

GAMIFICATION IN THE ENGLISH CLASSROOM: AN ACTION RESEARCH TO DETERMINE ITS IMPACT ON STUDENTS' ENGAGEMENT

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Abstract

Gamification learning increases student engagement through interactive games. The research object is to determine whether the gamification gives an impact on students' engagement or not. The subject of study is the eleven-grade science 2, SMA Negeri 8 Malang. Further, the total of research subject is 31 students. The time of research was implemented during the last March-April 2023. The stage of action, observation, and reflection was applied in middle April 2023. The research was conducted by using Classroom Action Research that collaborated with the English teacher. Two cycles were applied because the first cycle did not reach the criteria of success, which is about the students are engaged and motivated, and approximately 75% of them participate in the teaching learning by attending class and raising their hand, joining games, completing games, and participating and being active in discussion. Based on the findings, ClassPoint that applied on Cycle II can engage more students because more than 75% students wanted to explore all the options because it was very challenging. Those platforms also do not required students to install or sign up. Due to the use of gamification, the students felt encourage and motivated due to the competition in winning the game.

Keywords: *Gamification; Students' Engagement; Learning Activity*

Abstrak

Pembelajaran gamifikasi meningkatkan keterlibatan siswa melalui permainan interaktif. Objek penelitian adalah untuk mengetahui apakah gamifikasi berdampak pada *engagement* siswa atau tidak. Subjek pembelajarannya adalah siswa kelas XI MIPA 2 SMA Negeri 8 Malang. Selanjutnya subjek penelitian berjumlah 31 siswa. Waktu penelitian dilaksanakan pada bulan Maret-April 2023. Tahap tindakan, observasi, dan refleksi dilaksanakan pada pertengahan April 2023. Penelitian dilakukan dengan menggunakan Penelitian Tindakan Kelas yang berkolaborasi dengan guru Bahasa Inggris. Dua siklus diterapkan karena siklus pertama tidak mencapai kriteria keberhasilan, yaitu siswa terlibat dan termotivasi, dan sekitar 75% dari mereka berpartisipasi dalam pembelajaran dengan menghadiri kelas dan mengangkat tangan, mengikuti permainan, menyelesaikan permainan, dan berpartisipasi dan aktif dalam diskusi. Berdasarkan temuan, ClassPoint yang diterapkan pada Siklus II dapat melibatkan lebih banyak siswa karena lebih dari 75% siswa ingin mengeksplorasi semua pilihan karena sangat menantang. Platform tersebut juga tidak mengharuskan siswa untuk menginstal atau mendaftar. Dengan adanya penggunaan gamifikasi, siswa merasa terdorong dan termotivasi karena persaingan dalam memenangkan permainan.

Kata kunci: Gamifikasi; Keterlibatan Siswa; Kegiatan Belajar

1. Introduction

The demographics of students in schools and universities are changing as society evolves and becomes more diverse. This shift is the result of a variety of factors, including immigration, changes in birth rates, and socioeconomic factors. For example, there is an increasing number of students in classrooms who come from diverse cultural, economic, and linguistic backgrounds. As a result, in order to keep up with these shifts, the way learning and teaching are delivered must change (Santiago & Cerna, 2020). The learning environment

must be engaging, which is an important consideration in this change. Engagement is a construct that includes behavior, emotion, and cognition (Fredricks, Blumenfeld, & Paris, 2005). Students are considered to be engaged if they pay attention in class, are interested in the material, and are willing to invest in their learning. There are several approaches to delivering learning in accordance with these constructs and thus making it more engaging, one of which is the use of educational games. Game-based Learning (GBL) develops when games are used to facilitate a learning activity (Prensky, 2001). The attractive feature of games lies in their ability to provide enjoyment, and as a result, incorporating these enjoyable experiences into educational settings is anticipated to enhance student involvement. Furthermore, students show a preference for games and simulations over traditional classroom activities. Currently, digital learning environments, which are responsible for facilitating learning activities, face challenges in sustaining student engagement. One of the causes for concern is the limited interactivity within these environments, as low levels of engagement have been associated with decreased academic performance (Trajkovik, Malinovski, Vasileva-Stojanovska, & Vasileva, 2018).

