

STUDENTS' RESPONSE TOWARD THE IMPLEMENTATION OF MINECRAFT EDUCATION EDITION IN WRITING AS THE GAME BASED LEARNING IN SENIOR HIGH SCHOOL

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Abstrak

Pandemi Covid-19 yang dirasakan seluruh dunia lebih dari 2 tahun berdampak di seluruh bidang, salah satunya pendidikan. Dengan diiringi oleh kemajuan teknologi, kegiatan pembelajaran dapat dilakukan dengan jarak jauh. Tetapi dampak lain dari kemajuan teknologi di bidang pendidikan ini adalah munculnya rasa bosan dan semangat belajar siswa menurun. Hal ini yang mendorong peneliti untuk melakukan penelitian ini, dengan mengimplementasikan Minecraft Education Edition sebagai alat Pembelajaran berbasis Game dalam pembelajaran Menulis, dimana siswa belajar secara langsung menggunakan Game. Penelitian ini dilakukan untuk mengidentifikasi respon dan hasil belajar siswa setelah penerapan Pembelajaran Berbasis Game menggunakan Minecraft Education Edition. Partisipan yang digunakan dalam penelitian ini adalah 35 siswa yang berada di kelas X MIPA 8 SMAN 16 Surabaya, siswa sebagai partisipan. Peneliti menggunakan metode deskriptif kualitatif dalam pengumpulan data. Data dikumpulkan dan dianalisis dengan melakukan observasi selama proses belajar mengajar dan wawancara. Maka dari itu, peneliti menggunakan lembar observasi instrumen, tugas siswa, serta panduan wawancara. Hasil dari penelitian ini menunjukan bahwa penerapan Minecraft Education Edition sebagai Game-Based Learning dalam pembelajaran menulis khususnya menulis naratif di kelas sudah efektif. Hal ini dibuktikan tidak hanya dari respon siswa tetapi juga dari hasil kerja siswa yang menunjukkan hasil yang baik.

Kata Kunci: Minecraft Education Edition, Pembelajaran berbasis game, menulis narasi

Abstract

The Covid-19 pandemic that has been felt by the whole world for more than 2 years has an impact on all factor, one of them is education. Accompanied by technological advances, learning activities can be carried out remotely. But another impact of technological advances in the field of education is the emergence of boredom and students' enthusiasm for learning decreases. This has prompted researchers to conduct this research, by implementing Minecraft Education Edition as a Game-based Learning tool in learning to write, where students learn directly using games. This research was conducted to identify the student responses and and student outcomes after implementation of Game-based Learning using Minecraft Education Edition. The participants used in this study were 35 students SMAN 16 Surabaya who are in class tenth grade MIPA 8 students as participants. The researcher used a qualitative descriptive design method in collecting data. Data were collected and analyzed by making observations during the teaching and learning process and interviews. Therefore, the researchers used observation sheet instruments, student assignments, and interview guides. The results of this study indicate that the implementation of Minecraft Education Edition as a Game-Based Learning to teach writing especially narrative writing in the classroom was effective. This was evidenced not only from student responses but also from student work which shows good results.

Keywords: Minecraft Education Edition, Game based-learning, writing narrative

INTRODUCTION

First, the whole world has been through the coronavirus 19 pandemic for more than 2 years. This affects all factors. One of them is education. Teachers, researchers, and all people who work in their fields have developed various techniques in education that can be applied during a pandemic situation. It is also driven by technological advances in the world of education. As we have felt some time ago until now, we were using digital platforms to do distance learning. As time goes by, it feels boring and students' enthusiasm for learning decreases. Even though at the beginning of the pandemic, the students seemed so

excited about studying remotely, but over time it got boring. According to a study Febrianti (2021), students' enthusiasm for learning decreases during the coronavirus 19 pandemic was caused by several things. One of them is the lack of interaction needed to discuss the material, while so many assignments are given.

