

Gbl-Diorama In Teaching Literature

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Abstract:— Teaching materials are very important to support student learning, address diverse learning style, and get the desired learning outcome. Hence, do we really need teaching materials in teaching English Literature? and why? English literature lesson can be lackluster, especially when the lesson conducted is more to teacher-centered while students only sitting to listen and receive knowledge conveyed by the teacher. The conventional practice of teaching literature should be transformed from boring rote learning towards stimulating literature lesson. Therefore, this study was conducted to explore the effectiveness of using GBL-Diorama as a tool to help students gain understanding towards the literature components such as drama, novels, poems, or short story being taught in the class and increase their interest in learning literature. A pretest and posttest were given to 25 Form 1 students of secondary school in Kulai to find out the effectiveness of this innovative tool. The mean achieved for the pretest is 13.13 while for the post test is 17.11. In conclusion, the study was found to improve students' performance in Literature taught and promoting meaningful learning. Thus, it is recommended for teachers to utilize GBL-Diorama in ESL classroom to teach English Literature as it does not only impart interesting learning for students but also help them to be an active participant during the lesson.

Index Terms:— Diorama, English, English literature, game-based learning, GBL-Diorama, materials, student's learning

1 INTRODUCTION

English has been spread globally and make it as one of the international languages. According to Bolton [1], a number of local English varieties have arisen in different parts of the world. The growth of English for international communication among people of different linguistic and cultural backgrounds has also challenged the predominance of English as a native speaker in English education [2]. Therefore, it is necessary to learn English for survival nowadays as it may connect with other language learners by using English. The English Language is considered as the compulsory subject taught in the education system, where students start to learn the English Language starting from primary school until high school. In 1999, a major change in English Language Teaching (ELT) take place in Malaysia announced by the Ministry of Education Malaysia. The major change that occurred in the Malaysian secondary school's level involves the teaching of Literature in English, where it is embedded in the English subject as part of the lesson. According to the Ministry of Education of Malaysia [3] the English syllabus as designed in the curriculum specifications aspires to extend students' proficiency to meet their needs for English in everyday life, knowledge acquisition and future needs. Sidhu, Fook, & Kaur [4] believe that learners can express their expression of life using Literature as a medium of language during the ESL classroom where it is always seen as an authentic means of learning the target language. However, learning and teaching literature can be tricky as it involves a lot of words and requires a lot of reading of the literary texts. Yunus and Suliman [5] revealed in their study extend students' proficiency to meet their needs for English in everyday life, knowledge acquisition and future needs.

Sidhu, Fook, & Kaur [4] believe that learners can express their expression of life using that teachers still using a traditional method when it comes to teaching and learning Literature. For example, asking students to write notes, merely giving an explanation in the class and using answering comprehension questions techniques to students to test their understanding. Arise to this matter, hence it is believed that there need for innovation to change and improve on how learning and teaching Literature takes place in a class to produce meaningful learning and better results. There are many ways for interesting learning and teaching Literature in a classroom. One of them is by using diorama. Diorama representing a complete scenario based on the topic. It is in three-dimensional form. Besides, it is not a flat piece of material thus it will increase the level of excitement while creating it [6]. An innovative method was implemented by using diorama which is conducting game-based learning (GBL). According to Aldrich [7] and Becker [8], GBL refers to feedback as an element that been received by learners while playing and learning at the same time. Killi [9] believed that games usually stimulate the explorative behaviour of the player and the main goal is to motivate player to find the 'correct' answers through try and error. In research done by Elwell [10] the developing practice and field of GBL is the most current expression of this millennia-old interest in the power of improving learning while playing. Earp [11], stated that GBL and diorama have led to a visible increase in the opportunities allowing young learners to design their own three-dimensional relic and at the same time, focusing on having fun while learning to avoid a dull and boring classroom environment. By combining diorama and GBL, feedback applies to both games for entertaining and teaching, it is clear that developmentally beneficial feedback is even more important for the latter. A dull and boring literature lesson could be avoided by implementing GBL-Diorama for a better learning experience. Due to this matter, hence it is believed that there is a need for innovation towards improving students' literature comprehension to produce better student outcomes in the future as it is believed that it is not possible to have fun and playing multiple games while learning literature. Thus, this study aims to explore the effectiveness of using GBL-Diorama as a tool to help students gain understanding towards the literature components.

