CHAPTER I

INTRODUCTION

This chapter contains research background, problems, objectives, scope and limitations, and definitions of key terms.

1.1 Research Background

According to Saleem, et al (2022), gamification is defined as "the use of game design elements in non-game contexts." In line, Gamification is the application of game design concepts to contexts outside of games. Gamification is a varied strategy that combines learning, motivation, and engagement; its importance is shown by its continuing the relevance in today's educational and technology environments (Krath, et al., 2021). Furthermore, according to Fitria (2022), Gamification is a learning strategy that uses game or video game components to encourage and engage students in the learning process. Additionally, this media can be used to record elements that entice and motivate students to continue their education. According to Raph Koster, a game designer, professor, and entrepreneur; the game incorporates an abstract system, a challenge, an evaluation, a reward, and emotions. When all of these elements are incorporated into learning activities, learning will be motivated by intrinsic factors as well.

Based on some of the definitions above, it is possible to conclude that gamification is the use of game elements in non-game contexts, in this case, the learning context. Gamification can be used in learning because game elements include an abstract system, a challenge, an evaluation, and a reward, as well as emotions. These elements help make learning exciting and interactive.

According to Vigoroso et al. (2020), a language is a means of communication and a container for meaning or purpose. The arrangement of words or a collection of sentences that creates an understandable and useful meaning is known as the meaning of language. Language is frequently employed in practically every aspect of human existence, including social, political, cultural, and even commercial spheres.

The most essential and fundamental of all human semiotic systems is language. Human civilization developed language concurrently with the advancement of thought, culture, and technology (Chandler, 2007., as cited in Usrya F, 2020). Over time, the language will continue to evolve. As a result, language is dynamic and will alter depending on the location, generation, custom, etc. Language is a structured system of communication that includes grammar and vocabulary. It is the primary means by which humans convey meaning, both verbally and in writing, and it can also be conveyed through sign language. The number of human languages in the world is estimated to range between 5,000 and 7,000. Precise estimates are based on an arbitrary distinction (dichotomy) established between languages and dialects. However, any language can be encoded into secondary media using auditory, visual, or tactile stimuli - for instance, writing, whistling, signing, or braille. Natural languages are spoken, signed, or both. In other words, human language is modality-independent, but written or signed language is a way to inscribe or encode natural human speech or gestures.

Exercise means all forms of work (oral, written, electronic, or otherwise) submitted to the University for credit, grading, continuation, graduation, honors, awards, scholarships, or recognition, as well as materials submitted to other institutions, associations, or organizations for evaluation (including evaluation for awards or scholarships) or publication. By Thornburg (2002, as cited in Cevik, 2007), exercises should be used to help connect new knowledge (new words in context) to existing knowledge.

A previous study was Dicheva et al., and they used a method. In the beginning, a learner decides on their own will whether to attempt exercise problems. After successfully resolving a problem, keep on the analogy with games. A gamelike environment for skill mastery should provide a platform for deliberate practice, with multiple opportunities for demonstrating competence and receiving feedback in a risk-free environment. Creating and structuring learning exercises that make practice interesting and engaging is at the heart of designing motivating experiences. Determining the type and degree of challenges is also crucial. In order to increase engagement, learning should be organized into

carefully thought-out segments using worthwhile challenges (Dicheva et al., 2018).

The result of this study, gamification is frequently reduced to a point-accumulation system with little connection to the activities being gamified. In addition, game-like motivational experiences are largely ignored because there isn't much support for a gameful design in a learning context. Due to all of these difficulties, a platform that makes it simple to create gamified learning activities and supports experimental studies in the context of learning is required.

Shen Z, et al. (2024), also investigated about gamificaton. This study investigates the impact of gamification on language learning outcomes among Chinese students, considering the mediating role of motivation and the moderating role of learning style preference. Researchers used a stratified random sampling method to select 413 participants from linguistic programs, ensuring representation across age, gender, and proficiency levels. Data was collected via online surveys using established scales to measure gamification integration (13 items adapted from Xi and Hamari (2020) and Luarn et al. (2023)), learners' motivation (5 items adapted from Ryan and Connell (1989)), language learning outcomes (6 items adapted from North and Schneider (1998) and Kahakalau (2017)), and learning style preference (15 items adapted from Karthigeyan and Nirmala (2013)). The study employed a 5-point Likert scale for responses and confirmed data reliability through pilot testing and multicollinearity assessment. The final sample comprised a mix of ages (18-45+), genders (53% female), and language proficiency levels (30% beginner to 32% advanced).

The results emphasize the importance of learning preferences and intrinsic motivation in improving language competency through customized gamification techniques. This study advances our theoretical knowledge of gamified language learning while also providing educators and curriculum designers with useful advice on how to create more engaging and productive learning environments.

The points that can be got from the previous studies are gamification has an impact on learning. The first study focuses on how gamification is frequently reduced to a point-accumulation system with little correlation to the activities being gamified. In addition, the second study was about playful goals, educational

playability must consider educational goals such as promoting learning while having fun, enhancing students' capacity to solve complex problems, enhancing players' abilities, and enhancing the player experience. Therefore, this research is deemed necessary because gamification has the potential to be developed in learning. Gamification designed according to learning standards will be quite helpful and influential in developing learning potential.

1.2 Research Problem

Based on the explanation of the research background, this research tries to provide the answer to this question below:

1. What are the language exercises provided in gamification?

1.3 Research Objective

Based on the research problems listed above, in the learning process, this research aims to find out what language exercises provided in gamification are.

1.4 Scope and Limitation

Students' perceptions regarding what language exercises are provided in gamification are the focus of this research. Besides, the perception is also limited to the use of gamification in learning. The limitation of this study is the students of class XI SMAN 1 Sidayu.

1.5 Definition of Key Terms

To clarify the definitions of key terms, the researcher provides them briefly below.

1.5.1 Gamification

Gamification is the use of game design elements in a non-game context (Saleem, et al,. 2022). Furthermore, Gamification is a complex strategy that combines engagement, motivation, and learning; its growing applicability in today's educational and technology environments emphasizes its importance (Krath, et al,. 2021). According to Ciuchita R, et al. (2022), Gamification described as a use of gaming principles other than games. Gamification is now a practical strategy for changing behavior, encouraging creativity, enhancing marketing results, and creating value.

In addition, this research defines gamification as a learning method and media that maximizes the use of game features in it. Gamification is used as an exercise medium in the middle of language learning.