



Students' Perspectives on the Implementation of *Clash of Champions* Game in English Subject at STIKes Bina Cipta Husada Purwokerto

Nisrina Nurhaliza

STIKes Bina Cipta Husada Purwokerto, Indonesia

Corresponding Email: nisrina@stikesbch.ac.id*

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Abstract

This research intended to find out students' perspectives on the implementation of the "Clash of Champions" game in English subject at STIKes Bina Cipta Husada Purwokerto. This research was qualitative. This research was conducted on Applied Medical Laboratory Technology students of STIKes Bina Cipta Husada Purwokerto. Seven students from that study program were the subjects of this research. An open-ended questionnaire and naturalistic observation were conducted to collect the data. Then, the data was analyzed using three steps: data reduction, data display, and conclusion drawing. The result obtained that students agreed that the game gave them new experiences, glad feelings, challenge, to understand the material well, and establish solidarity among themselves. The students also can master the material well proven by the existence of a question and answer session between researchers and students at the end of the learning activity about the material given. All students can understand and apply it in everyday life. This can also answer the questions from this research.

Keywords: Students' perspectives, Clash of Champions, game.

Introduction

English is a compulsory course that must be taken by all students of STIKes Bina Cipta Husada (BCH) Purwokerto for 2 semesters or 1 year. STIKes Bina Cipta Husada Purwokerto itself has six Study Programs including the Applied Medical Laboratory Technology Study Program. On the other hand, the number of English lecturers at STIKes Bina Cipta Husada Purwokerto itself is only 1 person which is an appropriate strategy that is needed so that all STIKes BCH students can master the material in the English course. This is a problem because the lecturer is quite overwhelmed in providing material and practice for students. With the rapid development of technology, students can search for all information and materials anywhere, anytime, but they do not get comfort and understanding in class if the lecturer does not use the right strategy.

One strategy that can be used is to apply a game adapted from a prestigious academic competition event held by *Ruangguru* called "Clash of Champions". The game reality show aims to compete with the intelligence of dozens of students from leading universities in Indonesia and abroad. The "Clash of Champions" show is aired on *Ruangguru* YouTube every week with a total of 11 episodes. Those who play have their strategies for solving each problem so that they can indirectly shape a person's character to be disciplined, think critically, work hard, and have good time management. With this event, it can arouse the motivation of its audience so that it can create a sense of competition. For this reason, the lecturer of the English course at STIKes BCH uses the adaptation of the game "Clash of Champions" in teaching, especially for the part of speech material.

Students of STIKes Bina Cipta Husada Purwokerto themselves are quite familiar with and understand how the game "Clash of Champions" works, but the lecturer modified it slightly to suit the purpose of providing English material itself. The lecturer also uses several online games and applications in implementing the game "Clash of Champions" so that students can complete it in just one face-to-face meeting. Based on this phenomenon, the researcher tried to provide students with an experience to experience the game "Clash of Champions" in learning. For this reason, the researcher formulated questions about students' perspectives on how the implementation of the game "Clash of Champions" can improve students' understanding of the part of speech material in English subject.

Literature Review

Some researchers provided their findings on using games in the teaching-learning process and have their benefits such as motivation, comprehension, problem-solving skills, and others. It is based on Dindar et al (2020) intended that using games only once to teach students make them more engage in learning, memorize new words as well as explain the new words. On the contrary as well as Lee and Drahati (2020), students believe that if they play games in classes, they do not dislike their classmates and they do not participate in pair activities in class. They also claim that they are not willing to talk when the teacher plays games.

Based on the RLA Agency Blog written by Ijtiha (2024), Clash of Champions is the Indonesian version of the South Korean reality show, University War. This adaptation shows how *Ruangguru* takes inspiration from a proven international concept and then modifies it to suit Indonesian culture and market. By adapting the format of the show, *Ruangguru* has managed to create a program that feels fresh and relevant to local audiences, while maintaining the competitive and interactive elements that made the original show popular.