The concept of gamification refers to the process of incorporating game elements and principles into non-game contexts. One advantage of gamification is that it doesn't necessitate the use of a fully immersive 3D environment to be effective. Instead, only the essential elements that make games enjoyable are required. Additionally, gamified learning activities can be intentionally designed with a focus on learning from the beginning, allowing for a more optimal balance between learning and enjoyment compared to solely entertainment or serious games. Although there have been studies on the use of gamification in learning environments, there is limited empirical research on the factors that contribute to students accepting a gamified learning activity. Identifying these factors will assist instructors in making evidence-based decisions in the design of both physical and digital learning environments, increasing the likelihood of successful gamification use (Iverson, 2019). Besides, gamification is an instructional technique that facilitates learning, encourages motivation, increases engagement and participation, improves lesson interactivity, and stimulates learning, resulting in the expansion of learners' knowledge (Lopez & Tucker, 2019; Orhan Göksün & Gürsoy, 2019; Zainuddin & Perera, 2019). It is a relatively new term that refers to game elements used in situations that do not typically include them, such as learning, to create more positive learning experiences (Baptista & Oliveira, 2019).

Educators and educational experts strongly believe that incorporating games into instructional activities can enhance students' intrinsic motivation and engagement across all education levels (Clark et al., 2011; Jurgelaitis et al., 2019; Kuo & Chuang, 2016). Numerous studies have identified gamification as an enjoyable, engaging, and effective approach to teaching English language skills (Munday, 2016; Nahmod, 2017; Perry, 2015). The COVID-19 pandemic and the resulting shift to remote learning have contributed to the recent surge in popularity of online gamification. Consequently, gamification for English learning at various education levels is gaining traction alongside online-based English learning. For instance, game-based English learning has proven to be effective in increasing motivation and engagement among university students (Chen & Hsu, 2020). Additionally, the motivation of young learners to pronounce English words can be significantly influenced by the use of holographic applications and gamification in English learning (Cerezo et al., 2019).

Furthermore, another researcher discovered that the implementation of a gamified learning approach in an English learning activity yielded positive outcomes in terms of college students' participation, grades, interest, and attitudes towards English learning. By introducing gamification, a playful atmosphere is created, fostering engagement in English learning. This technique promotes an enjoyable English classroom, aligning with the principles of ludic pedagogy, which emphasizes the importance of fun, playfulness, and excitement in English learning activities while maintaining academic and pedagogical rigor (Calleja, 2011). In essence, this learning activity encourages active involvement within the context of English learning.

The incorporation of gamification into learning transforms ordinary tasks into game-like experiences and restructures work processes by integrating game elements to enhance enjoyment (Wood & Reinners, 2015). The user, or in this case, the student, is the focus of gamification. In other words, gamification's mechanism assists in ensuring the Z generation of students, which they were born in 2006s, develops a sense of enjoy. Based on the observation, the researcher discovered that students had a tendency to focus on themselves. They could not be separated from their phone because they opened some platforms that not related to learning activities. Besides, some students were also found having napping on their seat because the English class is started around 1 P.M.. According to the researcher's observations, teachers have not used any gamification learning, which causes students to be less motivated and engaged in English learning.

Based on the findings, the researcher believes that gamification learning is the most appropriate method for increasing student engagement. Aside from being an innovation in the teaching and learning process, this method is also beneficial for students who complain about being bored and sleepy. The gamification learning method includes a variety of games. The researcher will use three types of games in this study: Educaplay and ClassPoint. These games enable teachers to create multiple-choice questions for students to answer on their own devices. The platforms are interactive and rely heavily on user-generated content (such as multiple-choice questions and trivia) to create the games (Firdaus, 2021). The researcher chose this game to increase students' engagement in English learning. Therefore, the objective of study is to determine the impact gamification towards students' engagement.

