

Using Gamification in the English Classroom: Impact on Motivation and Learning Outcomes

Adrefiza¹

¹Universitas Jambi Indonesia
Corresponding Email Author; adrefiza@unja.ac.id

Received: 18/07/2022

Revised: 20/09/2022

Accepted: 29/12/2022

Abstract: *This study aims to explore the use of gamification in English classes and analyze its impact on student's motivation and learning outcomes. The research method used in this article is qualitative with a library research approach by analyzing data sources from various literatures. Data collection through scientific journals, books, research reports, and other related documents relevant to this research topic. Data analysis by juxtaposing theories and previous research findings. The study results show that gamification benefits students' academic performance in English classes and dramatically increases their motivation and enthusiasm for learning so that the learning outcomes are satisfactory. This research provides a new contribution to understanding how gamification can be applied in an educational context and valuable recommendations for educators and decision-makers to improve the quality of teaching English in educational environments.*

Keywords: *Gamification, English class, Student participation, Learning Motivation, Academic achievement.*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengeksplorasi penggunaan gamifikasi di kelas bahasa Inggris dan menganalisis dampaknya terhadap motivasi dan hasil belajar siswa. Metode penelitian yang digunakan dalam artikel ini adalah kualitatif dengan pendekatan library research, dengan mengambil analisis sumber data dari berbagai literatur. Pengambilan data melalui jurnal ilmiah, buku, laporan penelitian, dan dokumen terkait lainnya yang relevan dengan topik penelitian ini. Analisis data dengan menyandingkan teori dan temuan penelitian sebelumnya. Hasil penelitian menunjukkan bahwa gamification memiliki efek menguntungkan pada kinerja akademik siswa dalam kelas bahasa Inggris dan secara dramatis meningkatkan motivasi dan antusiasme mereka untuk belajar sehingga hasil belajarnya memuaskan. Penelitian ini memberikan kontribusi baru dalam pemahaman tentang bagaimana gamifikasi dapat diterapkan dalam konteks pendidikan, serta memberikan rekomendasi yang berharga bagi para pendidik dan pengambil keputusan untuk meningkatkan mutu pengajaran bahasa Inggris di lingkungan pendidikan.*

Kata Kunci: *Gamifikasi, Kelas Bahasa Inggris, Partisipasi Siswa, Motivasi Belajar, Prestasi Akademik*

INTRODUCTION

Education is a very important aspect in the formation of quality human resources. One of the subjects that has an important role in education is English. Mastery of English significantly impacts facing global challenges and opening up employment opportunities in this modern era (Rini, 2023), (Bogers et al., 2020). Therefore, increasing motivation and learning outcomes in English classes is a top priority for educators. In this technological and digital era, many innovative approaches, including gamification, can be applied to the learning process (Signori et al., 2018); (Almeida & Simoes, 2019). Gamification is the application of game elements in non-game contexts, such as classrooms, to increase student engagement, motivation, and learning outcomes (Wang & Dostál, 2018); (Legaki et al., 2020). In teaching English, gamification can be an interesting method for strengthening learning and motivating

students.

At the location of this research, there is academic anxiety in learning English, including limited student motivation, difficulty keeping students' attention, limitations in developing English speaking skills, and low student involvement in the learning process (Mufid et al., 2022); (Amoah & Yeboah, 2021). Contributing factors include the incompatibility of teaching methods with students' learning styles, lack of active involvement in learning, and lack of interaction in English outside the classroom (Derakhshan et al., 2021); (Winger et al., 2019). The impacts include decreased interest in learning, low learning achievement, lack of communication skills, and lack of student participation in learning (Wahyuni et al., 2021); (Esra & Sevilen, 2021). Therefore, the authors intend to conduct further research focusing on the research variable "Gamification in the English Classroom" to address this problem and measure the effectiveness of gamification in improving the quality of learning English.