Moreover, one of the strengths of Clash of Champions is its ability to make the audience feel directly involved. By integrating live voting through social media, users were able to vote for their favorite participants. This not only made them feel like they were part of the event but also encouraged them to share their experiences and successfully expanded the reach of the event organically. This show also gives many benefits such as increasing self-confidence, teaching teamwork and best strategies, teaching presentation skills, effective communication, and networking. Helping students choose the right major, teaching a diversity of approaches to

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problem-solving, inspiring them to continue to grow and achieve, growing motivation to study harder, and appreciating the values of cooperation to friendship.

Research Method

This research is qualitative. As explained in the research background above, the researcher wanted to find out students' perspectives on how the implementation of the game "Clash of Champions" can improve students' understanding of English subjects at STIKes Bina Cipta Husada Purwokerto. A descriptive qualitative was conducted in this research. The subjects of this research were seven students of the Applied Medical Laboratory Technology Study Program using a purposive sampling technique. The researcher used an open-ended questionnaire and naturalistic observation as data collection. The aim of using a questionnaire was to obtain information from respondents or subjects about what they have experienced and known, then observation according to Creswell (2012), is one of process gathering data information by observing people's perspectives and confirming the truth and then conducting observation by the researcher. Furthermore, the data was analyzed using three steps: data reduction, data display, and conclusion drawing.

Results

This research used a questionnaire and observation as data collection. The questionnaire was given to students by using Google Forms with an open-ended question. The total questions are 10 and the students can write expressively what they have experienced in the class. All the questions are categorized into five indicators such as glad feelings, understanding, challenging, new experience, and solidarity. The results of the questionnaire can be seen as follows:

Table 1. The Results of the Questionnaire

Category	No.	Questions	Students Answer
Glad Feelings	1.	What is your feeling after doing the game?	Feeling so happy (student 1)
			Happy (student 2)
			Excited (student 3)
			Exhausted (student 4)
			Very happy and want to do the game again (student 5)
			Amazing (student 6)
			Just happy because I'm not the winner (student 7)
	2.	Are you satisfied with your results?	Yes (student 1)
			Not really (student 2)
			Yes (student 3)
			Yes (student 4)

			Of course, because I'm the winner (student 5)
			Yes!!! (student 6)
			Not at all (student 7)
Understanding	3.	How much do you understand the material after doing the game?	A lot (students 1)
			Almost all the material I can master (student 2)
			8/10 (student 3)
			I can understand all the material (student 4)
			All of the material (student 5)
			Like 9 (student 6)
			All of them (student 7)
	4.	Can you apply the material in daily use?	Yes, I can (student 1)
			Yes (student 2)
			Maybe yes (student 3)
			Maybe (student 4)
			Yes of course (student 5)
			Yes maybe (student 6)
			Maybe yes but not all (student 7)
Challenging	5.	What is your opinion about the game?	I think the game is good because we can enjoy the material in such a fun way (student 1)
			In my opinion, the game is very challenging because we should get the point in a limited time (student 2)
			The games are very exciting and challenging (student 3)
			I think the game can make us understand the material (student 4)
			In my opinion, the game is challenging as well as exciting because we can know the material through many challenges and test our memory and togetherness (student 5)

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	6.	In your opinion, are the challenges in this game enough?	The game is good (student 6)
			It is good (student 7)
			I think it is enough (student 1)
			Enough (student 2)
			I think it is more challenging if the lecturer adds more games (student 3)
			In my opinion, it is enough (student 4)
			It is already challenging enough (student 5)
			Enough (student 6)
			Enough (student 7)
New Experience	7.	Is this your first time playing this game?	Yes (student 1)
			Yes (student 2)
			Yes (student 3)
			Yes (student 4)
			Some yes, some no (student 5)
			Yes (student 6)
			Yes (student 7)
	8.	Do you want to rejoin the game?	Definitely! (student 1)
			Yes (student 2)
			Maybe no (student 3)
			Sure (student 4)
			Yes, for sure!! (student 5)
			Yes (student 6)
			Maybe yes (student 7)
Solidarity	9.	In your opinion, is the game a test of teamwork and solidarity?	Yes, because we have to be united and help each other with our group members (student 1)
			Yes, because we have to be together always to do the exercise (student 2)
			Yes (student 3)
			Of course (student 4)
			Because we have to be solid when we do the test and complete the challenges (student 5)
			Yes (student 6)
			Of course (student 7)
	10.	Has your group maintained its unity?	Not really (student 1)
			Yes (student 2)

