



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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ISSN: 2222-6990

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i2/12069>

DOI:10.6007/IJARBSS/v12-i2/12069

Received: 07 December 2021, **Revised:** 01 January 2022, **Accepted:** 26 January 2022

Published Online: 01 February 2022

In-Text Citation: (Singgaravi & Ahmad, 2022)

To Cite this Article: Singgaravi, P., & Ahmad, H. Y. (2022). The Effectiveness of Gamification to Improve Writing Simple S-V-O Sentence among Year 2 Pupils. *International Journal of Academic Research in Business and Social Sciences*, 12(2), 1–15.

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Vol. 12, No. 2, 2022, Pg. 1 – 15

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The Effectiveness of Gamification to Improve Writing Simple S-V-O Sentence among Year 2 Pupils

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Abstract

Past studies found that most Malaysian ESL learners face difficulties in arranging the S-V-O sentences correctly. Gamification in education can boost engagement levels among pupils in the same way that games can, encouraging pupils to develop their specific talents and maximise their knowledge. Therefore, this research identified the effectiveness of an innovation called Gamification to improve simple S-V-O sentence construction among Year 2 pupils by focusing on the simple S-V-O sentence construction. The result of the writing examination showed that low proficiency pupils did not score well. Most of them faced problems in constructing S-V-O sentences correctly without guidance from the teacher. Besides, some pupils had low motivation and engagement in writing sentences as they felt the writing lesson was boring. Apart from that, teachers are also facing problems to design an intervention to teach S-V-O sentences to weak pupils. Hence, the sample for the study consisted of 10 low proficiency research participants from Year 2 class in two primary schools in Kuala Langat, Selangor. This study helps to improve Year 2 pupils' ability in writing simple S-V-O sentences. Pre- and post-test along with a set of questionnaires distributed to analysed data and explored the effects of using Gamification whether it guides Year 2 pupils in improving simple S-V-O sentence construction correctly. The findings of this study from test 1 and test 2 demonstrated that the pupils improved in writing S-V-O sentence structure correctly because it created a fun learning environment for the pupils to learn the S-V-O sentence structure effectively.

Keywords: Effectiveness, Gamification, Improving Writing, Malaysian Primary Pupils, S-V-O Sentence

Introduction

One of the fundamental components in a language is writing skill, which is a required skill for English language learners. In fact, writing skill is found to be more difficult than listening and reading among primary pupils (Berman & Cheng, 2015). Nesamalar et al (2011) also suggest that pupils are least proficient in writing skill when learning a new language. There are also past studies showing that pupils from rural areas are facing difficulties in constructing sentences. For example, Yunus and Mat (2014) looked into writing needs and techniques

among primary school students, claiming that low writing performance among these students is driven by inadequate exposure to English and unpleasant emotions about the language.

Since writing is also seen as a predictor of pupils' motivation and engagement in learning English, this research is significant as knowledge of selecting suitable language learning approaches for writing skill can be a vital element in contributing to pupils' competence in improving simple construction of Subject-Verb-Object (SVO) sentences among Year 2 pupils. Learners of a language must be able to establish or seek out chances to study most efficiently depending on their individual learning techniques in order to improve their English acquisition. In order to do so, Gamification as an innovation allows language learners to have the chance and opportunity to correctly comprehend the order of SVO correctly. Gamification exposes and assists the pupils to further maximize their ability in the construction of simple SVO sentences. The awareness of what works best for them in learning can be reflected in pupils' abilities in understanding and addressing issues or accomplishing tasks.

The use of native language in home and school as medium of instruction is one of the major factors that significantly affect the writing skill among pupils. Muhammad Fareed and Almas Ashraf (2016) revealed that classroom environment is not conducive to learning process; the development of writing skills is hampered by crowded rooms in loud places, a high number of students, and a lack of other basic amenities. It shows that most of the pupils worldwide face problems in writing. Apart from that, Nik and Sani (2015) claimed pupils are not driven to enhance their writing abilities from an early age. Issues such as the intervention of a first or native language are often major factors that significantly affect ESL writing performance.

