

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

The purpose of this chapter is to elaborate on the theoretical background that will be discussed useful for building the framework underlying this research. This chapter discusses with gamification methods, EFL, game-based learning, vocabulary learning, advantages and disadvantages of gamification, possible solutions for developing gamification methods in learning English vocabulary on each topic will be discussed as follows:

#### **2.1 Gamification method**

A study revealed that the gamification method was indicated as an innovative, dynamic, and interesting learning approach for students (Kurniawan Suryatama & Ika Lestari Damayanti, 2023). According to Feichas & Seabra (2023), the gamification approach aims to use the motivational aspects of games and encourage user behavior and interaction. In the world of education, gamification has provided motivation for student involvement to improve their learning outcomes (Kabilan et al., 2023). According to Ahada (2021), it has been proven that gamification increases students' vocabulary and knowledge skills. With research entitled "Investigating students' perception of gamification on vocabulary learning using Marbel" uses quantitative methods of data analysis and statistical calculations, with public elementary school students in Samarinda as research participants. It can be

seen that using media shows more effectiveness and involvement of students in increasing vocabulary size and encourages students' independent learning.

Also according to other research by Harvey Arce & Cuadros Valdivia (2020) gamification can be a strategy to optimize students' English learning, with research entitled "Adapting Competitiveness and Gamification to a Digital Platform for Foreign Language Learning" questionnaire method was collected to measure the effectiveness of gamification during classes in Peruvian English, the study was carried out to determine the effect of applying gamification in foreign language learning, with the conclusion that gamification significantly influences the acquisition of English language learning where gamification can increase knowledge motivation student learning.

Gamification according to research is defined as a learning method that involves the composition of games in learning or educational activities to help expand students' fun and interactive learning experiences (Kuswandi & Fadhli, 2022), research entitled "The effects of gamification method and cognitive style on children's early reading ability" using a quasi-experimental method where researchers used pre-test and post-test to identify the effect of the gamification method on children's reading ability. It was concluded again that the gamification method optimized learning gains in the learning activities of research participants.

According to Asiksoy & Canbolat (2021) research, gamification is a method that combines the composition, mechanics, and aesthetics of the game, where this is to improve the thought process and learning behavior so that it is optimally

successful with a fun process. To produce positive learning experiences and outcomes, it is necessary to increase motivation and experience enjoyable learning activities (Maiga, 2019), research entitled "Gamification for Teaching and Learning Java Programming for Beginner Students — A Review" uses qualitative methods of document analysis such as journals and books to identify and provide insight into gamification for teaching Java. in the research focuses on the importance of implementing gamification in a simple way to use it for learning, with the conclusion that gamification plays a more positive role.

This can be shown that gamification has a positive dominant effect on several learning processes which have been mentioned in several studies, although this needs to be explored in more depth. Overall, gamification is a strategy that supports motivation, engagement, and interest for students and by utilizing technology in learning will expand knowledge and create experiences in the process of improving their learning abilities.

## **2.2 Gamification method for EFL**

Teaching in the EFL context often involves training in solving and challenging to obtain results and language skills. in an EFL context, teachers facilitate learning tailored to students' needs and levels (Aldujayn & Alsubhi, 2020). A study also states that gamification effectively provides supportive learning in the EFL environment, from several aspects of the game such as interactive games, quiz website technology, and challenges, which can attract students' motivation to learn vocabulary (Mila & Mahbub, 2022). In EFL teaching itself, the use of gamification

is often associated with several skills such as reading, speaking, writing, and also vocabulary.

According to Marin-Pacurucu & Argudo-Garzón (2022) research, by using the context of the gamification method, students gain experience and opportunities to apply students' learning abilities. Based on the research titled "Gamification strategies and speaking fluency in EFL elementary students" using a mixed data collection method between post-test and pre-test applied to students in Ecuadorian public schools. Where the school has problems in speaking fluency due to poor implementation of EFL teaching methods and student motivation problems. Based on these problems, researchers apply gamification methods to help improve EFL teaching, motivation, speaking, and mastery of new vocabulary.

The impact is very strong on EFL students, where gamification provides increased motivation, engagement, and learning gains. The study said that gamification activities can effectively overcome learning anxiety in EFL students (Phuong, 2020). With research entitled "Gamified Learning: Are Vietnamese EFL Learners Ready Yet?", used data collection methods through survey questionnaires and the results of group discussions in Vietnamese schools. It can be concluded that the use of gamification methods for EFL students is very promising for use in English language learning, which includes several aspects such as mastery of vocabulary and content knowledge. In research, it is said that it is important to include gamification methods in the English curriculum and provide teachers with direction for their implementation in the classroom. It is concluded that the application of gamification methods in the EFL context can provide innovative

learning accompanied by game aspects in it. Teachers as facilitators are also expected to provide involvement and facilities that integrate game elements to create a better impression of teaching and learning for students.

### **2.3 Vocabulary learning**

Vocabulary learning itself is a process of acquiring and expanding the meaning of words in English. This process also does not involve strategies and techniques to improve understanding and knowledge of various vocabulary. Understanding and mastering language and vocabulary plays an important role to communicate well and effectively (Pertiwi et al., 2022). Research on vocabulary also includes several impacts such as increasingly technological and sociocultural approaches to vocabulary development. If teachers can understand the success of vocabulary learning, it will be easier to help design more effective and interesting methods for students.