			Yes, we are very solid (student 3)
			Not bad (student 4)
			Yes, we are very united (student 5)
			Not really (student 6)
			Yes, we tried our best (student 7)

From the table above, we can conclude that student 5 and her group are the winners of the game. On the other hand, student 7 is the one who loses this game. In the glad feelings category, almost all of the students were happy with the game but two students were not satisfied with the results. Then in the understanding category, all the students can understand the material and apply it in everyday life. Even though not all the materials can be applied. Furthermore, all the students agreed that this game is challenging because they have to master all the challenges in a very limited time. In the category of new experience, all the students said that the game "Clash of Champions" was something new for them but one student did not want to rejoin the game. Last but not least, in the solidarity category, all the students agreed that this game needs solidarity because they have to be united to complete all the challenges and become the winner.

The game "Clash of Champions" is divided into five challenges; pronouncing, guessing, drawing, puzzling, and writing. All of the games have their own rules as follows:

1. In the beginning, the students were divided into four groups and each of them had to pronounce some nouns well using *the TikTok* Effect namely Fruit Challenge, in which each student had to pronounce all the names of fruit correctly in a total of five words. Students who are finishing pronouncing for the first time will be the challenger.
2. Then, they moved to the next challenge namely guessing words. In this challenge, students who were unable to continue the previous game were asked to demonstrate an adjective and students who succeeded in continuing to the next challenge had to guess what adjective had been demonstrated. Six students who can guess all the words rapidly and correctly will be the next challenger.
3. In the drawing challenge, the lecturer divided them into two groups. Then, each group had to draw as many as verbs possible in five minutes using *the Pixton* application and another group guessed the picture correctly. The group that can guess all of the verbs correctly will continue to the next challenge.
4. Furthermore, in the puzzling game, the three students were given puzzled adverb pictures and then arranged all of them correctly in five minutes. Two students who can finish them rapidly and correctly will directly go to the next challenge.
5. The last challenge is writing. In this challenge, the runners were given some prepositions then they had to write a sentence using those prepositions in three minutes without using translator applications. One student who can write a good sentence without typos and grammatical errors will be the winner.

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From the observation conducted by the researcher, it can be seen that students enjoyed the game and every challenge. Before the game, the researcher gave the students material about parts of speech and the examples then began the game. They tried their best to do the game by planning some strategies to make them win the challenges. All students tried to create their strategies to become champions or win this game. The researcher also observed their persistence and togetherness in solving each problem they went through. All students feel challenged and try to defeat their opponents. Students who cannot continue the game feel disappointed and regretful, while students who can continue the game until the end feel very happy and proud. At the end of the game, the researcher makes sure students understand by asking them one more time about the definition of part of speech, the examples, and the uses. Almost all students already mastered the material well.

According to Rasti-Behbahani (2020), by implementing games to teach vocabulary, both students and teachers can make learning process significant and comprehensible. Furthermore, Dindar et al (2020) intended that using games only once to teach students make them more engage in learning, memorize new words as well as explain the new words. Moreover, Chen and Hsu (2021) agreed that games have effect on teaching vocabulary. Students can also more excited by using game in classroom and need to memorize the words they are learning immediately.

Conclusion

This research aimed to find out students' perspectives on how the implementation of the game "Clash of Champions" can improve students' understanding of the part of speech material in English subject. Based on the research that has been done by the researcher, students agreed that the game gave them new experiences, glad feelings, challenge, to understand the material well, and establish solidarity among themselves. The students also can master the material well proven by the existence of a question and answer session between researchers and students at the end of the learning activity about the material given and all students can understand and apply it in everyday life. This can also answer the questions from this research.

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