Considering the description above, the use of Gamification helps to improve the construction of simple SVO sentences among Year 2 pupils. This Gamification is designed with few elements such as the utilization of the traffic light colour codes; green, yellow and red as well as game approach. Hence, this study explored the potential of enhancing the teaching and learning of simple sentence construction among Year 2 low proficiency pupils through the utilization of Gamification, which functions as an innovation of the conventional approach used by educators in English lessons. This study is significant as it acts as a starting point in changing how pupils usually learn to write English sentences while helping them to build a positive perception, confidence and interest towards English writing.

Literature Review

The Seven Basic Sentence Structure

Language educators often focus on linguistics when teaching English as a Second Language Acquisition (SLA). Linguistics is mainly divided into several sub-disciplines such as semantics, syntax, phonetics, phonology, morphology and pragmatics. This research focuses on syntax, which originally means putting together. In general, syntax is the study of sentence structure and its principles (both universal and language specific) that governs how words are assembled to yield grammatical sentences (Chomsky, 2002) where building a theory of syntax involves considering the order of words in a sentence, the categories of the words, the way words are grouped, the functions different constituents have, and the dependencies among the constituents (Nordquist, 2018). These are the important elements that should be considered by a teacher before teaching the pupils on how to construct a simple sentence. The English language has seven basic sentence (or clause) patterns and Table 1 shows the rules and examples of seven structures of sentence patterns (Norhazian & Yong, 2012).

Rules for seven sentence patterns

No	Rules
1	Subject + Verb (SV)
2	Subject + Verb + Object (SVO)
3	Subject + Verb + Adjective (SVA)
4	Subject+Verb + Complement (SVC)
5	Subject+Verb+ Object + Complement (SVOC)
6	Subject + Verb + Object + Adjective (SVOA)
7	Subject + Verb + Indirect Object + Direct Object (SVOO)

Table 1

There are seven fundamental sentence patterns in English grammar that everyone should be familiar with. A sentence is a form of words that represents a full thought and generally includes a subject (S) and a verb (V). The subject is frequently a noun, a noun phrase, or a pronoun that appears before the main verb. It also denotes the person or thing that functions as the verb or is the subject of a statement. There's a subject, a verb, and a direct object or indirect object in a sentence pattern. According to Quirk et al. (1985), there are 7 types of basic sentence patterns: SV, SVO, SVC, SVA, SVOO, SVOC as well as SVOA with five sentence class terms as mentioned below - (a) S = Subject, (b) V = Verb, (c) O = Object, (d) A = Adverb, and (e) C = Complement.

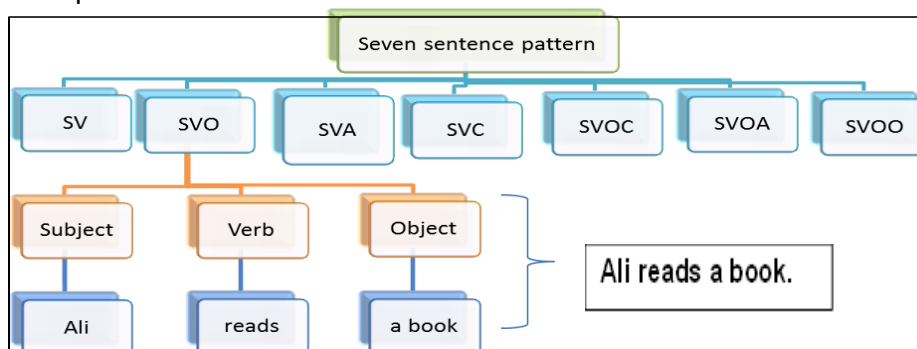


Figure 1: The SVO sentence structure.