This study aims to explore the use of gamification in English classes and analyze its impact on student's motivation and learning outcomes. Previous research has shown that gamification can increase student engagement and provide a fun learning experience (Hanafiah & Teh, 2019); (Krisnawati et al., 2022). However, further studies are still needed to understand how gamification can be integrated into learning English effectively. Previous research related to this theme, namely (1) *Enhancing English Language Learning Through Gamification: A Case Study of Middle School Students* (Wulantari et al., 2023). This study explores the application of gamification, especially to middle school students learning English. This study provides insight into gamification's effectiveness in younger age groups who may have different learning needs and preferences. (2) *"Gamification and Learning - A Review of Issues and Research"* (Alomari et al., 2019). This research summarizes various issues and research related to gamification in learning. Although not experimental research, this work provides an in-depth understanding of the challenges and opportunities in implementing gamification in English classes. (3) *"Engaging English Language Learners Through Gamified Activities: A Comparative Study"* (Mee et al., 2021). This study compared conventional teaching and teaching involving gamification-based play activities. The novelty is this comparative approach, which helps identify the impact of gamification on student motivation and learning outcomes. (4) *"Motivating Language Learners Through Gamification: The Role of Rewards and Intrinsic Motivation"* (Aguilos et al., 2022). This research specifically explores the role of reward and intrinsic motivation in applying gamification. The novelty focuses on motivational elements that contribute to gamification's success in learning

English. (5) "Enhancing Oral Proficiency in English as a Foreign Language through Gamification" (Díaz & Zajia, 2020). This research focuses on developing English-speaking skills through gamification. Its uniqueness lies in its specific approach to improving oral communication skills in English through gamification elements.

In further exploration, this study will discuss the concept of gamification, relevant motivational theories, and case studies conducted on the application of gamification in the context of English classes. An in-depth analysis of various sources and research will provide a better understanding of the potential and benefits of gamification in improving English learning.

Hopefully, this research can provide valuable insights for educators, education policymakers, and researchers interested in digging deeper into applying innovative and effective learning methods. In addition, it is also expected to provide practical recommendations on how gamification can be properly applied in the English classroom environment to increase student motivation and learning outcomes.

METHODS

The research method used in this article is qualitative with a library research approach by analyzing data sources from various literatures (Tomaszewski et al., 2020). Data collection through scientific journals, books, research reports, and other related documents relevant to this research topic. Data analysis juxtaposes theories and previous research findings (Belderbos et al., 2020). The library research method used in this article with the title, "Using Gamification in the English Classroom: Impact on Motivation and Learning Outcomes" is a research approach that relies on an analysis of sources of information from various literature, scientific journals, books, research reports, and related documents. Others that are relevant to the topic of this research. Researchers will conduct searches in various academic databases and search engines such as Google Scholar, ProQuest, JSTOR, and PubMed using keywords such as "gamification," "English class," "motivation," and "learning outcomes." After the relevant information sources have been collected, the researcher will select sources with quality and relevance criteria. The selected sources must have been peer-reviewed or come from trusted sources. After the information sources have been selected, the researcher will conduct an in-depth analysis of each source to identify important findings regarding the use of gamification in English classes, its impact on student's motivation, and their learning outcomes. Relevant data and information from these sources will be carefully collected and documented to support the findings in the article.

Discussion of the research findings will relate the analysis results from information sources to the research objectives, and the implications of using gamification in English classes on student motivation and learning outcomes will be comprehensively discussed. The researcher will conclude the article by summarizing the main findings of this study and highlighting the importance of using gamification in English classes to increase students' motivation and learning outcomes. The references used in this study will be listed in full at the end of the article according to the appropriate citation format, such as APA or MLA. Using the Library Research research method, this article can provide a valuable scientific contribution to further understanding the use of gamification in English classes and its impact on student motivation and learning outcomes.

RESULT AND DISCUSSION

Result

Gamification is a learning approach or method that utilizes game elements in a non-game context, such as education, business, or other activities (Marisa et al., 2020). The main goal of gamification is to increase people's motivation, engagement, and participation in a particular activity or process.

Game elements often used in gamification include awarding points, levels, challenges, missions, rewards, competition, collaboration, leaderboards, and instant feedback (Saleem et al., 2022). The integration of these elements aims to create a fun, interactive, and competitive experience, thus encouraging people to participate more actively and motivating them to achieve the set goals (Nair, 2022).