Luckily at this time, learning activities have slowly returned to the classroom. To restore students' interest and motivation in student learning, especially in learning English, the researcher tried to investigate the applied learning techniques with Game-based Learning. Therefore, the habit of students who use gadgets during distance learning and spend more of their time playing games. Based on Cinta A, et al., (2021) study that Game-

based learning highly recommended as an innovation and solution to accelerate learning in the new normal.

In this study, researchers used the Minecraft game application which is quite popular among students. The version used for this research was Minecraft Education Edition. Based on Asselstine et al., (2015) Minecraft is a popular game-based learning option for both students and parents (Ming, 2020). According to mojang.com, approximately 140 million active users, 4.3 million active players each day in over 100 countries, or over 181 billion active players every hour.

Minecraft itself was developed by the Mojang company on November 18, 2011. This game is a game to hone children's creativity in arranging blocks into their living environment that can be played both individually and in multiplayer (playing together with their friends). Meanwhile, Minecraft Education Edition is an educational version developed by Mojang and specifically designed for use in classrooms that develop STEAM skills (Science, Technology, Engineering, Art, and Math) and Language Skills. Minecraft Education Edition students can play and learn in this game. Based on Ellison et al.,(2016) that material can assist students in integrating multimedia information and better understanding a variety of subjects and concerns.



Picture 1: Learning options that students can play

Students may use Minecraft to build alternative settings and scenarios from literature they were presently reading and use the game to give predictions on what might happen in the books to improve their writing ability from visualization story games. Brown (2000: 31) defines linguistic competence as "understanding of a language's system, grammatical rules, lexicon, and other parts of the language and how those elements fit together." Furthermore, Bachman (1990: 87) has the ability to interpret and create phrases correctly, as well as understand sentence meaning and transform it into a text. It is possible to draw from this statement that writing is a skill. Based on the explanations of the researchers above, it can be concluded that through the Minecraft Education Edition game, students were able to communicate in writing their understanding of the games they have played.

In this study, the researcher chose to play in the world "Narrative in Perspective" from additional lessons in Language and Art. This world has been provided by Minecraft Education Edition which pays attention to learning objectives with outcomes. Students can write reports on their observations using first person and third person perspective after playing the in narrative story game. Another reason the researcher chooses World was because it was in accordance with the KD taught in the second semester, which was the researcher doing the research. Which is in KD 4.8.2 which contains retelling the fairy tale text orally or in writing, short and simple related to stories that have been read or observed by paying attention to social functions, language elements, correctly and according to the context. With achievement indicators that expect students to be able to find detailed explicit and implicit information related to narrative texts, can write moral messages and summarize the contents of narrative texts related to the learning objective world "Narrative in Perspective". Based on Abbott (2010:1) narrative is a story that generally tells a story.

While re-writing narrative text based on students' perception seems easy, few students think it uncomfortable to write the essay because they limit literacy. Teachers need to locate an elective method to encourage students' writing ability. One of them uses Minecraft Education Edition as a Game-based Learning tool. According to Dezuanni (2016), Minecraft is particularly fascinating to explore as a performative system for making legitimate 'works as assembly' because one of the game's primary goals is to build new items to share with others.

In this study, the researcher also mentions several research results related to the implementation of Minecraft in the classroom to support the above statement. First, the results from Chien's (2019) research which shows that Minecraft can improve vocabulary mastery in Non-Native Speaker Learners of English. In this research, Chien observed the conversation of the pair of L2 Learners who were playing the game Minecraft.

The second research related to the implementation of Minecraft Education Edition in the classroom by Chi Sheng (2020), which conducted gamification in mathematics of three males and a female who was a five year student in elementary school. Researchers selected participants based on the results of document analysis as well as days from their pre and post tests. This research shows that Minecraft Education Edition successfully enhances the student understanding of the topic through gamification in mathematics.

This game is also currently being used by Cambridge in a research project, with material designed for A1 level Learners with the title English Adventure with Cambridge.