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2 LITERATURE REVIEW

2.1 GBL and Diorama

Game based-learning (GBL) is a type of game play that focused on learning objectives [12]. GBL is basically designed to balance both games and learning in the classroom. The element included in game based learning is incentive system where it can encourage the students to do the task they are assigned to and in the same time motivate them to engage with it.[13] . Based on the statement given by Jana [14] various type of games offer the students to construct necessary knowledge, skills and values in order to participate actively as a member in the classroom or even in the societal environment. [14] further added that GBL also acts as a good instrument in fostering creative teaching practices in teaching and learning process.. On the other hand, Diorama is a three-dimensional (3D) scene created to illustrate an academic subject, a plot of a story or event in history. According to Schwarzer [6], diorama are complex display that exist in many forms and creating it needs range of skills and certain materials. Referring to Tunnicliffe [15], he claimed that diorama is generally known as the depiction of animal-landscape sceneries that involve real or artificial models combining with the painting of background and artificial or natural requisites. This is supported by Khanifah [16] who stated the same thing as diorama is described as the real view of a scene or object where it is designed to fit in the theme of learning.

2.2 Benefit of Game Based Learning (GBL) and Diorama

The finding of this innovation is parallel to the finding from the past study by Kustiawan [17] in the Development of Diorama Learning Media Transportation Themes to Develop Language Skill Children's Group B. The researcher has also made use Diorama and GBL for the purpose of producing an instructional media diorama that can be used as language development tool for children in language skills. Based on the findings, the researcher found that the students were interested in learning the language using the diorama. The researcher also annotated that the process of teaching and learning are influenced by many factors such as the inclusion of media or instructional aids that will result in students' active learning. White and McCoy [18] in their study on the effects of GBL on Attitude and Achievement in Elementary mathematics found that using GBL, students showed a significant improvements for both attitudes and achievement. They also noted that students gained a growth mind-set, developed problem solving skills and engaged to one another through GBL. Other than that, GBL system also improves and promotes students' learning achievement. This can be proven from a study conducted by Cicchino [19] on Using GBL to foster Critical Thinking in Student Discourse. The data analysis showed that the features of the GBL intervention and certain game cycles were effective in encouraging the higher levels of critical thinking. According to Chin & Zakaria [20] on their study towards the Effect of Game-Based Learning Activities on Children's Positive Learning and Prosocial Behaviours found that GBL is practical in nurturing students' positive learning and pre-social behaviour since the results published showed the treatment group gained much higher frequency of occurrence in prosocial behaviours in comparison to the control group. The other important tool in this innovation which is diorama could also be proven effective in influencing

student's learning. Aslan [21] in the study entitled the Effects of Using Diorama on 7th Grade students' Academic Achievement and Science Learning Skills reported a positive result where the experimental group were more successful, scored higher, and have better learning skills compared to the control group. Prabowo and Wulandari [22] in the Development of 3-Dimensional Diorama in the Natural Science Learning Especially Lesson of Ekosistem for Grade V Students revealed that students taught with dioramas were better in learning skills than those taught with traditional learning method. It is shown from their result that students learning outcome raised and meet the criteria of "high" test score after their pre-test and post test score being compared.

2.3 Teaching Literature

Literature plays an essential role to build students' reading and writing skills. Literature provides a rich content for new vocabulary and language structures. It allows students to practice forming different kinds of sentences, using different structures, and working with different ways to connect new ideas [23]. It helps students gain more knowledge on sentence structure. According to Subramaniam [24], stated that the Literature was used in school through English Language Reading Programmes since 1976. This is to ensure students are exposed to various creations of stories and poems from all over the world and allow them to know famous authors and poetries. Savvidou [25] claimed that the use of literary texts in the classroom can be a powerful teaching tool. He claimed that students who learn English as a second language and foreign language tend to have low proficiency. By introducing literature, they are able to learn new words every day and improve their grammar [4].

3 METHODOLOGY

This study adopted a quantitative study involving 25 students from one high school in Kulai, Johor. The students in this study were selected using purposive sampling where students chosen were from intermediate level. A teacher from the similar school has also involved in this study and in charge of implementing the innovation tool to the class. There are two instruments that were used during the study which were pretest-posttest and questionnaire. The pre and posttest comprised the questions based on what has been taught by the teachers in the classroom while the questionnaire consisted of ten items for the evaluation of GBL-Diorama purposes. First, the teacher was trained by the researchers on the procedure of implementing this innovative tool in teaching literature. The students were then given a pre test to know their level of understanding towards the literature that have been taught by the teacher. After that, students were taught using GBL-Diorama twice before were given the posttest to know the effectiveness level of GBL-Diorama. Finally, each student was given a set of evaluation questionnaire to be answered in 10 minutes. The data of the pre and posttest were then analyzed using descriptive statistical showing the result of the mean and standard deviation. As for the questionnaire, the data were analyzed in the form of frequency. This study was conducted to address the following research objectives

1. To explore the effectiveness of using GBL- Diorama as a tool to help students' understanding towards English Literature components.
2. To find out students' evaluation towards GBL-Diorama

in learning literature.