Figure 1 shows the seven rules of sentence structures in the English language. Subject+ Verb+ Object (SVO) was chosen based on pupils' achievement in writing skill. As discussed in the introduction, this study involves pupils from year 2 as they are facing problems in constructing SVO sentences. According to Burrige (1996), the English language shares SVO order with many other languages such as French, Norwegian, Malay and so on. Thus, this research focuses on the SVO sentences according to the learning standard along with content standard.

Drilling and Behaviourist Theory

The language acquisition theory has long been debated in order to identify the best approach to successfully teach a second language to non-native speakers, thus placing its critical function. Behaviourism is an effective way of learning in a Malaysian classroom, making it the most useful theory to explain about learning. The theory explains how all behaviours are acquired through conditioning, which often occurs through interaction with the environment (Cherry, 2015).

Repetition and training are used to help the desired behaviour become natural and easy (Asep Budiman 2017). Besides, behaviourist theory is the stress of the changes that occur in behaviour as well as action which results from stimulus and response that is made by an individual in a situation (Barell, 2018). According to Hameedullah (2017), the principles of behaviorism require a person to clearly identify and state the problem. It is a habit formation theory of language teaching and learning that resembles structural grammar teaching.

ESL students were suffering a range of writing competence issues as a result of a variety of factors, mostly at the elementary level (Siddek & Ismail, 2021). Thus, by integrating teaching and learning by using behaviourist principles in Malaysia, it assists students to comprehend their own strengths and limitations by providing quality feedback from teachers in the ESL classroom in their early stage. Based on the behaviourist theory, drilling and practice are also assigned to pupils as a complimentary task that can be done on their own, along with assessment.

Drilling is one of the language learning strategies which guides limited learners to master writing skills and has been practiced for many years in ESL classrooms (Wardatul, 2014). There are different types of drilling techniques such as repetition drills, substitution drills, question and answer drills, transformation drills along with chorus drills, which help ESL learners in enhancing writing performance (Wardatul, 2014), besides increasing their level of proficiency. Students also seem to believe that it aids them in improving their English writing ability.

Gamification on Pupils' Motivation and Engagement to Construct Simple (SVO) Sentence Construction

According to Li and Razali (2019), writing skills can be enhanced through different teaching styles which suit the pupils' learning styles, including Gamification. Gamification can be beneficial for today's education which allows pupils to engage in lessons as well as enhance pupils' motivation indirectly. The goal of education is to provide learning environments that inspire students to be motivated and learn (Raw & Ismail, 2021). In addition to this, implementation of games helps in enhancing pupils' 21st century skills and plays a role in education in improving SVO construction among year 2 pupils in ESL classrooms. Teachers are expected to be creative and innovative in teaching writing to their students and can be even more creative and innovative.

Moreover, Gamification helps to foster pupils' engagement and motivation in teaching and learning processes. It is also supported by Willis (1996), language games able to meet the four criteria of second language acquisition: motivation, instruction, exposure, and usage. According to Quijano (2015), the game approach in ESL classrooms is able to influence the pupils to develop a positive attitude towards language learning. Improving self-efficacy is especially crucial for remedial students who have had school failures and question their ability to learn, as well as for young children with limited skills and experiences (Schunk, 2012).

One of the biggest challenges faced by educators today is to produce effective teaching in the process of imparting knowledge and skills. Teachers have to strive to find proper teaching methods and approaches that are felt to be most suitable and effective to be applied during the teaching and learning processes. The concept of learning through game is a method of learning that is very close to the soul of students because game is their natural desire that can act as a medium to help improve learning to an optimal level (Zakiah et al., 2013; Haslinda et al., 2015) through a learning approach student -centered.