The use of gamification in the English classroom can be done in a variety of ways, including:

1. **Giving Points or Scores for Completing English Tasks or Exercises**

Implementing gamification in English classes can start by giving points or scores to students every time they complete an English assignment or exercise well. These points can be awarded based on the task's difficulty or the student's progress level. For example, tasks more challenging or completed with high accuracy will award more points than easier tasks. Students will feel motivated to continue participating in learning activities and improve their performance by earning points and seeing their accumulated scores.

2. **Division of Students into Tiers Based on Their Learning Progress**

In the gamification approach, students can be grouped into tiers or levels based on their

learning progress in English. For example, students with significant progress in English speaking or writing skills can move up to higher tiers. These levels can be named or numbered so students feel proud of their achievements and are motivated to reach even higher levels.

3. **Awarding or Rewarding Students Who Achieve Certain Achievements in English**
Gamification also involves giving awards or prizes to students who achieve certain achievements in English learning. These rewards can be in the form of praise, recognition, or physical gifts, such as English books, stickers, or certificates of success. The rewards can be given through competitions or specific challenges so students feel more motivated to try harder and achieve the learning goals.

4. **Presenting Learning Materials in an Interesting Game Style**
One of the effective ways to implement gamification in English classes is to present learning materials in an interesting game style. For example, teachers can use board games, quiz games, or fun game-based learning apps to teach vocabulary, grammar, or speaking skills. This interactive and engaging learning style will make students more enthusiastic and involved in their learning process.

By applying the above points, gamification in English classes can create a more fun, interactive learning environment and motivate students to actively participate in improving their English skills.

Discussion

Increased Enthusiasm

The application of gamification in English language learning significantly impacts increasing students' enthusiasm for the learning process. Students feel more engaged and motivated to actively participate in learning activities in a learning environment that uses game elements, such as awarding points, levels, and prizes. The sensation of challenge and fun provided by gamification makes students more eager to complete tasks and achieve learning objectives (Kaya & Ercag, 2023).

This high sense of enthusiasm also impacts increasing students' attendance in class and participation in discussions or group activities (Hews et al., 2022). Students who feel excited and interested in learning are more likely to come to class with a positive spirit and eager to learn.

The implementation of gamification in English learning can have a positive impact on increasing students' enthusiasm for learning. Here is a more detailed explanation of this impact (Bai et al., 2020):

1. Fun Learning Experience

Using game elements such as points, rewards, levels, and challenges makes English learning more interesting and fun for students. They feel like playing a game, not just learning dry language tasks. This makes the learning process more enjoyable and reduces the feeling of tedium towards learning.

2. Intrinsic Motivation

Gamification stimulates students' intrinsic motivation, the drive to learn that comes from within themselves. By having fun and being excited about the learning process, students tend to be more motivated to take on challenges, overcome obstacles, and achieve their learning goals.

3. Achievement and Self-Improvement

Points and tiers in gamification allow students to feel proud of their achievements. When students advance to higher levels or earn points by completing tasks well, they feel they are making progress in their English language skills. This accomplishment boosts self-confidence and motivation to strive for greater achievement.

Increasing Engagement

Gamification in learning English also increases student involvement in teaching and learning. Using game elements, students feel more actively involved in following lessons and completing assigned tasks. They have clear targets in the form of points or levels, which makes them focus on achieving them (Asfahani & Fauziyati, 2020); (Bibri et al., 2020).

In addition, challenges and missions in gamification encourage students to think critically and creatively in completing assignments (Marisa et al., 2020); (Wijayanti, 2021). This activates students' brains to seek different solutions or approaches to learning English, thus helping to improve their understanding and language skills.

The next impact of gamification is increasing student involvement in learning English. Here are some ways gamification can increase student engagement (Nikmah, 2020);

1. Active Interaction

In the gamification approach, students are more actively involved in learning. They must participate in challenges, missions, or other game activities to earn points or prizes. This active interaction helps avoid boredom and keeps students' attention focused on learning.

2. Relevant Context

By presenting learning material in a game or challenge format, students can see a more relevant and real context in using the English language. This helps improve students' understanding of the importance of English in everyday life situations.