4 FINDINGS

TABLE 1
THE RESULT OF PRE-TEST AND POSTTEST

	Mean	Std. Deviation
Pre-test	13.11	3.28
Post test	17.11	2.03

Based on the analysis of pre and posttest, the students' result when using the innovation is higher than traditional teaching strategy. The pretest shows the average scores gained by the students are mean: 12.78 and SD: 3.246 while the posttest shows the average scores obtained by students are mean: 17.11 and SD: 2.026. The comparison with the scores of pre and posttest shows that there is a significant difference between using traditional approach and GBL- Diorama. By the results, students able to absorb more knowledge by using GBL-Diorama in the classroom. They have a better understanding towards the lesson. GBL-Diorama allow students to study independently with minimal supervision of a teacher. With this, it enhance student's creative and critical thinking. Besides that, GBL-Diorama boost student participation in the classroom and create enjoyable and spontaneous learning environment. As a result, teachers can achieve learning objectives easily by conducting class using GBL-Diorama.

TABLE 2
THE RESULT OF STUDENTS' EVALUATION TOWARDS GBL-DIORAMA

Evaluation questions (%)	SD	D	A	SA
GBL-Diorama inspires me to more activate learning.	0	0	44	56
GBL-Diorama help me grasps more key ideas from the text.	5	0	44	50
GBL-Diorama reminds me of neglected key points from the text.	0	5	39	56
GBL-Diorama helps me have a more comprehensive understanding of the text.	0	11	33	56
GBL-Diorama helps me determine the parts I don't really understand.	0	0	28	72
GBL-Diorama helps me improve my test score.	0	6	28	67
GBL-Diorama brings more pleasure to study.	0	6	44	50
GBL-Diorama increases my classroom participation.	0	6	28	67
GBL-Diorama helps me share and help others which confirms my abilities.	0	11	50	39
During the group discussion, I feel satisfied with the interaction with my partners.	0	6	33	61

SD-Strongly Disagree; D-Disagree; SA-Strongly Agree; A-Agree Students' evaluation towards GBL-Diorama have also obtained a positive result since they mostly voted for agree and strongly agree on how GBL-Diorama help them to learn literature in the classroom. The high rated questions is "GBL-Diorama helps me determine the parts I don't really understand" as it recorded 72% of students strongly agree with the statement. Out of all the questions, they were only 5% of students that voted for strongly disagree for the statement "GBL-Diorama helps me grasp more key ideas from the text" while 11% disagree for the statement "GBL-Diorama helps me

share and help others which confirms my abilities". Students tend to enjoy lessons that provide creative teaching material. They love to explore or expose to new things. Students usually learn literature using textbook. GBL-Diorama in Literature give students new learning experience. They are able to learn all the literature component in one GBL-Diorama. They can gain more knowledge by sharing ideas among their peers and understand the content easily. All in all, this evaluation towards GBL- Diorama proved that students can gain many benefits such as helping their understanding, increase their involvement, improve their achievement level, and encourage active involvement in class activities.

5 CONCLUSIONS

The study revealed that using Game-Based Learning (GBL)-Diorama able to attract students' attention and they are able to perform well in the literature subject. Most of the time, students find disinterested in learning literature are due to too many words in the text or more idiomatic words usage in the poem or short story. Students are unable to understand the content and they could not score well in the literature subject. By introducing diorama in literature, they find it a new way of learning literature and it helps students to have a better understanding. Besides that, diorama has been innovated according to today's education standard. It comes with four components skills. Which is creative, critical, communication and collaboration. These four skills are mainly focused on 21st-century learning. This tool could also help to build students speaking skills, allow students to work in groups, point out their views or ideas and engage to lesson all the time. In addition, by using diorama in literature, they are able to remember the sequence of scene, characteristics, moral values and also the setting easily. They tend to remember easily because they could touch and feel the characters and also the places. They are also able to move the characters according to the scene. As for teachers, this innovative tool will be a time saver to conduct a literature classroom. Teachers do not have to bring textbooks to the classroom all the time. They can easily explain the story, characteristics, and setting using diorama. Besides that, teachers can evaluate students' performance according to Bloom's Taxonomy pyramid. Teachers could test students' understanding, creativity and critical skills as well. According to the finding of the study, it shows that diorama supported to enhance students learning skills. Therefore, this study should be an essential tool for teaching and learning process in literature classroom.

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