Social Cognitivist Theory in Gamification

Apart from that, this study also focussed on Bandura's Social Cognitive Theory, which influences behaviour of pupils in learning English especially in writing skill. The social cognitive network is one way to improve the writing skill among year 2 pupils. Duhaney and Duhaney (2000) advised that active learning is a key aspect of a social cognitive theory. When pupils participate actively in the class, they learn and remember more. Those who have a positive mindset towards language learning are less likely to experience language learning anxiety and are more likely to actively engage in the academic process (Tsiplakides & Keramida, 2010). Therefore, teachers could offer projects including maps and posters, as well as arranging excursions and itineraries, to pupils as motivators (Duhaney & Duhaney, 2000). Thus, this Gamification was designed in order to arouse pupils' motivation and engagement in constructing SVO sentences in groups.

In terms of environment, the implementation of Gamification creates a non-threatening environment where it is more student centred. Besides giving the opportunity to the pupils to learn and identify concepts among the peers with the guidance of a teacher, it also indirectly builds a pupil's confidence level to present something infrequent to the class. This encourages the pupils in terms of self-esteem. This social cognitivist approach can successfully leverage 21st-century learning skills which allow the pupils to be responsible for taking part in a learning process. Furthermore, it gives more space to the teachers to allocate time to different areas which will be challenging and provide opportunity to the pupils to participate in lessons actively. The pupils use their cognitive skills to identify the "Subject", "Verb" and "Object" according to the colour codes; green, yellow along with red. This would help the learner to utilize their cognitive skill to construct SVO sentences correctly.

Methodology

Research Design

A pilot study was conducted in this research, involving qualitative and quantitative methods through a test and two types of questionnaire to measure the pupils' motivation and pupils' engagement in constructing SVO sentences. The qualitative data and quantitative data were collected through questionnaires. Accordingly, this pilot study was conducted to modify the study tool in order to strengthen the findings of this study. Not only the researchers should self-test the reliability of the questionnaire through a pilot study by using one of the techniques or a combination of several techniques for testing the degree of reliability of items intended for internal viewing consistency correlation coefficient item-item (Roid & Haladyna, 1982), it should address three basic questions in construction of their Research Questionnaire: (1) does the respondent understand the words or terms used; (2) are the researcher's questions understood in the same way by all respondents and (3) does the question interest the respondent to answer it (Cjaza, 1998).

Setting and Participants

The two schools within the Kuala Langat district, Selangor were selected to conduct the pilot study research. Both these schools are located in rural areas. These schools were selected because the participants shared almost all the requirements as the actual participants. After obtaining permission from the school, the researchers chose five participants from school A and 5 participants from school B. A total of 10 Year 2 pupils were purposely selected. The researchers distributed a set of questions to these 10 participants,

which is within the minimum required number of respondents to analyze the validity and reliability of a pilot study (Johanson & Brooks, 2010). Table 2 summarizes the demographics.

Table 2. The participants for Pilot Study

School	Age	Gender	
		Male	Female
School A	8	3	2
School B		4	1

N= 10

Research Instrument

The 25-item questionnaire was adapted from Pintrich and DeGroot's (1990) the Motivated Strategies for Learning Questionnaire (MSLQ) which identifies pupils' motivation level and Hart, Stewart, and Jimerson's (2011) Student Engagement in Schools Questionnaire (SESQ). The questionnaire is divided into five (3) sections, namely Part A (demographics), Part B (MSQL), which consists with four main elements which are (1) Intrinsic Goal Orientation, (2) Extrinsic Goal Orientation, (3) Task Values and (4) Self Efficacy for Learning and Performance) with 12 statements, Part C (SESQ) which focussed on three main elements; Affective: Liking for Learning; Behaviour: Effort and Persist and Cognitive with 13 statements. Each item entails statements on motivations and engagement, followed by a set of 5-point Likert scale responses (1 = Strongly Disagree to 5 = Strongly Agree). Findings from test retest and questionnaire analysed using Cronbach Alpha.

