

Gamification Approach and Students' Motivation in Learning English: A Literature Review

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Abstract

This literature review examines how the influence of gamification on student motivation in the context of learning English. The study examines 18 research that investigates the impact of gamification components, such as points, badges, leaderboards, stories, and competition, on student engagement and motivation. The findings strongly support the beneficial impacts of gamification. Research indicates that it promotes a more pleasurable and engaging learning encounter, resulting in heightened student motivation. Gamification can boost both intrinsic and extrinsic motivation. In general, gamification is seen as an effective method for increasing student motivation and creating a more captivating learning environment for ESL and EFL learners.

Keywords—gamification, motivation, English, language learning

Abstrak

Ulasan literatur ini mengeksplorasi pengaruh gamifikasi pada motivasi siswa dalam konteks belajar bahasa Inggris sebagai Bahasa Kedua (ESL) dan Inggris sebagai bahasa asing (EFL). Studi ini didasarkan pada 18 penelitian yang meneliti dampak komponen gamification, seperti poin, badges, leaderboards, cerita, dan kompetisi, pada keterlibatan dan motivasi siswa. Hasil dari penelitian-penelitian ini sangat mendukung dampak positif dari gamification. Penelitian menunjukkan bahwa gamification membuat pembelajaran yang lebih menyenangkan dan menarik, dan meningkatkan motivasi siswa. Gamifikasi dapat meningkatkan motivasi intrinsik untuk belajar dan motivasi ekstrinsik. Secara umum, gamification dianggap sebagai metode yang layak untuk meningkatkan motivasi siswa dan menciptakan lingkungan belajar yang lebih menarik bagi siswa ESL dan EFL.

Kata kunci—gamification, motivasi, bahasa Inggris, pembelajaran Bahasa

INTRODUCTION

Gamification, the integration of game elements into non-game contexts, has generated interest in the field of education, namely in the realm of language learning, such as English as a Foreign Language (EFL). According to Huotari & Hamari 2016, Gamification is a concept that integrates game design elements and mechanics into non-game contexts to enhance engagement, motivation, and participation. This approach to learning English transforms existing activities by introducing game elements to attract and motivate learners, making tasks more appealing and interactive (Cetin & Erbay, 2021).

Motivation is crucial in learning English as a foreign language (EFL). According to Riyanti (2019), motivation is particularly vital for learners who learn English as a foreign language. Furthermore, Gardner (2007) stated that motivation plays a significant role in second language acquisition. In the field of English language teaching (ELT), teachers and students need to identify strategies or approaches to enhance motivation among students. Yashima (2002) argued that in the context of learning English, motivation influences proficiency levels and willingness to communicate in the language. Research has shown that students' motivation is key to their success in learning English. Memon et al., (2019), found out that highly motivated students tend to master a language better than those with lower motivation levels. Therefore, understanding the approach or strategies to improve motivation in learning English is essential for educators.

Gamification in Education

The implementation of gamification in education has proven to be a very effective method for improving learning outcomes. By fostering increased motivation, engagement, problem-solving capabilities, decision-making aptitude, and social connections among learners, gamification serves as a potent tool in the educational setting (Park & Kim, 2021). This approach involves incorporating game design elements and gameful experiences into educational processes, transforming traditional paradigms into interactive learning environments that motivate students (Shavab et al., 2021). By linking instructional approaches with gamification, educators have observed improvements in student activities, behaviors, collaboration, self-guided study, creativity, and retention (Silva et al., 2018).

The evolution of gamification in education has shifted towards immersive experiences that leverage motivation to drive learning. Elements such as leaderboards, points, badges, levels, immediate feedback, and avatars have been integrated to create engaging learning environments (Costa, 2023; "Gamification as A Methodological Strategy In University Students", 2022). These game elements make learning more enjoyable and increase student engagement with the material, leading to improved educational outcomes (Bouchrika et al., 2019). Furthermore, the use of gamification has been shown to increase student involvement with e-learning systems, promoting active learning and addressing motivational challenges (Hounsell et al., 2019).

Researchers have explored the impact of gamification on various educational contexts, including management education, programming courses, and energy sustainability courses (Romero-Rodríguez et al., 2019; Piteira et al., 2017; "Evaluating the User Experience of a Gamification-Based Moodle LMS," 2023). Studies have highlighted gamification's benefits in enhancing the quality of the learning experience, increasing student engagement, and improving the teaching-learning process (Piteira et al., 2017). By integrating gamification into online courses and learning management systems, educators aim to create a more interactive and stimulating educational environment (Dichev & Dicheva, 2017).

Despite the positive outcomes associated with gamification in education, there are still uncertainties regarding its long-term benefits and the specific mechanisms that drive its effectiveness (Alonso, 2019). While gamification has been widely adopted in different areas, including teacher training and intercultural education, there is a need for further

research to fully understand how to optimize its implementation in educational contexts (Ares et al., 2018). The use of gamification tools like Kahoot! in subjects such as Chemistry has demonstrated the potential of mobile devices in enhancing learning experiences.

