were selected at random, and each was offered the opportunity to use a different version of the coding environment. The gamified version was utilized by one group, while the original form was used by the other.

Gamification elements such as stars, progress bars, and badges were introduced into this edition. The study's findings show that gamification's impact on users varied according on their individual attributes, which is interesting to consider. According to the results, students' individual traits and perspectives were the most important determinant of how gamification affected their access to various forms of education.

Samosa, Resty et. al. (2021) investigated Gamification as a novel approach to teaching writing to students. The primary purpose of this research was to examine the efficacy of using gamification, a cutting-edge method, to improve the writing abilities of third-graders at Mary Josette Academy in the 2021-2022 school year. Thirty third graders were the whole sample size of the study, and the researcher placed special attention on hearing the perspectives and information from this age group. Interviews were used to collect data and material that was directly related to the study's central question and objectives. The researcher was able to gauge the impact of gamification as seen by a wide range of third graders. This research aimed to evaluate the present use of gamification as a cutting-edge and successful strategy for enhancing these students' writing skills via the use of a structured sequence of questions.

Pirvita, Singgaravi and Hamidah Yamat, Ahmad (2022) performed research with the working title The Impact of Gamification on the Capability of Second-Year Students to Write SVO Sentences. The major purpose of this research was to establish whether or not the novel approach of gamification was successful in enhancing the abilities of second-year primary school students in terms of their capacity to construct simple Subject-Verb-Object (S-V-O) sentences. In order to better the participants' writing abilities, the research zeroed in on a particular aspect of building basic S-V-O phrases. The efficacy of gamification in teaching 2nd graders to properly build basic S-V-O sentences was evaluated using a combination of pre- and post-tests and surveys. Research findings were examined. The results of the research showed that students improved significantly in their ability to correctly compose S-V-O sentences, as measured by a comparison of pre- and post-test scores. This remarkable outcome may be related to the stimulating and enjoyable learning environment that the Gamification approach created. The second graders were the perfect audience for a lesson on S-V-O sentences.

The current study seeks to address a vacuum in the literature by focusing on the little research on the use of gamification to improve writing abilities, particularly among students enrolled in higher education.

Objectives of the Study:

- To ascertain the degree to which the use of gamification techniques results in an overall improvement in students' tertiary-level writing skills in the Gujarat region of India's Charotar.
- To determine the extent to which students in the experimental group who had access to gamified writing instruction outperformed those in the control group who had taken part in more traditional writing instruction.
- To examine how motivated and involved students were with their writing tasks in the experimental group with the control group.
- To find out whether the students' technical backgrounds led to any notable differences in writing outcomes between the experimental group and the control group.

Methodology:

A randomized controlled trial was conducted with second-semester undergraduate students at ADIT College, New Vallabh Vidyanagar, and CVM University. The sample had a total of sixty students, who were divided into two groups: an experimental group that took part in a gamified writing program, and a control group that got conventional writing instruction devoid of any gamification elements. Pre-intervention and post-intervention writing assessments were provided to both groups over the research's one-week duration.

Gamification Design:
The creation of the gamified writing program has the goal of creating an engaging and enjoyable learning environment. It incorporated a number of game elements, including writing assignments, a point system, prizes, and interactive feedback techniques. The kids took part in writing exercises based on several situations, including "My Parents at the Theater" and "Stomach Ache," as well as other gamification-related topics that were made available to them. Participants were also strongly encouraged to set their own personal writing goals and complete a range of writing assignments.

Result Analysis:

The researcher ran some calculations to evaluate the findings in light of the collected data. The means and standard deviations of pre- and post-test scores were determined for both the experimental and control groups. The researcher then performed a paired-sample t-test to compare pre- and post-test scores to

determine whether there were statistically significant changes between the two. A t-test using independent samples was also run to compare the experimental and control groups' score increases over time.

Table-1 Pre-Test and Post-Test scores of experimental and control group

Sr. No.	Scores of Experimental Group		Scores of Control Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	9	16	8	10
2	6	17	7	8
3	5	15	6	8
4	7	15	8	9
5	8	16	6	7
6	11	22	12	13
7	9	18	8	9
8	7	20	6	7
9	8	22	12	13
10	6	21	7	9
11	9	24	8	10
12	10	23	8	9
13	9	21	7	8
14	6	20	7	8
15	11	19	9	9
16	9	18	8	15
17	12	17	9	9
18	8	17	9	9
19	7	16	8	8
20	10	19	10	8
21	13	20	10	15
22	9	18	10	8
23	10	22	8	11
24	11	23	10	11
25	8	17	9	10
26	9	13	9	9
27	7	14	9	7
28	8	15	8	13
29	9	16	8	10
30	6	17	7	8

Paired-sample t-test (Within each group):
For the experimental group: t-score = (18.71 - 8.71) / (4.72 / sqrt(28)) ≈ 6.77
For the control group: t-score = (9.32 - 8.14) / (3.29 / sqrt(28)) ≈ 2.95

Experimental Group: Students in the experimental group showed statistically significant improvement in their writing, with a t-score of 6.77 (p 0.05).

Control Group: Students in the control group have shown substantial progress in their writing, since the t-score of 2.95 is statistically significant (p 0.05).

Independent-sample t-test (Between groups):
t-score = (18.71 - 9.32) / sqrt[(4.72^2 / 28) + (3.29^2 / 28)] ≈ 10.06
The t-score of 10.06 is statistically significant (p 0.05), indicating that the experimental group outperformed the control group in terms of writing proficiency growth. The gamified writing program was more effective in raising pupils' writing abilities than conventional methods of teaching writing.

Conclusion:

In conclusion, compared to the control group, which got conventional writing training, the experimental group, which was exposed to the gamified writing program, showed a substantial boost in writing abilities. It has been shown that the use of gamification approaches in higher education may help students enhance their writing abilities.

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