The program automatically installs all essential files after downloading the game. As updated versions of the game were published, the program will automatically update them. English Adventures with Cambridge, with a focus on real-life communication and vocabulary skills, assists in the development of abilities at the A1 level and higher of the CEFR (Common European Framework of Reference). Children can learn new words, be creative, and solve issues through the power of play, thanks to the partnership of world-leading assessment specialists from Cambridge and Minecraft. (cambridgeenglish.org)

The latest research, Sudarmaji and Yusuf (2021) in their study about The Effect of Minecraft Video Game on Students' English Vocabulary Mastery used 63 elementary students as the participants. Based on a survey indicated the students in the experimental group agree that Minecraft makes learning easier, faster, more interesting, and more fun. Finally, after using Minecraft to learn 5th grade vocabulary in SDN Poris Papad 1 Tangerang, it can be concluded that it has a positive impact on the students' worldview.

Currently, there are still not many researchers who focus on the use of Minecraft Education Edition as a game-based learning media in learning English, especially Indonesian EFL. Based on several previous studies that focused more on the final results of the effectiveness of Minecraft Education Edition in English vocabulary mastery, the researchers in this study focused more on how to implement Minecraft Education Edition as media Game based learning in English writing class and the student's respon.

This study attempts to fill the gap by using Minecraft Education Edition as a tool for teaching Narrative writing. Researchers were excited to explore Minecraft Education Edition as a game-based learning tool designed specifically for teaching ESL. Therefore, the research problems of this study were described by the above phenomenon. In other words, it's an implementation of how to re-write narrative text based on students' perception using Minecraft Education Edition.

Based on the background above, to fill the research gap about implementation Minecraft as game based-learning in teaching writing for tenth grade students, this study would be led to some research question below:

1. How is the implementation of Minecraft Education in the classroom?
2. How are the student responses toward learning writing using Minecraft?

METHODS

The researcher used descriptive qualitative research approach. The data collection method in this study used qualitative. The aim of this qualitative research to

describe the student response toward the implementation of Minecraft Education Edition as Game Based-Learning tools in teaching narrative writing. Based to Ary et al. (2010) qualitative research highlights the focus to understanding and representing social phenomena, settings, situation, and participants.

This study conducted at SMA Negeri 16 Surabaya which is located at Jl. Raya Prapen No. 59 Jiwo Length. Tenggilis District, Surabaya. While the research subject, this study would be carried out at SMA Negeri 16 Surabaya using a total of 35 students who were in class tenth grade MIPA 8 students as participants.

The following factors motivated the researchers to choose SMA Negeri 16 Surabaya. First, students of class X MIPA 8 are suitable samples for research needs because they have school subjects in informatics, which means they were technology literate. The next reason, SMAN 16 Surabaya is one of the schools that uses a Microsoft 360 account for online learning activities. In this study, implementing Minecraft Education Edition in learning activities, students and researchers must log in to this game, which requires a Microsoft 360 account. In addition, another reason the researcher took samples here was because during the 7th semester the researcher carried out PLP activities at this school, so the researcher knew and understood the school and students better.

Qualitative data were obtained by using two instruments. First, the researcher uses observation checklists and field notes to answer the first research question, which was about how the implementation of Minecraft Education Edition as Game Based-Learning tools in teaching narrative writing. Qualitative Research also have a variety of data collection methods, including detailed interview, participant observation and document analysis. (Ary et al. 2010)

The researcher decided to did an observation for 2 meeting in classroom and 1 meeting for interview some students outside class hours. The first meeting of teaching and learning conducted in online meeting through Microsoft Teams. The second meeting conducted offline in the classroom. The last meeting was did asynchronous to collect the student work and did the interview.

Before implementation in the classroom the teacher and the researcher collaborated on a lesson plan, teaching, and observation. Researchers observed the use of Minecraft Education Edition to teach Narrative writing as a game-based learning tool. This research focused on classroom situations and atmospheres, as well as students' enthusiasm and reactions. At the end of the season, the researchers described the things that would be observed during the learning process and presented to the participants three main activities.