In conclusion, gamification in education has evolved to become a valuable strategy for improving student engagement, motivation, and learning outcomes. By incorporating game elements into educational processes, educators can create dynamic and interactive learning environments that cater to the diverse needs of students. While the field of gamification in education continues to grow, further research is needed to explore its long-term impact and refine its implementation to maximize its benefits for learners.

Motivation for Learning English

There are several types of motivation in learning English. Two primary forms of motivation have been recognized: integrative motivation, which is the desire to learn a language in order to communicate with individuals from another culture who speak that language, and instrumental motivation, which involves learning a language to achieve specific objectives such as passing exams or obtaining employment (Suryasa et al., 2017).

Another type of motivation is intrinsic and extrinsic. Intrinsic motivation is the innate desire and personal fulfillment that individuals feel when they participate in a specific activity, like studying English, only for the delight and fulfillment it provides (Peng, 2021). In contrast, extrinsic motivation refers to external stimuli that compel individuals to participate in an activity, such as studying English, to gain rewards or evade punishments (Dahlia et al., 2019).

Research conducted by Peng (2021) highlighted the significance of both intrinsic and extrinsic motivation in influencing learning outcomes among Chinese EFL students within a blended learning environment. The study revealed a positive relationship between both types of motivation and improved English competence, emphasizing the role of motivation in enhancing students' language skills and psychological development in English learning. Similarly, a study by Kreishan & Al Dhaimat (2013) shows that intrinsic motivation was a strong predictor of motivation in learning a language.

This systematic literature review identified how the gamification approach influenced the learners' motivation to learn English. This literature review is expected to assist educators in choosing the most suitable approach for the present learning environment. A specific research question was formulated to guide this exploration: How gamification approach influence students' motivation in learning English?

RESEARCH METHOD

This study utilizes the literature review methodology, sourcing information from diverse research engine databases, including Google Scholar, ResearchGate, and ProQuest. The researcher discovered 18 research reports inside these databases, which serve as the focal points of the investigation. According to Ebidor (2024), A literature review entails a comprehensive examination and integration of previous research and studies about the specific research field being investigated.

The data is sourced from several studies, including journal articles, theses, and dissertations that pertain to the subject matter. The instruments consist of material derived from multiple study reports and tables. Furthermore, the process of data collection through document analysis involved reading, making notes, and gathering written sources of data. This literature study adhered to the six-phase methodology outlined by Braun & Clarke (2006) for doing the analysis. The methodology involves becoming acquainted with the data, generating preliminary codes, identifying themes, reviewing and refining the themes, defining the themes, and finally documenting the findings. Following the analysis, the findings will be compiled in a table and further elaborated upon in the discussion.

RESULTS AND DISCUSSIONS

There was a total of 18 research reports discovered in this investigation that were relevant to the issue. The analysis and summary of documented articles are linked to the gamification approach and the motivation of students to learn English, as indicated in Table 1. The data shown in the table has been systematically examined according to the publication year, arranged in chronological order from oldest to most recent, and is directly relevant to the objectives of this study.

Table 1. The Research Findings on Gamification and Motivation in Learning English

No.	Researcher and Year	Research Findings
1.	Polat, 2014	This study shows that the implementation of gamification does not have a good impact on the students' general motivation to learn foreign languages in this particular setting. Surprisingly, a significant number of students in the experimental group have notably favorable attitudes toward gamification.
2.	Lister, 2015	The study found that the incorporation of gamified components, such as points, badges, achievements, leaderboards, and levels, had positive effects on the motivation of college and university students.
3.	Svitlana, 2018	The data gained indicated that the implementation of gamified training sessions was largely effective in increasing the motivation of pupils to learn English. A significant proportion of students exhibited favorable attitudes towards using games in language acquisition. Merely 6% of students responded in the descriptive questions that they did not develop confidence, and their level of interest in English learning remained consistently low throughout the training sessions.
4.	Tan, 2018	The findings indicate that gamification can effectively motivate and assist students in preparing for their classes by providing scaffolding for reading information. They demonstrate its feasibility and value for investment and development, especially for enhancing a flipped classroom setting.
5.	Anisa et al., 2020	The study demonstrated that the implementation of gamification had a positive effect on both the intrinsic and extrinsic motivation of students in the process of learning the English language. Gamification enhances students' motivation by providing them with opportunities to exercise autonomy (the ability to make independent decisions), competence (the ability to solve challenges), and relatedness (the ability to socialize). Furthermore, the features of Kahoot enhanced their enjoyment of playing the game. The students' extrinsic motivation was improved by the reward system and support for the learning goal.

Hence, gamification provides a viable alternative for teaching English at the secondary level.

