

CHAPTER 2

LITERATURE REVIEW

2.1 EFL in Indonesia

English as a Foreign Language (EFL) is defined as teaching and learning English in a country where English is not the official language, such as Indonesia, China or Japan (Ma, 2015). Through the use of technology and science along with trade, commerce, and other human-interaction activities. English as a foreign language is positioned as a vital tool in global competition and collaboration. In the Indonesian setting, as a reaction to the problem of foreign language competency, education improvement has been translated (among other things) into the use of English in schools, despite all the advantages and disadvantages, such as the use of English as a medium of teaching (Hamied, 2012). In another case, Despite numerous efforts to increase the quality of English instruction in Indonesia, it has yet to meet its stated objectives. According to a layman's view, secondary school graduates who have studied this language for six years and received about 900 hours of classroom instruction are unable to communicate in it (Madya, 2002). This phenomena can be seen among university graduates as well as faculty personnel.

As one of the expanding circle countries, Indonesia began its English education curriculum from 5th grade in primary school. The use of English as a global language might also encourage learners at primary education and higher education levels to learn English for instrumental purposes (Sulistiyo et al., 2020). English as Foreign Language has been taught as a primary subject in junior and high school level of education. English language as a subject on that level of

education is widely accepted by the students and the teacher. Sometimes English teachers might invite native speakers to motivate or engage the students in speaking and listening by first hand experience. Learning English since primary school to the advanced education level will improve a lot for the students to understand the global contents of the world which mainly uses English as its language. Furthermore, the English language is a must learn subject in the first and second semester because the students will be facing a lot of international sources, journals, articles and many more, to help them continue their education in the respectable university.

On the other hand, learning another language might be found difficult for some students. As Marcellino, (2008) stated “Indonesia are quite complex by their own natures as more than seven hundred vernaculars with their various dialects from a great number of ethnic groups have been used as media of communication in the country.” As a result, the effectiveness of English education in Indonesia is inextricably linked to the students' cultural origins, values, practices, and beliefs, as well as the government's political stance on the foreign language (Marcellino, 2008). Learning the English Language shouldn't create a difficult or unmotivating situation for the students in studying it. To put it bluntly, learning the English language should be able to motivate the students to learn and engage more. Motivation is commonly acknowledged as a critical aspect in second or foreign language acquisition success. While motivation isn't a problem when it comes to newborns learning their mother tongues, it may make a big difference in how willingly and successfully people learn other languages later in life. (Ushioda, 2013). In this case, English language teaching has improved a way of teaching that could raise the

student's engagement. One way for improving students' capacity to learn English is to design an English learning system utilizing the gamification technique (Setyono & Widodo, 2019). This Learning system will include reading, writing, listening, and vocabulary learning materials, as well as gamification features such as accomplishment, leaderboards, and points. By creating game-like learning techniques with the core of education, gamification is expected to raise student's motivation and their eagerness in learning the English Language.

2.2 Gamification in English learning

As Dehghanzadeh et al., (2021) has stated "It has been stated that digital gamification is a pleasant and entertaining way to enhance Learning English as a Second Language (LESL) and bridge the gap between students' learning and educational practice." Based on that statement, implementing English learning using digital gamification might result in an engaging and motivating learning process whether it is in the classroom or online-classroom. Three design elements underpin successful gamification: mechanics, dynamics, and emotions. Mechanics define the situation's goals, rules, settings, interactions, and boundaries. Different dynamics develop when the rules are followed, such as bluffing, collaboration and competitiveness, and personal victory over hardship. The player of gamification or stakeholders may feel a variety of emotions while participating in gamification dynamics, including exhilaration, happiness, personal victory over hardship, disappointment, and melancholy (Yanes & Bououd, 2019). The rationale for this is because numerous factors (both dynamics and mechanics) are contained in a gamified setting environment that can boost learners' motivation and interest in

learning English, reduce learners' anxiety and fear of speaking a foreign language in front of others, and ultimately encourage them to adopt a favorable positive learning habit in learning english. (Dehghanzadeh et al., 2021)

2.3 Aspects of Gamification in English Learning

Gamification essentially tries to increase users' positive motivations toward specific activities or technological use, hence enhancing the amount and quality of the activities' output Morschheuser et al., (2017) In general, gamification models are diverse and depend on the functions of what it is made for. Since many empirical studies have confirmed that gamifying a non-game context could increase the users activity in engaging as (Werbach, 2014) concludes gamification is the process of making activities more game-like. The integration of game design components boosts involvement or aspects like flow, enjoyment, or perceived ease of use (Herzig et al., 2015)). Hedonic pleasure, suspense, or feelings of mastery can all be part of the gaming experience (Huotari & Hamari, 2017). As the users live through the activity of playing and learning, the users will be hooked into the game and automatically giving them senses to play more as they mastering the game. This also the purpose of gamification as in non-game context.