2. Research Method

2.1 Research Design

The researcher focuses on CAR in this study, and the goal is to determine the use of gamification, which is the process of incorporating game elements and thinking into traditionally non-game contexts (Deterding et al., 2011; Kapp, 2012; Zichermann & Cunningham, 2011). Classroom Action Research is exploratory study that involves taking specific actions aimed at improving professional learning practices in the classroom and plays an important role in scientific research because it determines the quality of research results. As a result, Classroom Action Research is expected to assist teachers in identifying students' strengths and weaknesses during the lesson and to improve student engagement in English class. Besides, the research is conducted collaboratively with the English teacher. As conducted in pairs by researchers and teachers, action research is stated as ideal research because efforts are being attempted to reduce observer subjectivity and the quality of the accuracy performed.

The Kemmis and Taggart research model was used in the classroom action research (Arikunto, 2015). Each CAR cycles goes through four stages: planning, implementation, observation, and action reflection. At least two consecutive cycles of action are required for action research. The design for classroom action research is described on the following figure.

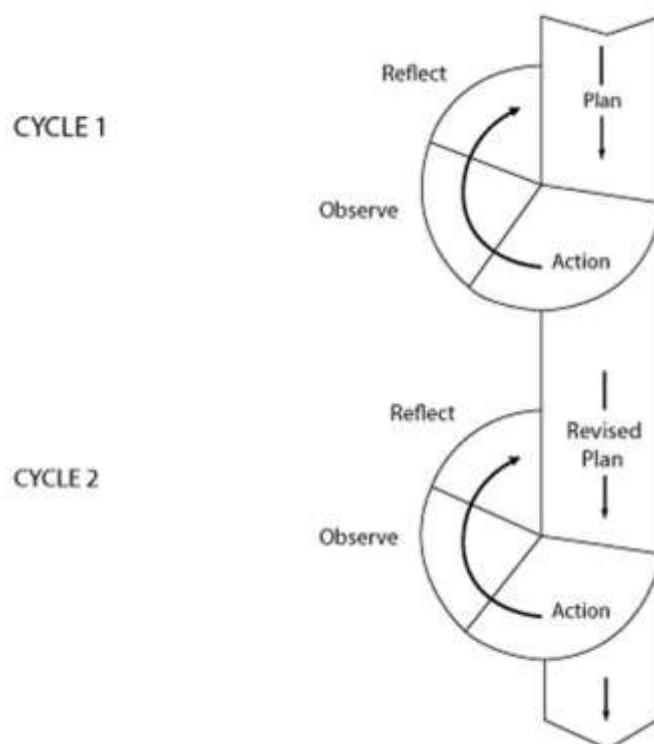


Figure 1. Classroom Action Research Cycle (Kemmis and McTaggart's, 1990)

Meanwhile, criteria of success are metrics used to assess the success of an activity or program. The success criteria in this study are that students are engaged in the teaching and learning process. The students are engaged and motivated, and approximately 75% of them participate in the teaching learning by attending class and raising their hand, joining games, completing games, and participating and being active in discussion.

2.2 Research Problem

According to the background of study, the research problem can be formulated, “how does the gamification determine the impact gamification towards students’ engagement?”

2.3 Research Objective

Based on the research problem that formulated, the objective of study is to determine the impact gamification towards students’ engagement, especially in English subject with song as the topic.

2.4 Research Subject

The research was conducted in eleven grade science 2, SMA Negeri 8 Malang. Further, the total of research subject is 31 students. The time of research was implemented

during the last March-April 2023. The stage of action, observation, and reflection was applied in middle April 2023.

2.5 Research Procedures

The study was conducted in two cycles, with one session per cycle. However, if the results did not meet the predetermined success criteria, the study would continue to the next phase. The research would be considered complete when the results align with the predetermined success criteria. Each cycle is divided into four stages: action planning, action implementation, observation and interpretation, and analysis and reflection. Besides, the activities in cycle II were developed with the findings of the previous cycle's reflection on the implementation of learning. Problems that occur during the first cycle are determined by alternative solutions and improved planning in the expectation that these issues will not reoccur in the following cycle.