To find out the answer to the last research question, the researcher use student task and interview guideline as a instrument. The researcher used student task to know their understand about the material. The researcher interviewed several students who were members of the class based on several aspects. The aspect that was seen is his presence in the classroom, bring a gadget that would be used for the implementation of Minecraft Education Edition and selected based on the results of filling out the questionnaire. A four-point Likert questionnaire scale was used to select students to be interviewed to collect data from participants about their opinions, beliefs, and feelings related to the experiment using their own words (Ary et al., 2010).

This questionnaire used a Likert scale which required the students to specify their level of agreement to a statement in four points : 1) strongly disagree 2) disagree 3) agree 4) strongly agree. Four point Likert scale is basically a forced Likert Scale. The reason it is named as such is that the user is forced to form an opinion. There is no safe “neutral” option. In this questionnaire, students were presented with several statements related to the interview that would be conducted afterward and agreed to take the interview. The questionnaire was shared in Google Forms due to pandemics. The interviewer's questions also related to the students' opinion about their experience after implementation of Minecraft Education Edition in teaching writing narrative both the weakness and the strength that they got after class.

Researchers used interview guidelines to conduct interviews. To obtain more complete information, interviews were conducted in the form of semi-structured interviews. Interviews were conducted at the third meeting after they had done the task. The questions for the interview consist of 10 questions. The interview was held through mobile phones using English and Indonesian language to make it easy for them.. The researcher copied the interviews and compiled them into raw data, then analyzed them into coding data to make this study more comfortable to understand results and interpret.

This study employed three procedures outlined by Ary et al. (2010) for data analysis: familiarizing – organizing, coding – reducing and interpreting – representing. The researcher read and re-read the data acquired from the observation and field notes while familiarizing – organizing. This strategy sought to familiarize the researcher with the data. As a result, no confusion was discovered while organizing the data.

The process of organizing data involved transcription in order to examine the data. In coding –reducing, the researcher assigned as many codes or labels as many things as were required. The researcher classified the data based on similarities and differences to the study. As a

result, data that were unrelated to the implementation were readily reduced. Furthermore, it helped the researcher's ability to properly explain the results. Finally, in evaluating and presenting the data that had been coded and reduced, the researcher clearly articulated the data that had been coded and reduced. It was described in detail.

RESULT AND DISCUSSION

The data collection method in this study used qualitative. In this phase conduct, pre-teaching was also included. This teaching and learning activity begins at a meeting, where the teacher provides initial material related to narrative text, explains to students Minecraft Education Edition, and how to play it to students. In the pre-teaching activity the teacher spent 33 minutes. The first meeting begins on Friday, March 25, 2022, at noon.

First Meeting

The teacher did his best during the first meeting to complete the phases of giving materials and pre-implementation of Minecraft Education Edition. Teachers employ effective delivery tactics that encourage students to think about and respond to narrative texts that they have already encountered or studied, rather than providing straight explanations of the subject. Thus, students try to guess and remember what they previously knew and learned. In general, narrative text was the type of writing related to a story or event that was imaginative or fiction. In this research, the reason researchers use the type of narrative text was because it was in accordance with the KD taught in the even semester, which was the researcher doing the research. Another reason was, because narrative is one type of text in several exercises in the language lesson in Minecraft Education edition. This material can assist students in integrating multimedia information and better understanding a variety of subjects and concerns. (Ellison, Evans, & Pike 2016)

Furthermore, the teacher's presentation of Minecraft Education Edition to the students was straightforward. The majority of them are familiar with one of these games and some also have experience playing it. The teacher explains this game from the most basic to the most complex.

In this section, the teacher asks the students to access the game. After searching this game, the teacher would give them a brief introduction on how to login and a little introduction about how to play the game. The teacher then asked the students to explore the features of the game. According to Permendikbud (2013), observation is an educational activity that involves listening, reading, and viewing, including comprehension skills. The purpose of observation is to seek information. The teacher would try to facilitate the student to take the version of Minecraft Education before the beginning of the lesson. The teacher

then asks the students to "join the world" in the Minecraft Education Edition lesson addition.. This type of activity revolves around the discussion section. Their usual activity was to ask questions about what they did not know.