3. Instant Feedback

The point and prize system in gamification provides instant feedback to students after completing a task or challenge. This feedback can motivate students to continue to do better and provide an opportunity to correct mistakes immediately.

Increasing Competitive Spirit

Applying gamification in learning English can also positively increase students' competitive spirit (Lawalata et al., 2020). Using competition elements, such as leaderboards or awards for students with the highest points, encourages students to try harder to learn English (Gao & Pan, 2023).

A healthy competitive spirit can motivate students to achieve better results and overcome challenges more enthusiastically. However, it is important to ensure that the competition applied is positive and inclusive so that all students feel motivated and get a fair chance at learning.

By increasing students' enthusiasm, engagement, and competitive spirit, gamification helps create a more interesting and fun learning environment. The positive impact of this gamification not only impacts students' motivation to learn English but also improves their overall learning outcomes.

It should be remembered that the competition in question is healthy competition that encourages students to do better, not competition that is detrimental or makes students feel pressured. Several ways of gamification increase the competitive spirit (Sitorus, 2016):

1. Leaderboard

With a leaderboard or leaderboard, students can see their ranking in points or levels compared to their classmates. This creates a passion for being in the top positions and encourages them to work harder to achieve better results.

2. Joint Challenges

Using shared missions or challenges in gamification allows students to work together in teams to achieve common goals. A healthy competitive spirit emerges when a team competes with other teams to achieve the best results.

3. Public Recognition

Providing public recognition of outstanding student achievement in English, such as announcements in class or awards at school, can also increase the competitive spirit.

It is important to note that gamification must consider individual student differences and ensure that all students feel engaged and motivated. In addition, this approach must be well integrated into the learning context to impact student motivation and learning outcomes positively.

Although the use of gamification has many benefits, several challenges and obstacles need to be overcome so that the implementation can run effectively, such as:

1. Designing a Gamification System that Fits the Needs and Characteristics of Students

Designing an effective gamification system requires a deep understanding of student needs and characteristics. Each group of students may have different preferences and levels of motivation for gamification elements. Therefore, educators need to conduct careful research and observe their students to determine what motivates them. For example, some students may be more motivated by points and prizes, while others may be more motivated by challenges or recognition.

2. Ensuring that Gamification Does Not Distract the Focus from Main Learning Objectives

One of the risks of applying gamification is that interesting game elements can divert students' attention from the actual purpose of learning. Although gamification can increase motivation and engagement, educators must ensure that the games and challenges are relevant to the learning material. Otherwise, students may focus more on the game than on gaining a deep understanding of English. Therefore, gamification should be carefully integrated into the curriculum to balance enjoyment and achieving learning goals.

3. Dealing with Students Who Are Not Very Responsive to Gamification Systems

Not all students will respond to gamification with the same enthusiasm. Some students may need to be more interested or motivated by the game element in learning. In this case, educators must find other ways to motivate and engage these students. This can include different learning approaches, providing more personalized feedback, or adapting gamification strategies to accommodate individual preferences. In addition, dealing with students who are less responsive to gamification can be an opportunity for educators to listen to input and feedback from these students to improve the overall gamification system.

By identifying and addressing these challenges, gamification in learning English can effectively increase student motivation and overall learning outcomes.

CONCLUSION

The use of gamification in English classes has a significant impact on student's motivation and learning outcomes. This approach makes learning English more interesting and interactive, encouraging students to be more active in their learning process. Regarding student motivation, gamification has proven effective in increasing enthusiasm, involvement, and competitive spirit. Giving points or scores, prizes, challenges, and missions in learning, creates a fun environment and encourages students to participate actively in achieving learning goals.

Not only motivation, gamification also positively impact student learning outcomes. Learning effectiveness increases because students feel more motivated and involved in the learning process. Dividing students into grades based on their learning progress helps create a feeling of increasing achievement and challenge, motivating them to achieve higher levels of achievement.

In addition, the use of gamification also contributes to the development of students' language skills. Learning material presented in an interesting game style increases students' interest and understanding of English. Students are also invited to apply their language knowledge in real situations through challenges and missions so that their speaking, writing, listening, and reading skills become more honed.