Meanwhile, a survey, an observation sheet, tests, and class observations (field notes) were used to collect data. Following the learning activity, the 32 students were given a survey. The survey was adapted from an Andharini Cayahni gamification study, and it was designed to measure and compare participants' levels of motivation and engagement in gamification activities and game-based learning activities presented during the course. Motivation and engagement were the focus of class observations. The test was used to assess a student's ability to comprehend song lyrics by having them respond to a series of questions or statements. Furthermore, the field notes are applied to describe the classroom atmosphere when the action was conducted. All learning activities in the class had recorded in the field notes. The event could involve interaction between students and teachers as well as among students.

3. Findings and Discussion

In SMA Negeri 8 Malang, there is a class consisting of 31 students, including the eleventh-grade science 2 student. This class has a two-hour English class every week, specifically scheduled on Tuesdays from 12.10 to 13.45 p.m. During the learning process, the students engage in activities such as listening to the teacher's explanations, taking notes, and completing exercises and material provided by the teacher. These activities serve as their main learning resources. Moreover, the following findings are based on the steps implemented in each cycle:

3.1 Findings

A. Description of Research

The eleventh-grade science 2 is one of 31 students in a class at SMA Negeri 8 Malang. Every week, the class acquires two hours of English class, which is scheduled on Tuesdays from 12.10-13.45 p.m. Students listen to and take notes on the subject matter delivered by the teacher and work on exercises and material links provided by the teacher as their primary source of learning during the learning process. Furthermore, findings based on steps for each cycle are as follows:

1. Cycle I

a. Action Planning

Planning undertaken in classroom action research includes:

- 1) Developing lesson plan for basic competencies Song Lyrics using Gamification learning method.
- 2) Collecting the previous score before using gamification.
- 3) Developing the gamification activity to be applied and adapted to 11 design characteristics based on Moncada (2014: 12). Gamification on cycle I using Educaplay. The platform that allows the preparation of activities based on different games such as Froggy Jumps, crossword puzzle, quiz, and others mentioned as Educaplay. In this platform, students received points for each activity completed, which were displayed on an activity leaderboard or on the group. It was good to develop the desire reaching the next level. Sound, graphic effects, and points provided frequent feedback Students could increase their leaderboard points. They usually wanted to outperform their peers. As teacher could impose rules on their own activities, such as limiting the time and number of attempts, and providing some pointers. Students, like in all games, were afraid of losing, which motivated them to score the most points. The presence of a countdown in all activities, as well as sound effects that alert to errors, helped to focus the student (Araújo & Carvalho, 2022).
- 4) Formulating the plan of survey, observation sheets, and field notes.
- 5) Creating student worksheets.
- 6) Establishing indicators of achievement.

b. Implementation of Action

The process of action was the implementation of the planning that had been previously prepared. The researcher implemented the action of learning using gamification learning method guided by lesson plan. This application was tailored to the field situation. At the end of implementation, post-test was given to students to determine their engagement.

c. Observation of Action

The process was conducted simultaneously with the implementation of the action by observing and recording the activities of gamification learning methods on English lessons. Researcher identified the advantages and disadvantages in the implementation of these methods, so that obtained the necessary data such as changes in the students' ability. During the learning, the researcher was required to observe seven indicators. The student response observation sheet was applied as the instrument. Here was Table 1 that shows the students' reactions to the learning method used in Cycle I.

Table 1. Students' Response to Cycle Learning Method I

| Indicator | % |
|--|----------|
| 1) Students should pay close attention to the following learning activities. | 67.74% |
| 2) Each student learned materials assigned to both groups and individuals. | 77.42% |
| 3) Every student was able to communicate effectively. | 64.52% |
| 4) Every student assisted each other's groups. | 61.29% |
| 5) Students were engaged in the learning process. | 70.97% |
| 6) Students were enthusiastic about the learning process. | 74.19% |
| 7) Students complete all of the challenges | 90.32% |