Designing a questionnaire necessitates careful preparation to ensure that all pertinent questions and objects are taken into account (Yusof et al., 2021). In order to obtain validity, 3 experts evaluated the instrument. As a result of the findings from the experts' evaluation, the researchers made amendments based on the recommendations submitted. There were some comments and feedback for module improvements of all the experts. According to Othman (2007); Morse (2011), the validity of the content can be made through the views and evaluations of a number of external experts on the content of the interview and observation protocols. There are few weaknesses in the content of this questionnaire based on the views and opinions given by experts, the researcher made improvements on the content of this questionnaire to achieve the objectives set by the researchers.

In order to ascertain the reliability of the research instrument, Cronbach Alpha values were used on each construct in the questionnaire. Table 3 summarizes the results of the analysis performed to determine the reliability of this questionnaire, which refers to the internal stability and consistency of the questionnaire (Sekaran, 1992; Creswell, 2009; Pallant, 2010). To measure the internal consistency of a construct, the Cronbach's Alpha value should be used as a reference as in Table 3 (Cronbach, 1946). By that is, in this pilot study the data obtained, collected and measured the level of reliability using Statistical Tests Cronbach's Alpha in Statistical Packages for Social Science (SPSS) software version 22. According to Majid (1990), Cronbach Alpha values above 0.60 are often used as a reliability index of an instrument. Meanwhile, according to Sekaran (1992), a reliability value less than 0.60 is considered low and unacceptable, an Alpha value between 0.60 to 0.80 is acceptable while an Alpha value above 0.80 is considered good. Based on the above description, the authors have used Cronbach's Alpha values to determine the reliability of the questionnaire.

Cronbach Alpha Criteria	Classification
$a \geq 0.9$	Very good
$0.8 \leq a < 0.9$	Good
$0.7 \leq a < 0.8$	Be accepted
$0.6 \leq a < 0.7$	Doubtful
$0.5 \leq a < 0.6$	Bad
$a < 0.5$	Not acceptable

Table 3: The Cronbach Alpha Criteria

Case Processing Summary			
		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Table 4 : The Case Processing Summary

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.968	.970	25

Table 5: The Reliability Statistics

The Cronbach's Alpha data for this pilot study for 25 items indicated 0.968 (Table 5), which is within the stipulated value of correlation coefficient (Cohen, 1988). Therefore, Cronbach Alpha values above 0.60 are often used as a reliability index of an instrument.

Therefore, the total value of 25 items = 0.968 can explain that the content of the questionnaire is highly relevant to be used in this study to analyse the effectiveness of Gamification. The pilot testing showed a reliable result Thus, minimum value of 0.90 is a score for items that have good reliability (Hopkins, 1998). In addition to this, Vaske, Beaman, and Sponarski (2017) mention that Cronbach's Alpha that is more than or equal to 0.8 (≥ 0.8) is an excellent indication of a good internal consistency and a reliable set of items. As shown in the table, the sets of items of the questionnaire have a good internal consistency with a Cronbach's Alpha of 0.968. This indicated that the questionnaire is a reliable source of instrument to collect data of participants' motivation and engagement during the implementation of Gamification. Cronbach Alpha's Value for each item is deleted. Based on the finding, the set of questionnaires is valid and reliable. The instrument's validity has been confirmed using a variety of methods, including face validity, content validity, and the three experts' feedback.

The Process of Pilot Study

The participants from two schools took approximately 25 to 30 minutes to answer the questionnaire. This pilot study was implemented based on a specific feature as it was conducted as a smaller scale compared to the actual study. The pilot study was initiated with

a validity test and reliability tests through the test papers and questionnaires. After that, data analysis was performed to get the validity and reliability of instruments used in this study. Finally a report of the findings of the study was done.

Figure 2: The process of implementation of Pilot Study



Data Collection Analysis

Data obtained from the pilot study were analysed using SPSS software version 22. The data cleaning process has been done in advance to prevent any internal errors in the test. Besides that, the researchers used analytical instructions reliability to obtain the value of alpha coefficient for the 25 items of the study.