However, there are still obstacles to vocabulary learning, according to Bao (2023), vocabulary learning strategies still do not receive more exposure than general learning in other languages. The research entitled "A Diagnostic Study on the Use of Vocabulary Learning Strategies for English Majors in China", uses descriptive research methods. Where this research aims to identify vocabulary learning strategies in English departments at universities in China. In conclusion, the researcher proposes to further improve thinking skills, and more adequate and effective strategies and that is what is needed for the problem of learning English vocabulary. In conclusion, vocabulary learning strategies are very important to achieve language improvement. Using the right strategies or methods can enable

students to be active in classroom learning. Effective strategies strongly improve optimal learning outcomes in students' vocabulary acquisition.

#### **2.4 Vocabulary teaching**

According to the book, effective vocabulary teaching strategies can increase knowledge and increase retention and overall language proficiency, the process of teaching vocabulary is also to includes skills in reading, writing, listening, and speaking (Barcroft, 2015). It has been shown that teaching vocabulary has benefits and has an important function in the linguistic aspect. In short, the presentation of the book is a reference for why researchers want to test students' vocabulary.

#### **2.5 Benefit dan weakness of gamification**

Adapting game elements in learning is necessary to attract motivation to achieve results, however gamification has weaknesses and benefits that need to be identified. By measuring the risks and involvement of motivation, you will be able to design appropriate and good learning strategies. Therefore, the discussion regarding the weaknesses and benefits of gamification will be discussed as follows:

##### **2.5.1 Benefit**

A study by Zhang & Hasim (2023) shows that gamification can optimally and significantly improve English language skills, by having an impact on students' attitudes, responses and emotions in the learning environment. Also gamification has been aligned with improving performance, motivation, and learning perspective according to learners (Alahmari et al., 2023). Then, according to a study, it was revealed that gamification has several benefits for learning, such as increasing

involvement in task performance in class, by aligning it with game elements which help students. Then increase competition and also cooperation between individuals, where by practicing competition between students can help improve critical thinking which can develop thinking skills and social collaboration (Dindar et al., 2021).

The benefits of gamification in ESL also provide a positive impact of engagement and also provide motivational elements such as values and students' desire to do assignments. By using game elements that have been conveyed by several studies, gamification creates a learning environment that students like, interesting and interactive, which can improve language learning outcomes so that they are not too stressed by previous teaching (Yacob et al., 2022). It can be concluded that the application of the gamification method has benefits such as helping students improve their learning abilities, being more interactive when learning in class, and being effective in carrying out learning activities in class. With the gamification method, several studies have revealed that this method has significantly helped positively with the facilities that have been developed by educators in the classroom.

### **2.5.2 Weakness**

Research shows that dependence on external rewards can change students' learning focus during classroom learning, which has the potential to reduce students' true intentions in the language learning process (Mohandas et al., 2020). Excessive competitiveness in gamification can also cause stress and anxiety in students and have a negative impact on the learning experience (Gortaire Díaz et

al., 2022). In a Sailer & Homner (2020) study, several gamification concepts oversimplified language concepts in depth, which made it difficult for students to learn complex language concepts. Another weakness is the dependence of students on using game media as learning motivation, which does not necessarily mean that the media will have long-term retention of language skills (Jaafar & Yusoff, 2022).

According to a study by Dindar et al (2021), the weakness of gamification in the form of competition between students has a negative effect due to the pressure of winning which occurs when there is an unequal ability between individual students, which is taken from several previous studies taken, it is necessary to take deeper steps regarding psychological positivity if the gamification method is used for a long period of time.

There are several risks involved in using gamification for students, such as providing a competitive environment which will have the impact of decreasing student learning motivation. This will also occur if the teacher does not provide a safe environment to prevent this impact, then there is an influence that makes students focus on the game elements rather than the in-depth material that has been provided, this is called content transfer where there is content that may come out of the educational retention that has been provided in class (Yacob et al., 2022).

In conclusion, gamification has weaknesses in accordance with several previous studies, where these weaknesses can be overcome by having harmony and balance between its use which must be adjusted according to the teacher's involvement as a facilitator of the media used in the classroom. If there are

indications that point out the educational context and class material when using gamification methods by students, it is hoped that the teacher will provide understanding and also control the use of gamification media so that it is in accordance with the desired portion. With the weaknesses mentioned by previous research, gamification requires in-depth research and identification regarding its effectiveness, function, priorities in the long term when used to be included in learning components or curricula in English learning, especially to increase students' vocabulary in class. Because its enabling role will be needed due to developments in the times which require technology or interesting learning innovations so that they are aligned and easy to be accepted by students' thinking in the long term.

## **2.6 CALL**

The definition of CALL is an approach to language teaching and learning where computers are used as assistants to reinforce and assess learning material (El Aggoune and Ghaouar, 2019), it was found in research that CALL has several advantages in learning such as learning experiences that can provide interactive and interesting teaching, access to extensive resources, where access to learning materials is very diverse and wider compared to traditional systems, apart from that CALL also offers learning that is personalized according to each student's individual learning style, because it can adapt to each individual. Then understanding and proficiency in language and technology increases, if technology and language are aligned in such a way it will help in practicing listening, speaking, reading, and writing skills

with easy and flexible resources. Hence, CALL in language learning has advantages that support this research to apply its elements that can be combined with the process of increasing students' English vocabulary effectively.