The results showed that the seven indicators appeared when learning occurred, with an average score of 72.35%, indicating that the gamification learning method could improve student response. Every challenge set by the teacher was met by students in an even distribution of roles within the group. This method outperformed the methods commonly used by teachers, which is teacher-centered method, and supports prior research on the benefits and characteristics of gamification in the Moncada and Moncada study that consists of—1) Including educational objectives and clear learning outcomes; 2) Identifying necessary skills for the activity; 3) Providing a challenge and a sense of mastery through winning; 4) Creating a risk-free environment for failure; 5) Making use of pleasing color schemes; 6) Using a clutter-free layout; 7) Including clear and concise instructions; 8) Having simple, easy-to-understand game rules; 9) Giving participants relevant feedback or rewards; 10) Including accurate and relevant content 11) Increasing participation through interactivity (Moncada & Moncada, 2014).

d. Reflection Action

The reflection action involved analyzing the data collected in the previous stages to draw conclusions regarding the success or shortcomings of the implemented actions. In addition, the score that resulted from Educaplay and list students that on leaderboard are also proceed to see the improvement of students' engagement. Based on the finding, the average students' score on Educaplay is 49.35%. It showed that since 31 students had not yet achieved the minimum score, the learning results in cycle I of English competence had not reached the optimal result. This was due to the students' unfamiliarity with the gamification learning method, which solved the challenge of the problem of reasoning, in which students were unable to set the time to do quickly and precisely. Besides, the students felt miserable when playing the frog in Educaplay. Also 72.35% of students did raising their hand, joining games, completing games, and participating and being active in

discussion. In nutshell, the teacher and researcher agreed on the second action, which would be the re-presentation of the song topic and multiple exercises involving the use of gamification mechanisms, also encourage the students to be more active in asking the teacher and friends. The teacher gave an opportunity to students for stating their opinion and assisted them by completing their opinion.

2. Cycle II

Based on the reflection results of cycle I, an improvement in cycle II was required because the results of the first cycle action did not meet the success indicator of 75%. Cycle II consists of the following activities:

a. Action Planning

Planning began by creating a lesson plan about Song Lyrics using gamification learning method that have been adapted to first cycle reflections. Gamification would apply ClassPoint. As the online platform, ClassPoint enables instructors to quickly integrate interactive quizzes into their existing Microsoft PowerPoint slides and deliver these questions without having to switch to another application during the course of a lesson. The types of activities that applied are multiple choice and short answer. Students were given a star if they got the right answer. Students can join the ClassPoint by inserting the code that appeared on the slide, so they are not required to install the ClassPoint application.

b. Implementation of Action

Action is implemented in accordance with the plan outlined in the lesson plan. This implementation could be personalized to the current field conditions. The students were given a posttest at the end of the action to determine their engagement. After re-presenting the topic, ClassPoint was applied, and the students cannot go to the next slide because it is operated by the teacher.

c. Observation of Action

This stage was completed while learning was taking place. During the observation stage, everything that occurs during the action is observed and recorded.

Table 2. Students' Response to Cycle Learning Method II

| Indicator | % |
|--|--------|
| 1) Students should pay close attention to the following learning activities. | 100% |
| 2) Each student learned materials assigned to both groups and individuals. | 93.55% |
| 3) Every student was able to communicate effectively. | 100% |
| 4) Every student assisted each other's groups. | 90.32% |
| 5) Students were engaged in the learning process. | 90.32% |

| | |
|---|--------|
| 6) Students were enthusiastic about the learning process. | 93.55% |
| 7) Students complete all of the challenges | 93.55% |

When the learning occurred in cycle II, indicators continued to appear, with an increase in seven indicators. When compared to cycle I, the average response in cycle II increased to 94.47%. This demonstrated that students were able to adhere to the learning gamification method effectively. Furthermore, the students filled the survey after learning activity by using gamification, ClassPoint. Aside from distributing questionnaires, observations were made on the ongoing learning process, specifically how students behave while learning. Based on how students pay attention to the teacher's explanation, whether they read the subject, how active students are in asking the teacher or friends for help in the learning process, whether students take notes on the subject, how students behave when discussing problems with group members, and how students behave when taking quizzes, which consists of multiple choices and fill in the blank.

d. Reflection

This stage requires to determine whether there was an improvement in English class with Song Lyrics before the research cycle I to cycle II. Cycle II implementation results revealed an increase in student cognitive learning results, with some improvement over cycle I, which the average score is 82.66. It means that the gamification can give an impact towards the students' engagement and reach the criteria of success. In addition, the students showed their engagement by joining the ClassPoint on time, raising their hand, being active, and discussing with their friend if they found a difficult question. Furthermore, 93.55% of students can complete the ClassPoint's challenges and some of them cannot finish due to the Internet connection.

