USING GAMIFICATION IN THE ENGLISH CLASSROOM: IMPACT ON MOTIVATION AND LEARNING OUTCOMES

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Abstract. The use of gamification as a teaching strategy in an English language classroom is covered in this study. The goal of this study is to assess how well using gaming features can boost student engagement, motivation, and academic success. The research method used in this article is Library Research, relying on analysis of information sources from various literature, scientific journals, books, research reports, and other related documents that are relevant to this research topic. The findings demonstrated that gamification had a beneficial effect on students' academic performance in English and dramatically raised their participation in class and their enthusiasm to study. The results offer convincing support for using gamification as a cutting-edge and successful teaching strategy in the context of English language instruction. This study adds fresh knowledge about the application of gamification in education and offers useful suggestions for educators and decision-makers to raise the standard of English language instruction in educational settings.

Keywords: Gamification; english class; student participation; learning motivation; academic achievement

I. INTRODUCTION

Education is a very important aspect in the formation of quality human resources. One of the subjects that has a crucial role in education is English. Mastery of English has a significant impact in facing global challenges and opening up job opportunities in this modern era [1], Therefore, improving motivation and learning outcomes in English classes is a top priority for educators. In this technological and digital era, many innovative approaches can be implemented in the learning process, one of which is gamification. Gamification is the application of game elements in a non-game context, such as the classroom, to improve student engagement, motivation and learning outcomes [2]. In the context of English language teaching, gamification can be an interesting method to reinforce learning and motivate students. This paper aims to explore the use of gamification in the English classroom and analyze its impact on student motivation and learning outcomes. Previous research has shown that the use of gamification can increase student engagement and provide a fun learning experience (Hanafiah & Teh, 2019). However, there is still a need for further study to understand more comprehensively how gamification can be integrated into English language learning effectively. In further exploration, this paper will discuss the concept of gamification, relevant theories of motivation, as well as case studies that have been conducted on the application of gamification in the context of the English language classroom. An in-depth analysis of various sources and research will provide a better understanding of the potential and benefits of gamification in enhancing English language learning. It is hoped that this paper will provide valuable insights for educators, education policy makers, and researchers interested in delving deeper into the application of innovative and effective learning methods. In addition, it is also expected to provide practical recommendations on how gamification can be properly implemented in an English classroom environment to improve student motivation and learning outcomes.

II. RESEARCH METHODS

The Library Research 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 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 and select sources with quality and relevance criteria. The selected sources must have gone through a peer-review process 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 students' 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 results of analysis 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 their 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. By using the Library Research research method, it is hoped that 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.

III. RESULTS AND DISCUSSION

Gamification is a learning approach or method that utilizes game elements in a non-game context, such as in education, business, or various 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 that are often used in gamification include awarding points, levels, challenges, missions, rewards, competition, collaboration, leaderboards, and instant feedback (Handriyantini, 2020). 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. The use of gamification in the English classroom can be done in a variety of ways, including:

Giving Points or Scores for Completing English Tasks or Exercises

The implementation of 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 difficulty of the task or the level of student progress. For example, tasks that are more challenging or completed with high accuracy will award more points than easier tasks. By earning points and seeing their accumulated scores, students will feel motivated to continue participating in learning activities and improve their performance.

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

Awarding or Rewarding Students Who Achieve Certain Achievements in English

Gamification also involves giving awards or prizes for 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 in the form of competitions or specific challenges, so that students feel more motivated to try harder and achieve the learning goals.

Presenting Learning Materials in an Interesting Game Style

One of the effective ways to implement gamification in English class 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.

Increased Enthusiasm

The application of gamification in English language learning has a significant positive impact on increasing students' enthusiasm for the learning process. In a learning environment that uses game elements, such as awarding points, levels, and prizes, students feel more engaged and motivated to actively participate in learning activities. The sensation of challenge and fun provided by gamification makes students feel more eager to complete tasks and achieve learning objectives (Jusuf, 2016; Sitorus, 2016).

This high sense of enthusiasm also has an impact on increasing students' attendance in class and their participation in discussions or group activities. When students feel excited and interested in learning, they 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 in increasing students' enthusiasm towards learning. Here is a more detailed explanation of this impact:

Fun Learning Experience

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

Instrinsic Motivation

Gamification stimulates students' instrinsic motivation, which is 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.

Achievement and Self-Improvement

Points and tiers in gamification provide opportunities for 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 feeling of accomplishment boosts self-confidence and motivation to keep striving for greater achievement.

Increasing Engagement

Gamification in learning English also contributes to increasing student involvement in the teaching and learning process. Through the use of 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. In addition, the existence of challenges and missions in gamification encourages students to think critically and creatively in completing assignments [3]. This activates students' brains to seek different solutions or approaches in 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

Active Interaction

In the gamification approach, students are more actively involved in the learning process. 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.

Relevant Context

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

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

The application of gamification in learning English can also positively increase students' competitive spirit [4]. The use of competition elements, such as leaderboards or awards for students with the highest points, encourages students to try harder in learning English. 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 has an impact on students' motivation in learning 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 are [5]:

Leaderboard

By having a leaderboard or leaderboard, students can see their ranking in terms of 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.

Joint Challenges

The use of 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.

Public Recognition

Providing public recognition of outstanding student achievement in English, such as in the form of announcements in class or awards at school, can also increase the competitive spirit. It is important to note that the use of gamification must take into account individual student differences and ensure that all students feel engaged and motivated. In addition, this approach must be well integrated in the context of learning so that it can have the maximum positive impact on student motivation and learning outcomes. Although the use of gamification has many benefits, there are several challenges and obstacles that need to be overcome so that the implementation can run effectively, such as:

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, it is important for educators to conduct careful research and observation of their students to find out what motivates them specifically. For example, some students may be more motivated by points and prizes, while others may be more motivated by challenges or recognition.

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

One of the risks in the application of gamification is when interesting game elements can divert students' attention from the actual purpose of learning. Although gamification can increase motivation and engagement, it is important for educators to ensure that the games and challenges offered remain relevant to the learning material. Otherwise, students may focus more on the game than gaining a deep understanding of the English language. Therefore, gamification should be carefully integrated into the curriculum to maintain a balance between enjoyment and the achievement of learning goals.

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 not be very interested or motivated by the game element in learning. In this case, educators need to find other ways to keep motivating and engaging 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, the use of gamification in learning English can be an effective tool for increasing student motivation and overall learning outcomes.

IV. CONCLUSION

The use of gamification in English classes has a significant impact on students' motivation and learning outcomes. Through this approach, learning English becomes

more interesting and interactive, thereby encouraging students to be more active in their learning process. In terms of student motivation, the use of gamification has proven effective in increasing enthusiasm, involvement, and competitive spirit. Giving points or scores, prizes, as well as challenges and missions in learning, creates a fun environment and encourages students to participate actively in achieving learning goals. Not only on motivation, gamification also has a positive impact on 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, so that students are motivated 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, as well as ensuring a focus on the main learning objectives is something that must be addressed. In addition, educators need to find ways to deal with students who may be less responsive to gamification systems. In conclusion, the use of gamification in learning English provides many benefits for 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.

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