At this first meeting, the interaction that occurs was still lacking. Because most students still turn off their cameras so the teacher doesn't know the expressions and responds to them directly. Before carrying out learning activities by implementing Minecraft Education Edition in the classroom, The teacher gave a briefing or pre-teaching about how to play this game, which teaches game control. Students familiarize themselves with the controls. Students who were used to playing video games via PC or MacBook will be literate with these controls, because they were quite familiar to gamers. Initially, they felt confused when they wanted to log in.

The reflection of this first meeting was because this meeting was held online, and many students did not turn on their cameras making interaction less. Therefore, the teacher asks students to arrange an offline meeting schedule. because previously, the offline schedule or PTM at SMA Negeri 16 Surabaya started Monday-Wednesday. Meanwhile, on Thursdays and Fridays learning was done online which English subjects were obtained by class X MIPA 8 students on Friday.

Based on the curriculum circular from March, 28th 2022 for SMA Negeri 16 Surabaya, from March 28 to April 1 2022, learning activities were carried out offline or PTM. So, the students and the teacher can use their study schedule as usual.

The Implementation the Minecraft Education Edition in the Classroom

Second Meeting

In the second meeting held at the same time on 1st April 2022, The teacher did the same with the student last week. When teachers have asked what they have learned in past meetings, students can answer. Show that students remember what they have learned. The teacher also asked the students some of the elements of the narrative text that they had learned in previous encounters. Also, the teacher explained about their point of views in narrative stories that would be worthwhile for next exercise.

The teacher checked the students' readiness for the Minecraft Education Edition application that has been installed and explored in a previous meeting.. In this meeting it was getting better because they know how to play both Minecraft in the original version and Education Edition so they do not feel confused with the game.

In the core activity, the teacher asks the students to join the group they have created in the previous meeting. The group consists 3-4 students. Before class time, the teacher

has distributed worksheets as a guide for what students should do in the Minecraft Education Edition game. Then, the teacher asks students to "join the world" using the Minecraft code and has been connected to the hotspot that the teacher shared. This was done so that teachers and students can play multiplayer on the same server. The students also still work in a group to play the game together and guess the conflict in the story. The worksheets that the teacher distributes would be done by students by each individual based on the results of discussions with their group friends by developing their own imagination story. Some students also actively asked the teacher and helped each other with their friends who were having difficulties.

The worksheets that students work on contain observation checklists and narrative writing. In the Observation checklist, students were asked to check the post section in the game that they had passed. In the narrative writing section, students were asked to record any instructions and explanations told by the NPC characters in the game. In this section there were several questions that ask for a first person point of view, a second point of view, a third point of view from the player. This requires students' imagination to work on the question. Then students can fill in the worksheet according to writing the story they want to make based on the characteristics of the narrative story.

Writing is a way of communication that cannot be separated from speaking itself because there were productive skills and writing skill is a written form of oral expression. Some experts present writing definitions in different ways. Writing is the sequential transmission of information or the expression of original ideas in a new language (Rivers, 1981: 294). Brown (2001: 336) also argues that writing is a thought process. In this stage of the writing process, students were expected to be able to convey their thoughts regarding the incomplete story in the game. Students would get a wealth of experience in both the virtual and real worlds while playing the Minecraft game. Each student has the chance to express themselves and contribute to their learning activities through their own activities. Despite the benefits of computer games, this teaching approach is not extensively adopted. Many studies feel that games were sufficient for language acquisition and have tremendous potential. (Chien, 2019, Kuhn, 2017, Young et al., 2012).

Next, The teacher discussed the orientation of the story. The students could answer what the orientation of Ravine Village that they had known from Mayor Hammond.

Some students answered Hammond as the Head of Ravine Village said "For a long time this Ravine village has not felt peace, because of the Armor Pillager who often

comes for no reason and destroys the village". Then, it concludes that they know how the orientation was in the story. Then, the complication of the story also the students can answer clearly. Some students go to the surface of the dungeon and respond, discovering many magical creatures trapped under Crow Village's tower and discussing "These magical creatures were the reason Shield Chasers often appear in our village." The last was resolution, the students can infer that they have a better understanding of the story.