Improvement plans developed in cycle I can be properly implemented in cycle II. Following evaluations with English subject teachers, it is possible to determine that student engagement is improving, as evidenced by an increase in engagement scores in learning English with song topics from cycle I to cycle II. As a result, the overall success of the improvement efforts was declared. Cycle II concludes the Gamification with ClassPoint application with the topic Song.

B. Data Analysis

1. Enjoyment

Gamification has a significant impact on the application's enjoyment. Additionally, having fun with the application can lead to better learning. As a result, it was critical to learn how the students enjoyed the gamified learning activity. In terms of enjoyment, 45.2% agreed and 38.7% strongly agreed (a total of 83.9%) that they had fun while studying in this gamification learning scenario. In this gamification learning scenario, 35.5% disagreed and 16.1% strongly disagreed (for a total of 51.6%). While the participants' feelings of enjoyment while studying in this gamification learning scenario are ambiguous, it appears that the majority felt some degree of enjoyment, while a small number did not particularly enjoy the

activity. In conclusion, there is an improvement of enjoyment after implementing the gamification.

Tabel 3. The Result of Questionnaire of Enjoyment

| No | Question | Indicator | | | | | | | | | |
|----|---|-------------------|-------|----------|-------|---------|-------|-------|-------|----------------|-------|
| | | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
| | Enjoyment | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| 1 | I feel genuinely fun (<i>Saya merasa benar-benar senang</i>) | 30% | 0 | 20% | 3.2% | 50% | 12.9% | 0% | 45.2% | 0 | 38.7% |
| 2 | I feel happy when playing the game (<i>Saya merasa bahagia ketika bermain game</i>) | 15% | 3.2% | 25% | 0 | 55% | 6.5% | 5% | 38.7% | 0 | 51.6% |
| 3 | I feel that it is great for killing time productively (<i>Saya merasa sangat baik untuk menghabiskan waktu secara produktif</i>). | 28.2% | 0 | 30% | 3.2% | 35% | 29% | 3% | 35.5% | 3% | 32.2% |
| 4 | I feel exhausted when playing it (<i>Saya merasa lelah saat memainkannya</i>). | 60% | 16.1% | 20% | 35.5% | 10% | 41.9% | 8% | 3.2% | 2% | 3.2% |
| 5 | I feel miserable when playing it (<i>Saya merasa payah saat memainkannya</i>). | 57.3% | 19.4% | 37.3% | 38.7% | 45% | 29% | 16% | 6.5% | 10% | 6.5% |

2. Engagement

The application can engage the student in the learning material, which is a significant effect of gamification. The students were not only learning what their schools had to offer, but they were also attempting to understand and internalize the material (Cahyani, 2016). According to Cycle II, when asked if the students felt

challenged in this gamified learning activity, the majority of participants (93.6%) said they were engaged enough to explore all of the options, while only 3.2% said they were bored. It was different in Cycle I, where 85% of students felt that time was moving slowly. More than half of the participants (86.6%) desired to complete this gamified learning activity, and slightly less than half (77.4%) felt that time flew by during the gamification. Only 29.1% said they didn't care how the gamification ended, while 26% said they couldn't finish the Educaplay in Cycle I. here is the explanation:

Tabel 4. The result of Questionnaire of Engagement

| No | Question | Indicator | | | | | | | | | |
|----|---|-------------------|-------|----------|-------|---------|-------|-------|-------|----------------|-------|
| | | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
| | Engagement | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| 6 | I wanted to explore all the options because it was very challenging (<i>Saya ingin menjelajahi semua opsi karena sangat menantang</i>). | 30% | 0 | 50% | 6.5% | 20% | 32.3% | 0% | 32.3% | 0 | 29% |
| 7 | I felt that time passed quickly (<i>Saya merasa waktu berlalu dengan cepat</i>). | 25% | 3.2% | 15% | 3.2% | 45% | 16.1% | 15% | 48.4% | 0 | 29% |
| 8 | I wanted to complete the game (<i>Saya ingin menyelesaikan permainan</i>). | 28.2% | 0 | 30% | 3.2% | 35% | 9.7% | 3% | 54.8% | 3% | 32.3% |
| 9 | I did not care how the game ended (<i>Saya tidak peduli bagaimana permainan berakhir</i>). | 50% | 19.4% | 30% | 12.9% | 5% | 38.7% | 13% | 19.4% | 2% | 9.7% |
| 10 | I feel bored when playing it | 37.3% | 25.8% | 57.3% | 35.5% | 45% | 25.8% | 16% | 9.7% | 10% | 3.2% |

| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|
| (Saya merasa bosan ketika memainkannya). | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|

3. Motivation

Students' motivation is crucial in conceptual change processes involving affective components, critical thinking, learning strategies, and learning achievement. Students are intrinsically motivated once they have determined their achievement goal. As a result, the students intend to do something to satisfy their innate desire to improve their own performance (Cahyani, 2016). It means that gamified learning interventions can boost student motivation during the learning process. Table-4 contains engagement-related statements. This study also looked into whether gamified learning scenarios could boost students' motivation. Overall, the responses were positive: 80.7% of participants thought it was important for them to do well on this task, while in Cycle I the 50% students disagreed with that statement. Besides, 96.7% students thought it was interesting in Cycle II, despite by using the Educaplay, 3% students thought that was interesting game. When asked if they worked very hard to do well at this activity, 6.4% disagreed and 74.2 strongly disagreed.

Tabel 5. The result of Questionnaire of Motivation

| No | Question | Indicator | | | | | | | | | |
|----|--|-------------------|------|----------|------|---------|-------|-------|-------|----------------|-------|
| | | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
| | Engagement | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| 11 | It was important to me to do well at this task (<i>Penting bagi saya untuk mengerjakan tugas ini dengan baik</i>). | 30% | 0 | 20% | 3.2% | 50% | 16.1% | 0% | 48.4% | 0 | 32.3% |
| 12 | I would describe this activity as very interesting (<i>Saya akan mendeskripsikan kegiatan ini sangat menarik</i>). | 2% | 3.2% | 25% | 0 | 41% | 29% | 3% | 41.9% | 0 | 25.8% |
| 13 | I tried very hard on this activity | 28.2% | 3.2% | 30% | 3.2% | 35% | 19.4% | 3% | 45.2% | 3% | 29% |

| | | | | | | | | | | | | |
|----|--|-------|-------|-------|-------|-----|-------|-----|------|------|------|--|
| | <i>(Saya berusaha sangat keras dalam kegiatan ini).</i> | | | | | | | | | | | |
| 14 | I didn't try very hard to do well at this activity <i>(Saya tidak berusaha keras untuk melakukannya dengan baik pada kegiatan ini).</i> | 43% | 25.8% | 20% | 41.9% | 10% | 16.1% | 27% | 6.5% | 5.7% | 9.7% | |
| 15 | I didn't put much energy into this <i>(Saya tidak menggunakan banyak energi untuk ini).</i> | 10,3% | 9.7% | 50,6% | 35.5% | 25% | 35.5% | 12% | 9.7% | 2% | 9.7% | |

3.2 Discussion

Gamification refers to the use of game design elements such as point systems, leaderboards, and challenges to engage and motivate learners. One of the key benefits of gamification is that it makes learning more enjoyable and engaging. By incorporating elements of fun and play into learning activities, learners become more motivated and invested in their learning, leading to improved outcomes. Research has shown that gamification can be an effective way of promoting engagement and enjoyment in learning activities. A study found that gamification enhanced student engagement and enjoyment of a marketing course. Besides another study, gamification increased student motivation and perceived learning outcomes in a university-level course on weather and climate (Lampropoulos, Keramopoulos, Diamantaras, & Evangelidis, 2022). By prioritizing enjoyment in learning activities through gamification, educators can make learning a more pleasurable and less stressful experience for students. This can lead to greater long-term motivation, improved retention, and better learning outcomes.

