

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

People from all over the world are using the internet more frequently. The popularity of Gamification has increased as a result of the extensive usage of the internet. Gamification is “the use of game design elements in non-game contexts” (Tan et al., 2011), and it is similar to adding gaming features to non-gaming activities to enhance their enjoyment.

It involves applying elements like points, badges, levels, and prizes to transform assignments or learning into an enjoyable game. Therefore, gamification turns a task that might otherwise be boring into something that feels more like playing a game, which encourages participation and increases enjoyment of the activity. Gamification, for example, can make studying more engaging and delightful when learning English. When learning involves components of a game, people are typically more passionate and driven. Gamification has the potential to improve learning engagement which is the drive to learn and accomplish objectives. This occurs as a result of the ability of games to challenge, boost, and amuse players while they learn. We can better understand how to employ games in learning and other activities with more gamification study.

Gamification is the process of making non-gaming activities feel like games. Gamification, as defined by Deterding et al. (2011), is the application of game design components outside of games to boost user motivation and engagement. A few essential elements must be present for gamification to work well in educational

contexts. First and foremost, educators should have clear goals to work towards, such as performance benchmarks or learning objectives. Setting specific goals gives students a feeling of purpose and helps them grasp what is expected of them, as noted by Kapp (2012). Second, similar to the rules in conventional games, rules and guidelines need to be set. According to Werbach and Hunter (2012), these rules assist in forming the educational process and offer a disciplined setting. Feedback should be given to students on a regular basis so they may monitor their development. This feedback can be in the form of progress bars, badges, or points, which encourage learning and act as indications of accomplishment (Hamari, Koivisto, & Sarsa, 2014). The sense of competence and progress is improved by these quantitative and visible feedback formats. In addition, rewards like points or prizes are frequently employed to inspire students. Students' intrinsic and extrinsic motivation can be increased when they perform well since they may receive virtual rewards or acknowledgement (Deci & Ryan, 2000). Another essential component is obstacles or challenges, which provide students the chance to overcome obstacles and make the process more interesting (Gee, 2003). Additionally, gamification promotes social connection through competition or teamwork. Peer interaction in game-based settings can improve motivation and create a sense of community (Domínguez et al., 2013). Last but not least, personalization—such as changing avatars or selecting game routes—adds another level of interest. This customisation enhances the activity's relevance and promotes learner autonomy (Bakkes, Tan, & Pisan, 2012).

The gaming environment can be made more engaging by adding themes or stories. Lastly, there are loops that entice us to return for more by providing fresh

incentives or difficulties. Thus, gamification is the process of combining these elements to enhance the enjoyment and engagement of tasks, much as when you play a game.

Numerous research has examined how gamification affects English language acquisition in various nations, with promising results. Gamification has been incorporated into English language instruction more and more in the US to improve learning outcomes and student engagement. According to a systematic review by Kaya and Sagnak (2022), gamified learning environments greatly increased secondary students' motivation, engagement, and autonomous learning between the ages of 11 and 18. This suggests that using game-based components can improve language acquisition and learner autonomy. Similar findings were made by Yanyan (2024), who examined the effects of gamification techniques in Chinese primary school English lessons and discovered that resources such as Duolingo greatly increased student motivation and English proficiency. Research on gamification in higher education was carried out in Poland by Głowacki, Kriukova, and Avshenyuk (2018). According to their research, using game-based resources like Kahoot in English for Specific Purposes (ESP) classes increased student participation, promoted healthy competition, and raised academic achievement (Advanced Education). All of this research lend credence to the idea that gamification not only improves language learning outcomes and cultivates positive attitudes among learners, but also encourages teamwork, healthy competition, and the acquisition of vital 21st-century skills.

A study by Faiella & Ricciardi (2015) entitled gamification *Elements and Their Impacts on Teaching and Learning on gamification in Education*. points up

the most useful components and areas of unmet research that need to be filled. The findings indicate that gamification enhances student learning, especially in terms of competence and engagement. The most popular gamification elements are the leaderboard and digital badge. The outcomes will serve as a guide for upcoming three-dimensional virtual environments with gamified educational activities.

Furthermore, another recent educational strategy called gamification emphasizes the use of technology to create gaming features. But it is important to know how specific gamification components affect students. Educational achievement is commonly used as an outcome in traditional learning. The effect of gamification components on students' views of learning was investigated in a mixed-method study including 29 students in Johor, Malaysia (Zainoddin et al., 2022). The results showed that most students were greatly motivated by badges, which served as qualitative rewards. Although badges were most evident, other gamification elements such as leaderboards and points also contributed to certain students improved educational experiences. The study underlined that each game feature needs to be carefully incorporated, taking into account its relevance and influence on learners, in order for gamification-based learning to be successful. This emphasises how crucial it is to create a well-thought-out gamified learning environment that fits the demands and learning goals of the students.