During this meeting, the teacher asked the students to fill out worksheets and use them one by one. We can see the students' understanding from the assignments, and this time, write narrative perceptions based on what they felt after playing the game story, and discuss it with their friends.

The reflection from this meeting was already good. Where the interaction between teachers and students occurs better than online meetings. Offline meetings also prove that the implementation of Minecraft Education Edition makes students enjoy learning because it creates an active class and students become more focused on their study (Sajben et al., 2021). Implementation of Minecraft education edition must be done while in class offline even though this game requires connecting to the internet so that students can play it in multiplayer. Even if it was done at home, even though it is not connected in multiplayer, the teacher can use the maps that have been provided in the game. In addition, the implementation of Minecraft Education Edition at this meeting proved the advantages of this game according to a study by Kuhn (2018), namely the game has forced educators to utilize it as a tool for constructivist learning and content production rather than as text for content delivery.

All participants have tried their best in this meeting, both teachers and students. although there were a few technical obstacles that occur but can be handled together. such as buffering and not all gadgets brought by students were suitable for installing Minecraft Education Edition because they were already filled with other important data. Then the solution from that has been made by the teacher with them working on it in group discussions.

Third Meeting

This meeting was held asynchronously via WhatsApp group chat, because the teacher only asked students to submit their work last week. As well as the students of X MIPA 8 fill the questionnaires on April 8, 2022. Because this week the learning held at SMA Negeri 16 Surabaya was closed according to a circular letter March 28th 2022

The student responses toward learning writing using Minecraft Education Edition

The interview was held through WhatsApp using its voice note feature to 7 selected students.

The first question, focused on their opinion on whether they enjoyed a class that implemented Minecraft Education Edition in learning Writing. This question as well as proven the Sajben et al. (2021) theory that playing games has a positive effect. Reduces stress at school, calms the environment, is a source of positive emotion. Most of them answered that Minecraft Education Edition makes them enjoy the class. The statement of Student no.5 below proves it.

Students no.5 "I think the class would be more fun, many student were happy. Students were more curious so that the material can be more easily grasped. I definitely enjoy to learn narrative text"

This statement was also supported by Student no. 3 and students 7

Student no.3 "I think the benefit of learning using Minecraft Education Edition was we can learn the material that our teacher gives, while also having fun learning it by playing the game like completing quests."

Student no.7 "we know the situation exactly because we can see the situation in Minecraft which makes it easy to learn about narrative. Even though it was a little chaotic in class, it was fun"

The second question focused on their difficulty when joining the class writing narrative with Minecraft Education Edition. Most of the students answered that they only got distracted by unstable connections. This statement can be proven based on Student's statement no. 2

Student no. 2 "Buffering was quite long, but can't wait to play"

The third question asks the student whether they already know this game Minecraft or Minecraft Education Edition. The majority of them answered that they know Minecraft but just found out this time there was a special edition of Edu. Editions. Therefore, the researcher assumed that Minecraft is a popular game amongst the students and prove the theory from Asselstine et al., (2015) that Minecraft is a popular game-based learning option for both students and parents (Ming, 2020).

Sajben et al., (2021) also stated that Students have a lot of experience playing Minecraft both the virtual and real world. Every student has an opportunity to express themselves and contribute their own learning activities through your own activity. This theory also proven by the fourth and five questions. The fourth question was about the students' opinion toward the implementation of writing narrative using Minecraft Education Edition in the

class. Several selected students said it makes them interested in the material being taught. The statement can be proven based on the statement of Student no.1 and student no.6

Student no. 1 "I can understand the material, and it's not boring for me who gets bored easily."

Student no. 6 "The benefit was that we understand better because learning was more fun"

They also stated that the Minecraft Edu. Edition motivates them to learn the material while also having fun learning it by playing the game like competition.