There is significant research support for the use of gamification in promoting student motivation and engagement. Gamification using online games can impact students' motivation to learn English in several ways. For example by using ClassPoint and Educaplay, the students are motivated to win because they can see the rank of other students. Furthermore, they want to do competition and engage in learning because the two platforms have simple and easy-to-understand game rules. Using the online platform also make students enjoy and feel engage because giving participants relevant feedback or rewards, and both games include accurate and relevant content and participation through interactivity (Moncada & Moncada, 2014). The

students can enjoy both games by inserting the code that given by the teacher and be not required to sign up.

Additionally, the previous condition discovered that the students were bored due to the learning activity that did not use the game, but after using the game, the students appeared to enjoy and be more engaged. As a result, here are some reasons why gamification can have an impact on student engagement. First, gamification can provide an engaging and interactive learning experience, making learning English more enjoyable and fun. Online games can increase students' enjoyment and satisfaction with English learning activities, leading to improved motivation (Chen & Yao, 2021). Second, gamification can foster a sense of competition among students, resulting in increased motivation to perform well and earn rewards. The reason is competition and rewards in online games can stimulate students' intrinsic motivation to learn English (Balaji & Chakraborty, 2021). Third, gamification can provide immediate feedback and reinforcement, helping students to monitor their progress and celebrate their successes. Meanwhile, feedback and reinforcement in online games can enhance students' motivation and engagement in English learning activities (Liu, Kuo, & Chao, 2021). Fourth, gamification can enhance students' problem-solving and critical thinking skills, which can lead to increased confidence and motivation to learn English. Besides, online games can develop students' cognitive skills and motivate them to learn English (Mallick, Halder, & Maiti, 2021).

Overall, the use of gamification using online games can have a positive impact on students' engagement in English course. Gamification promotes a fun and interactive learning process, competition and rewards stimulate intrinsic motivation, immediate feedback and reinforcement enhance engagement, and problem-solving skills increase confidence and motivation to learn. The use of ClassPoint and Educaplay Application Assisted Learning Gamification in the delivery of material as well as the provision of multiple-choice quizzes means that implementing the ClassPoint and Educaplay Application Assisted Learning Gamification can provide a learning environment that is comfortable, vibrant, and more stimulates a healthy sense of rivalry among students than the use of lecture and question and answer methods. The increase in scores on each indicator, as well as the comparison of student engagement scores, attest to this.

4. Conclusion

Gamification is the use of game design elements such as point systems, leaderboards, and challenges to engage and motivate learners. Research has shown that gamification can be an effective way of promoting engagement and enjoyment in learning activities. A study found that gamification enhanced student engagement and enjoyment of a marketing course, while another study found that gamification increased student motivation and perceived learning outcomes in a university-level course on weather and climate. Gamification using online games can impact students' motivation to learn English in several ways, such as motivating them to win because they can see the rank of other students and engage in learning because the two platforms have simple and easy-to-understand game rules. Gamification can have an impact on student engagement by providing an engaging and interactive learning experience, fostering a sense of competition among students, providing immediate feedback and reinforcement, and enhancing students' problem-solving and critical thinking skills. Gamification using online games can have a positive impact on students' engagement in English course. It promotes a fun and interactive learning process, competition and rewards

stimulate intrinsic motivation, immediate feedback and reinforcement enhance engagement, and problem-solving skills increase confidence and motivation. The use of ClassPoint and Educaplay Application Assisted Learning Gamification in the delivery of material as well as the provision of multiple-choice quizzes can provide a learning environment that is comfortable, vibrant, and more stimulates a healthy sense of rivalry than the use of teacher and question and answer methods.

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