In general, gamification is not an easy project to be made, especially in a non-game context. In terms of development efforts, integrating gamification into current or new systems is a costly task (Herzig et al., 2015). This is caused by how risky the project is as the benefits of gamification are not guaranteed to be effective for the long run. As a solution, (Bizzocchi, 2005) concludes design as an educational game design, there are four aspects that need to be included such as: [1]

Challenge must be introduced into games. The student should be consistently pushed as difficulty grows in tandem with growing skills, as determined by goal setting and feedback. [2] The game should stimulate the learner's sensory and cognitive curiosity. [3] Through endogenous feedback offered by the game, the learner should have a sensation of having control. [4] Fantasy should be used in games to reinforce teaching goals while also stimulating the learner's existing interests. There are evident similarities that indicate how learning and gaming are fundamentally formed from the same basis when seen through the four lenses of motivation, flow, learning environment, and game design.

The Points, Badge, Leaderboard system is known to be effective in engaging and motivating the learners in English Learning context. For example, in Indonesia, teachers are mostly using *quizizz* or *kahoots* for assessing students' knowledge and quiz. while *quizizz* and *kahoots* itself are assessment based gamification. Gamification is a concept that incorporates game-like features into non-game applications in order to improve motivation, commitment, and impact user behavior. There are several gamification components. The feature points, student level, and achievement badge are all gamification components (Setyono & Widodo, 2019). By implementing game components into a non-game (“education”) context, for example, the points system. Students could earn points by learning or completing the tutorial stage of learning and completing material that has been given by the teacher throughout the application. By earning points cumulatively, students will get an achievements badge for their rewards and it also be useful to give the students a sense of accomplishment from their part of study. When students successfully

finish an assignment, they can earn points, which can be regarded as a reward (Pambudi et al., 2019). Then, leaderboards give them a competitive feel in studying. In leaderboards, students will be able to see their ranks in class sorted with their total points and achievements based on their study. Points, achievements, and a scoreboard are some of the components used in this English learning system. When students successfully finish an assignment, they can earn points, which can be regarded as a reward (Setyono & Widodo, 2019).

2.4 Students' Feeling towards Gamification in Learning

Less engaging instruction for students may contribute to their low motivation and interest in acquiring new knowledge. One of the keys to success when learning something new is having a high motivation level. One issue that needs to be addressed is the low levels of student motivation for learning and this issue can be solved by giving a new learning trend that is more familiar with the current generations of students (Pambudi et al., 2019). In according to the research of Redy Winatha & Ariningsih, (2020), it has proven that gamification can increases the students lack of motivation.

As the researcher's questionnaire results conveyed that mostly students in gamification class, have integrated the will or feel their needs to win the game by reaching the knowledge or receiving new information from the gamification methods in the classroom. Interestingly the researcher also found out that the students are excited to be given more questions or task related to the subject that has been gamified. From the questionnaire results after translating from Bahasa to English, the researcher conveys the student's feelings: excited/ambitious,

happy/comfortable, intrigued/competitive, anxious/uncomfortable, bored/not interested, and unfairness. This also resulted the same as the research conducted by (Cheong et al., 2014) in “Towards the Gamification of Learning: Investigating Student Perceptions of Game Elements” explained that the use of game may actually improve the learning processes to be more intriguing for the students. According to the result of the researcher’s questionnaire, the students’ feelings also feeling similar as the research from (Redy Winatha & Ariningsih, 2020) which are: comfortable, uncomfortable, anxious, excited and none. But the differences between those two references are in Cheong et al., (2014), students who felt none on the questionnaire has never been exposed to gamification or game terms. Meanwhile the students with positive feelings are mostly familiar with gamifications and some have the experiences in games.

Feeling anxious and uncomfortable may cause the students to have low motivation in learning (Matsuzaki Carreira, 2006; Obergruesser & Stoeger, 2015). Anxiety, anger, and boredom have been proven in the studies of average students to have a negative correlation with student's intrinsic motivation, effort, learning behavior, and performance (Obergruesser & Stoeger, 2015). Furthermore, as a result for having a negative feeling in learning process will affect the student's academic achievements. According to (Matsuzaki Carreira, 2006) studies, students who have negative feelings affect their confidence in learning english language (as their second language) thus resulting them in feeling anxiety, afraid of their performance would drag them down and felt left behind in the classroom.

Furthermore, student's feelings affect their motivations towards the learning process, if the students have positive feelings in the classroom learning process, they tend to be intrigued to the learning process and felt that gamified learning activity really improve their performance (Cahyani, 2016). From there, students are feeling more engaged with the learning process as they are intrigued by the game elements that are applied in the learning activity. Because the gamification activity includes prizes, most students find it enjoyable according to (Xu et al., 2020). By applying the rewards element, students are more motivated and have a clear goal of what they have to work on. Therefore, increasing their performances in learning activity.