Student no. 4 "Minecraft Edu. Edition motivates me to compete to be the best and still having fun with friends"

The fifth question was whether it was challenging to use or not. Several selected students stated that the possible difficulty required stable network connection and suitable gadget to play and learn using Minecraft Education Edition. The statement of student no. 5 proves it.

Student no. 5 "Learning using Minecraft Education Edition requires a network connection and electronic devices that maybe some students don't have. Also students could just play the game for fun and not learn anything that the teacher instructed."

The next question was related with Ellison et al., (2016) theory that said Minecraft can assist students in integrating multimedia information and better understanding a variety of subjects and concerns. Most of the selected students agreed that they understand the core material of the story in Minecraft Education Edition.

Student no.1 "In the use of Minecraft Edu. Edition, I can still understand the core material being taught"

Question number seventh was about whether they could answer the questions on the students worksheet that the teacher asked them to work individually or not. Based on observation and student outcomes, this indirectly proves that students were still confused and have difficulty understanding the instructions from the game at the beginning of implementation. But they can do well based on their work. This was also evidenced by student statement no. 7 as follows.

Student no. 7 "Actually, at first I was still confused with the unstructured game. But the teacher gave more explanation. So, students can learn and have fun at the same time. Second, I think students feel less pressure from the teacher while studying"

This supports the theory of Sajben et. al, (2021) that teaching with M:EE requires a significant upfront investment in technology and on the part of the educator. not having play skills can be an insurmountable problem for most teachers. So need teachers who are technology literate and understand the controls in the game.

Fortunately, in this study, both teachers and researchers were able to collaborate, so that the introduction of Minecraft Education to students was easy to understand.

The eighth question was about Minecraft Edu. Editions waste their time or not. Most of the students voted strongly and disagreed. Some of them also give suggestions they prefer the longer portion of Minecraft Edu. Edition in their class. This statement was proven based on student statement no. 2

Student no. 2 "No, it wasn't a waste of our time. I prefer the longer portion of Minecraft Edu. Edition in class. Maybe because we were more focused on game "

This is different from traditional media where the story is static and teachers are advised to approach Minecraft with less text and more instead, seeing it as a tool for assessment. Designing games as tools for creating and storytelling can facilitate students' experiences and enable them to: Opportunity to negotiate meaning and engage in meaningful communication (Kuhn, J. 2018). . In the following question, the students were asked to explain why writing narrative using Minecraft Education Edition can enhance their writing ability in narrative story. Below some students' statement

Student no.6 "Learning was more fun because we can see it and interact with the story directly, the material was easier to understand. So we can develop my imagination in shaping the story"

Student no. 7 "I can understand the material, and it's not boring for me who gets bored easily."

Sajben et. al, (2021) also stated that using official materials from Minecraft Education Edition to teach has proven useful and effective. Main objective of the material is about programming and includes a detailed program for the whole class. To prove the theory the researcher asked the students with the last question was about whether this technique was effective in enhancing their understanding of the narrative story and writing ability or not. They agree that this technique was effective. Below were some statements given by students.

Student no. 2 "I agree. I feel like people would understand the story better with Minecraft edu because we can see what's happening visually and directly interact with it whereas with only reading can make some people more confused."

Student no. 4 "I agree with that statement. I think the benefit of learning using Minecraft Education Edition was we can learn the material that our teacher gives, while also having fun learning it by playing the game like completing quests."

Based on the interview results, most of the students who participated gave a positive response to writing a narrative using Minecraft Education Edition in the

classroom. Learning becomes more fun at the same time visualizing the story and they can interact directly.

The result of the interview also proves Sajben et al. (2021) study in their study about game-based learning using the Minecraft education edition in Slovakia resulted in students becoming more focused on their study. The material given by using Minecraft: Education Edition proved to be more useful and effective. The study agreed throughout the interview that Minecraft was extremely good, even better than the instructor himself, and that it might foster active participation.