However, the application of gamification also faces several challenges and constraints. Designing a gamification system that suits the needs and characteristics of students and ensuring a focus on the main learning objectives must be addressed. In addition, educators need to find ways to deal with students who may need to be more responsive to gamification systems.

In conclusion, gamification in learning English benefits students' motivation and learning outcomes. By designing the right gamification system and overcoming existing challenges, gamification can be an effective tool for creating a more fun, interactive learning environment and improving students' overall English achievement.

REFERENCES

- Aguilos, V., Gallagher, C., & Fuchs, K. (2022). Gamification of virtual language learning: a case study with Thai undergraduate students. *Int. J. Inf. Educ. Technol.*, *12*.
- Almeida, F., & Simoes, J. (2019). The role of serious games, gamification and industry 4.0 tools in the education 4.0 paradigm. *Contemporary Educational Technology*, *10*(2), 120–136.
- Alomari, I., Al-Samarraie, H., & Yousef, R. (2019). The Role of Gamification Techniques in Promoting Student Learning: A Review and Synthesis: A review and synthesis. *Journal of Information Technology Education: Research*, *18*, 395–417.
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, *17*(1), 56–69.
- Asfahani, A., & Fauziyati, W. R. (2020). Pendidikan Anak Supernormal dengan Pendekatan Living Values Education Program (Studi Kasus Kelas Akselerasi MAN 2 Kota Madiun). *Al-Adabiya: Jurnal Kebudayaan Dan Keagamaan*, *15*(01), 93–120.
- Bai, S., Hew, K. F., & Huang, B. (2020). Does gamification improve student learning outcome? Evidence from a meta-analysis and synthesis of qualitative data in educational contexts. *Educational Research Review*, *30*, 100322.
- Belderbos, R., Tong, T. W., & Wu, S. (2020). Portfolio configuration and foreign entry decisions: A juxtaposition of real options and risk diversification theories. *Strategic Management Journal*, *41*(7), 1191–1209.
- Bibri, S. E., Krogstie, J., & Kärrholm, M. (2020). Compact city planning and development: Emerging practices and strategies for achieving the goals of sustainability. *Developments in the Built Environment*, *4*, 100021.
- Bogers, M., Chesbrough, H., & Strand, R. (2020). Sustainable open innovation to address a grand challenge: Lessons from Carlsberg and the Green Fiber Bottle. *British Food Journal*, *122*(5), 1505–1517.
- Derakhshan, A., Kruk, M., Mehdizadeh, M., & Pawlak, M. (2021). Boredom in online classes in the Iranian EFL context: Sources and solutions. *System*, *101*, 102556.
- Díaz, I. Y. A., & Zajia, J. X. B. (2020). The use of gamification to enhance the english as a foreign language. *Polo Del Conocimiento: Revista Científico-Profesional*, *5*(3), 865–881.
- Esra, M., & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology and Online Learning*, *4*(1), 11–22.
- Gao, Y., & Pan, L. (2023). Learning English vocabulary through playing games: the gamification design of vocabulary learning applications and learner evaluations. *The Language Learning Journal*, 1–21.
- Hanafiah, S. H. M., & Teh, K. S. M. (2019). Gamifikasi dalam pendidikan: satu kajian literatur. *Asian People Journal (APJ)*, *2*(2), 31–41.
- Hews, R., McNamara, J., & Nay, Z. (2022). Prioritising Lifeload over Learning Load: Understanding Post-Pandemic Student Engagement. *Journal of University Teaching and*