Towards the gamification of Education, the first journal paper by Cheong, Filippou, and Cheong (2014) is titled *"Towards the Gamification of Learning: Investigating Student Perceptions of Game Elements,"* and it examines how students view game features in learning tasks. To this end, Abdul Rahman et al., (2018) gather data on students' motivation levels through surveys, interviews, and

experimental designs. A particular gamification approach for increasing student participation in a university course is presented in the second journal paper, "A gamification Approach to Improving Student Engagement.". Although similar, my research adopts an expanded viewpoint, looking at how gamification affects motivation in several universities in Indonesia. To this end, Abdul Rahman et al., (2018) gather data on students' motivation levels through surveys, interviews, and experimental designs. A particular gamification approach for increasing student participation in a university course is presented in the second journal paper, "A Gamification Approach to Improving Student Engagement."

### **1.2 The Research Question**

What benefit of gamification contribute to the students' engagement in learning English?

### **1.3 The Purpose of the Study**

To investigate gamification contributions to students' engagement in learning English

### **1.4 Significance of the Study**

Regarding the study's background, the researcher believes that the findings of this study will be able to help with the following:

#### **a. Teachers**

Understanding how gamification affects student motivation gives teachers a chance to experiment with their methods. Teachers may give their students new and engaging learning experiences by including gamified features in their classes. By enabling a more friendly and engaged learning environment, gamification has the

potential to have a positive impact on classroom dynamics. Educators can control student conduct and promote active engagement in class by utilizing gamified components.

### **b. English Department**

The English Department's efforts to develop its curriculum can benefit from the findings of the research. The department can improve student engagement and learning results by including the gamification components that most significantly increase student motivation into the curriculum. Knowing how gamification affects student motivation might also be helpful for the English department's continuing program assessment activities. The department can decide on teaching strategies and resource allocation by evaluating the success of gamified learning activities.

### **1.5 The Scope and Limitations**

This study will involve English Language Education Department students from some universities in Indonesia. Due to limited number of students using this platform, the researcher invites other students in other universities to participate in the study.

### **1.6 The Definition of Key Terms**

#### **1. Gamifications Contribution**

Gamification is the process of applying elements of game design, such leaderboards, challenges, badges, levels, and points, to non-gaming environments, especially in education, with the goal of improving learning outcomes, motivation, and engagement. Instead of merely making classes into games, gamification carefully incorporates elements of games into the educational process to promote

engagement, maintain interest, and create a feeling of accomplishment. It turns repetitive classroom tasks into engaging, interactive experiences that increase students' attention spans and promote long-term memory retention.

A number of online resources serve as examples of how gamification may transform the educational setting. Traditional quizzes are transformed into competitive, real-time experiences via *Quizizz* and *Kahoot!*, which encourage participation and teamwork. By enabling students to gain points and compete on leaderboards, these platforms foster a gaming environment that can boost motivation and concentration. *Wordwall* provides an extensive range of customisable activities that add dynamism to the review process, including interactive quizzes, spin spinners, which and matching games. The language-learning program *Duolingo* employs levels, streaks, and awards to keep users interested and returning every day. These resources show how gamification may meet various learning preferences while maintaining a high degree of motivation and engagement among students.

By incorporating such platforms, educators can move beyond traditional teaching methods and foster more personalized, engaging, and effective learning environments. Gamification not only supports academic achievement, but also cultivates essential 21st-century skills such as collaboration, problem-solving, and digital literacy.

## **2. Students Engagement**

The degree of focus, interest, curiosity, and passion that students exhibit during instruction is referred to as student engagement. It includes being prepared to engage in educational activities, persevere in the face of difficulties, and dedicate

themselves to reaching academic objectives. Gamification is a powerful technique for encouraging this involvement when it is included into educational activities. Peer competition, goal-oriented challenges, interactive gaming systems, and instant feedback or prizes are some of the components that inspire students to take an active role in their education. In addition to making learning enjoyable, these gamified experiences encourage greater engagement, long-term motivation, and eventually improved learning results. Increased focus, a greater sense of control over learning, and better academic achievement are frequently the results of high levels of involvement in gamified environments.