Writing Narrative using Minecraft Education Edition has also made students more interested in English Classrooms. Almost all participants said using Minecraft Education Edition makes them enjoy learning narrative writing. Because people would understand the story better with Minecraft Education Edition. They can see what's happening visually and directly interact with the story in the game. Compared to conventionally reading stories and rewriting stories, this game makes it more fun for students to play the story and be creative in writing.

To evaluate the student understanding about the story game that played by the student, there the validation result that determine Minecraft Education Edition capable to use as a tool to teach Game-Based Learning. Here the rubric assignment to determine the student worksheet:

Table 2: Rubric Assignment

Dimens ion	Weight	Score (1-5)	Description
Ideas (conten t)	2		Ideas is relevant with the substance of assignment Topic sentence is developed by accurate and adequate details Rich insight about the topic
Organi zation	2		Ideas are arranged logically and cohesively Ideas are conveyed clearly, smoothly, and effectively
Gramm ar	5		Using complex and effective sentences Inconsiderable mistakes in agreement, tenses, words order, article, pronouns, prepositions

Vocabu lary style	5		Rich with vocabulary The selection and the usage of words and idioms are accurate and appropriate with register Good mastery of words formation
Mecha nics	5		Showing good mastery in writing convention Showing good ability in using punctuation and capital letters accurately Inconsiderable spelling mistakes

In the last meeting the students did the students worksheet that was given by the teacher. the absolute mark of the participants were and complete number of participants were, to see the mean of the students in this section the researcher administered the accompanying equation:

$$X = \Sigma x / N$$

Explanation:

X: the mean of the student's marks

Σx : the total score

N: the number of the participants who completed the worksheet

Therefore, the mean of learners were:

$$X = \Sigma x / N$$

$$X = 2137 / 29$$

$$X = 76.32$$

Based on the result above we realized that learners' capacity in student learning achievement in understanding the material provided is above average. The mean of the students mark was 76.32. The quantity of the students who were included in the success category in this writing assessment using Minecraft Education Edition was determined by applying the following formula:

$$P = R / T \times 100 \%$$

Explanation:

P: The percentage of learners who reached 75

R: the member of the students who reach up to 75

T: the number of the participants who completed the worksheet

$$P1 = 11 / 29 \times 100\% = 37.93 \%$$

$$P2 = 18 / 29 \times 100\% = 62.06\%$$

Table 2: the students mark percentages

	Types	Total Participants	Percentages
P1	Unsuccessful	11	37.93 %
P2	Successful	18	62.06

From this accumulation above it is informed that the student learning achievement in this writing assessment using Minecraft Education Edition is above average.

CONCLUSION

In this research the researcher found that the implementation Minecraft Education Edition as a Game-Based Learning to teach writing especially narrative writing in the classroom was effective. This was evidenced not only from student responses but also from student work which shows good results.

From every reflection in each meeting and the results of student interviews in this research, the researcher draws the conclusion that. Based on Kuhn's (2018) study to implement Minecraft Education Edition in the classroom, because The game has forced educators to utilize it as a tool for constructivist learning and content production rather than as a text for content delivery. So, the teacher also takes part in preparing the lesson. Teachers must have more knowledge and skills and be able to develop class activities.

In addition, a stable network connection is also needed so that there is no buffering that causes the class to experience distraction. Based on the results of interviews and observation, stable connection didn't impact too much in student outcome but only their focus was distracted.

Suggestion

From the conclusion of this study, there are several recommendations for follow-up research for students, teachers and researchers. First, for the student, student participation is needed to the maximum, both their participation in learning activities and in collecting assignments. The second is a suggestion for teachers, before carrying out teaching and learning activities, teachers need more effort in spending time and exploring games. And it is hoped that the teacher is also someone who is technology literate. It can be said that research related to the implementation of Game-based learning using Minecraft Education Edition as a tool in Indonesia is a new thing, especially learning Writing for EFL. It is hoped that there will be researchers who will conduct more in-depth research regarding the implementation of Game-based learning using Minecraft Education Edition as a tool that is adapted to conditions in Indonesian schools.

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