6. Jiménez-Sánchez & Gargallo-Camarillas, 2020 The results indicated that using Quizizz motivates students both intrinsically and extrinsically, additionally, students showed a very positive attitude toward learning.
7. Sari et al., 2020 Utilizing gamification, which is based on native Balinese legends, as a teaching medium had a notable impact on the motivation of fifth-grade pupils. This was apparent from the substantial disparity in pre-test and post-test outcomes before and after the interventions.
8. Contreras, 2020 The results demonstrated that the use of gamification enhanced students' engagement in the course and their aspirations for achievement. (Anwari, 2018)
9. Amin, 2021 This study shows that Duolingo can motivate EFL students to learn their second language, although the rate of improvement is varied.
10. Hasanah & Aziz, 2021 The findings suggest that students who endorse the approach of online gamification learning have experienced increased motivation and assistance in their composition of descriptive text. Put simply, online gamification learning enhances students' motivation and achievement in writing descriptive text.
11. Laksanasut & Seubsang, 2021 Based on the research, gamified learning interventions have been shown to significantly enhance students' motivation to study. During the study, students experienced a stimulating and engaging learning environment that incorporated game features such as rules, point systems, competitions, and awards. The students' active engagement in both classroom and extracurricular activities was driven by their clear and predetermined short-term and long-term objectives, established prior to and throughout the courses.
12. Emirilyasova, 2021 The study revealed that the implementation of gamified instructional techniques results in heightened student involvement and a positive shift in attitudes toward the English language, ultimately leading to improved language proficiency.
13. Sercanoglu et al., 2021 This study has demonstrated that Kahoot activities have a substantial impact on attitudes towards the English as a Foreign Language (EFL) course.
14. Laffey, 2022 The investigation showed significant enhancements in motivation for the treatment group across four out of five

factors, both before and after the therapy. Conversely, the control group exhibited a significant decrease in motivation on only one factor. Nevertheless, the ultimate levels of motivation exhibited by both groups were comparable in terms of overall outcomes, except for one specific motivating element.

15. Huseinović, 2023
The study's findings demonstrate the significant impact of gamification approaches on students' willingness to acquire English as a second language and their overall proficiency in English language acquisition and academic performance. Games have been demonstrated to have a good impact on students' listening, speaking, reading, and writing skills in higher education settings.
16. Popov, 2023
This study demonstrates that the implementation of gamification has the potential to be a highly effective strategy for enhancing students' motivation and enhancing learning results in the context of English language acquisition.
17. García-López et al., 2023
This study demonstrates that the utilization of gamification learning methodologies may effectively reduce student demotivation. Through the utilization of gamified platforms, educators may optimize engagement and cultivate favorable learning outcomes. The findings emphasize the significance of employing creative strategies, such as gamification, to enhance the academic experience and foster student achievement.
18. Arsyad et al., 2024
The study has demonstrated that combining the flipped and gamified learning methods can establish a captivating and motivating learning atmosphere, leading to enhanced exam proficiency.

DISCUSSION

Based on the analysis of many publications, theses, and reports, the researcher discovered that the majority of the findings provide evidence for the beneficial influence of the approach of gamification on the motivation of learners to learn English. First and foremost, it enhanced the level of involvement and enjoyment. Various studies conducted by researchers such as Lister (2015), Svitlana (2018), Tan (2018), Anisa et al. (2020), Jiménez-Sánchez & Gargallo-Camarillas (2020), Sari et al. (2020), Laksanasut & Seubsang (2021), Seitbilyalovna (2021), Contreras (2021), Sercanoglu et al. (2021), Laffey (2022), Huseinović (2023), Popov (2023), Arsyad et al. (2024), and García-López et al. (2023) have emphasized the positive impact of gamification elements, such as points, badges, leaderboards, stories, and competition, on enhancing the interactive and enjoyable nature of the learning experience. These elements contribute to increased student engagement and motivation.

Furthermore, it reinforced both internal and external motivation. This is supported by the evidence shown in Anisa et al.'s (2000) research, which demonstrates how

gamification enhances students' intrinsic motivation to study and also provides extrinsic motivation through prizes. They accomplish this by offering possibilities for self-governance, proficiency, and connection. Jiménez-Sánchez & Gargallo-Camarillas (2020) and Hasanah & Aziz (2021) have demonstrated that gamification can enhance both intrinsic and extrinsic motivation. Nevertheless, a study conducted by Polat (2014) revealed that there was no noteworthy influence on the overall level of motivation. This indicates the necessity of meticulous execution and customization of gamified components to match specific educational goals and students' preferences.

CONCLUSION

Based on the findings and discussion above, it can be concluded that gamification is a powerful tool for enhancing students' motivation to learn English. It creates a more engaging and enjoyable learning experience, fostering both intrinsic and extrinsic motivation. However, careful design and implementation are crucial to ensure alignment with learning objectives and student needs.

RECOMMENDATION

Since the majority of the collected research supports the notion that gamification is an effective strategy for increasing the motivation of learners to learn English, it is recommended that English teachers utilize the gamification approach in their English teaching and learning to help students enhance their motivation in learning English, use careful design and implementation to ensure alignment with learning objectives and student needs. It is also recommended for further researchers to conduct further research exploring the long-term effects of using the gamification approach on students' English proficiency.

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