- Learning Practice*, 19(2), 128–145.
- Kaya, O. S., & Ercag, E. (2023). The impact of applying challenge-based gamification program on students' learning outcomes: Academic achievement, motivation and flow. *Education and Information Technologies*, 1–26.
- Krisnawati, N., & Asfahani, A. (2022). Penggunaan Media Aktual dalam Pembelajaran Akidah Akhlak untuk Kelas Bawah MI/SD. *BASICA: Journal of Primary Education*, 2(1), 16–28.
- Lawalata, D. J., Palma, D. I., & Pratini, H. S. (2020). Model pembelajaran kooperatif berbasis gamifikasi untuk meningkatkan kemampuan strategi matematis dan motivasi belajar siswa. *Prosandika Unikol (Prosiding Seminar Nasional Pendidikan Matematika Universitas Pekalongan)*, 1, 255–266.
- Legaki, N.-Z., Xi, N., Hamari, J., Karpouzis, K., & Assimakopoulos, V. (2020). The effect of challenge-based gamification on learning: An experiment in the context of statistics education. *International Journal of Human-Computer Studies*, 144, 102496.
- Marisa, F., Akhriza, T. M., Maukar, A. L., Wardhani, A. R., Iriananda, S. W., & Andarwati, M. (2020). Gamifikasi (Gamification) Konsep dan Penerapan. *JOINTECS (Journal of Information Technology and Computer Science)*, 5(3), 219–228.
- Mee, R. W. M., Pek, L. S., Von, W. Y., Ghani, K. A., Shahdan, T. S. T., Ismail, M. R., & Rao, Y. S. (2021). A Conceptual Model of Analogue Gamification to Enhance Learners' Motivation and Attitude. *International Journal of Language Education*, 5(2), 40–50.
- Mufid, A., Fatimah, S., Asfahani, A., & Aeeni, N. (2022). Peningkatan Perkembangan Kecerdasan Naturalistik Anak melalui Metode Outbound. *Absorbent Mind: Journal of Psychology and Child Development*, 2(02), 57–65.
- Nair, B. B. (2022). Endorsing gamification pedagogy as a helpful strategy to offset the COVID-19 induced disruptions in tourism education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 30, 100362.
- Nikmah, H. (2020). Gamification to Improve Students' Engagement in Learning English. *Acitya Journal of Teaching and Education*, 2(1), 60–70.
- Rini, P. P. (2023). THE ROLE OF USING IG AND YOUTUBE AS MEDIA TO EXPLORE THE ENGLISH ABILITY OF AKBID BY BUNDA HUSADA BUNDA HUSADA STUDENTS. *JURNAL ILMIAH GLOBAL EDUCATION*, 4(1), 240–246.
- Saleem, A. N., Noori, N. M., & Ozdamli, F. (2022). Gamification applications in E-learning: A literature review. *Technology, Knowledge and Learning*, 27(1), 139–159.
- Signori, G. G., Guimarães, J. C. F. De, Severo, E. A., & Rotta, C. (2018). Gamification as an innovative method in the processes of learning in higher education institutions. *International Journal of Innovation and Learning*, 24(2), 115–137.
- Sitorus, M. B. (2016). Studi literatur mengenai gamifikasi untuk menarik dan memotivasi: Penggunaan gamifikasi saat Ini dan kedepan. *Studi Literatur*, 110.
- Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning qualitative research: Design and decision making for new researchers. *International Journal of Qualitative Methods*, 19, 1609406920967174.
- Wahyuni, F., & Asfahani, A. (2021). Menjadi Orang Tua Kreatif bagi Anak Usia Dini di Masa New Normal. *Absorbent Mind: Journal of Psychology and Child Development*, 1(1), 1–

11.

Wang, X., & Dostál, J. (2018). Using digital educational games for English foreign language learning. *EDULEARN18 Proceedings*, 144–148.

Wijayanti, L. M. (2021). Penguasaan Fonologi dalam Pemerolehan Bahasa (Studi Kasus pada Anak Usia 1.5 Tahun). *Absorbent Mind: Journal of Psychology and Child Development*, 1(1), 12–24.

Winger, S. R., Redifer, J. L., Norman, A. D., & Ryle, M. K. (2019). Prevalence of learning styles in educational psychology and introduction to education textbooks: A content analysis. *Psychology Learning & Teaching*, 18(3), 221–243.

Wulantari, N. P., Rachman, A., Sari, M. N., Uktolseja, L. J., & Rofi'i, A. (2023). The Role Of Gamification In English Language Teaching: A Literature Review. *Journal on Education*, 6(1), 2847–2856.