Findings and Discussion

The Findings from Questionnaire

As mentioned earlier, the questionnaire was divided into two parts. Part 1 described the MSLQ while part 2 focussed on the SESQ. The findings of this pilot study reveals in terms of achieving the objective of the actual study; a) to identify the effectiveness of Gamification to improve simple (SVO) sentence construction; to identify how Gamification engages pupils in constructing simple (SVO) sentences and to identify how Gamification motivates the pupils in constructing (SVO) sentences.

Part 1 : Motivated Strategies for Learning Questionnaire (MSLQ)

The MSLQ consisted of four main elements – Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task Values and Self- Efficacy for Learning and Performance, with each element consisting of 3 items. Under the Intrinsic Goal Orientation, results indicated as follows. For Item 1, 60% of pupils agree that they love this method because it is an interesting method to construct SVO sentences easily. Besides, Item number 2 indicated 40% of pupils choose neutral because the method is not challenging for them while 50% pupils choose neutral because they try hard until they master how to use the Gamification method in constructing SVO sentences for Item 3.

As for the Extrinsic Goal Motivation, 50% of participants agree that they always want to get right for all the SVO sentence structure questions. Half of the participants agreed that they want to be the top students in their respective class. From the findings from the pilot study, 40% of participants agreed and only one participant strongly agrees that they want reinforcement in the form of praise whenever they are able to construct SVO sentences correctly. This demonstrated that students are driven to complete a task because of the rewards system.

In terms of Task Values, almost all the participants 40% agreed that Gamification is an interesting method to learn on how to construct SVO sentences. In addition to this, 40% of the participants strongly agreed that Gamification helps me to construct simple sentences. 80% strongly agreed and 50% strongly agreed with the statement that they like this method because it consists of games and colour lights' colour codes; green, yellow and red. The finding

proved that this Gamification impacted pupils in terms of their ability to remember sentence patterns according to the colors codes.

No	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
<i>Self- Efficacy for Learning and Performances</i>						
10	I am confident that I will be able to construct SVO sentences using this method.	1 10%	-	2 20%	1 10%	6 60%
11	I'll do well in constructing SVO sentences with this method by arranging subject, object and verb in correct order.	-	1 10%	3 30%	1 10%	5 50%
12	I am capable of mastering the Gamification techniques given in this class.	-	2 20%	3 30%	3 30%	2 20%

Table 6. Self- Efficacy for Learning and Performance

Table 6 indicates the statements focused on the Self-efficacy for Learning and Performance of the pupils to develop their motivation in constructing (SVO) sentences. For Item number 10, a majority of the participants 60% strongly agreed that they were able to construct (SVO) sentences confidently. It is also found that 50% of participants strongly agreed that they do well in constructing SVO sentences with this method by arranging subject, object and verb in correct order while 30% of participants also agreed they are capable of mastering this technique given in this class. Thus, this finding established pupils were engaged and paid attention when a teacher implemented a different teaching methodology compared to the conventional method which was considered boring among these pupils.

Part 2: Student Engagement in Schools Questionnaire (SESQ)

In addition to this, Part 2 discusses results from the SESQ, which is divided into 3: (1) Affective: Liking for Learning (2) Behaviour: Effort & Persist and (3) Cognitive. Under the Affective: Liking for Learning, results show 50% of pupils strongly agree that they like English subjects and their group members always ask for opinions to construct sentences. Besides, more than half participants also agreed 40% they enjoyed this method and group members helped them on how to construct sentences. Moreover, the result also indicated 60% participants strongly disagree that this method is boring and 50% agree for statement number 3. This showed the participants loved the method and it promoted deep learning that is needed to identify and solve complex problems.

No	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
<i>Behaviour: Effort & Persist</i>						
4	I always actively engage in group activities.		2 20%	1 10%	6 60%	1 10%
5	I love games in learning processes and it helps to enhance my engagement towards the lesson.	1 10%	1 10%	3 30%	4 40%	1 10%
6	I try hard to engage during teaching and learning processes.	2 20%	-	5 50%	1 10%	2 20%
7	I engage and pay attention in class during the implementation of Gamification.	1 10%	2 20%	1 10%	6 60%	2 20%
8	I always make sure I understand the steps on how to construct SVO sentences.	2 20%	-	2 20%	5 50%	1 10%

Table 7. Behaviour: Effort & Persist

To analyse the behaviour of the participants towards the effectiveness of Gamification, five statements were designed. All the participants, 60% of them agreed that they actively engage in group activities while 40% of the participants agreed that the game approach helps them to engage in the lesson actively. 50% of them chose neutral, they tried hard to engage during teaching and learning processes. Moreover, 60% agreed that they were able to engage and pay attention during the implementation of Gamification while 50% agreed that they understood the steps on how to construct (SVO) sentences using Gamification. It showed Gamification being a tool for language development among low proficiency pupils to master the arrangement of sentences easily. It creates positive attitudes among pupils to participate in ESL classrooms actively.

No	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
<i>Cognitive</i>						
9	When I study, I try to make the information more understandable by connecting it to something I already know.	-	2 20%	3 30%	4 40%	1 10%
10	It helps me to construct simple sentences.	-	2 20%	3 30%	5 50%	-
11	I try to understand the steps to construct SVO sentences and apply it using this method.	-	-	2 20%	7 70%	1 10%
12	I will try constructing more SVO sentences without the teacher's guidance.	-	-	5 50%	3 30%	2 20%
13	I will do more practice by using this method to construct SVO sentences.	2 20%	-	3 30%	3 30%	2 20%

Table 8. Cognitive

As shown in Table 8, there are five statements that focus on the cognitive elements. For Item 9, 40 % of participants strongly agreed that when they study, they try to make the information more understandable by connecting it to something they already know. Thus, it helped them to master the constant even more. The finding in Table 8, Item 10 indicated that 50% of participants strongly agreed that this method helps me to construct simple sentences while 70% of participants also agreed that they try to understand the steps to construct SVO sentences and apply it using Gamification. Meanwhile, 50% of participants chose neutral, saying that they will try constructing more SVO sentences without teacher's guidance. 20% of participants strongly agreed, 30% agreed that they will do more practice by using Gamification to construct SVO sentences. Implementation of Gamification showed improvement among the pupils through their scores and attitudes. The pupils were able to develop their knowledge, thinking skills and their performances during the lesson.

Conclusion

The implementation of this pilot study is the beginning of real exposure to the researcher to pursue study to the actual study stage. The process of its implementation that sets a number of criteria must be adhered to ensure that the findings implemented comply with the principles of validity and high and good reliability. There are a few recommendations for future research in order to develop the implementation of the Gamification among Year 2 pupils in improving simple SVO sentence construction. To begin with, because the number of subjects in this study was confined to just one classroom; 21 participants, the future research should be undertaken on a bigger scale. As a result, this study expanded its scope to include a wider range of topics.

On the other hand, Avelino and Ismail (2021) stated the capacity of English as a Second Linguistic (ESL) teachers to integrate technology has a significant influence on students' language proficiency as well as overall educational progress. Gamification method does not cooperate with technology and it would be great by utilizing Gamification through multimedia. It depends on the technology which is one of the best educational techniques because it combines sound, image, video, drawing and text with a high quality in addition to the interactive environment.

Besides, one of the factors in the selection of multimedia packages is cost effectiveness; the implementation of multimedia packages will not cost money as well as we can use the materials for so long to teach the simple SVO sentence construction. For this study, the implementation of a pilot study has resulted in findings in the form of instruments that can ensure measurement of how the implementation of instrument to analyse the effectiveness of Gamification can be implemented to improve simple SVO construction among Year 2 pupils. As a nutshell, the findings of this pilot study suggested that the test and questionnaire, which were adapted and modified from the original, are appropriate for use with the real study sample.

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