

## DAMPAK GAMIFIKASI DALAM PEMBELAJARAN BAHASA INGGRIS

### [The Impact Of Gamification In English Language Learning]

I Gusti Ngurah Octova Seventilofa

Universitas Mahasaraswati Denpasar PSDKU Mataram

*rahocta@yahoo.com*

#### ABSTRAK

Gamifikasi, penggabungan elemen permainan ke dalam konteks non-permainan, telah muncul sebagai strategi yang menjanjikan untuk meningkatkan motivasi dan keterlibatan dalam pembelajaran bahasa Inggris. Penelitian ini menggali dampak gamifikasi terhadap penguasaan bahasa Inggris, membedah kontribusinya terhadap motivasi dan prestasi akademik siswa. Jenis penelitian ini merupakan penelitian kepustakaan (Library Research). Hasil penelitian menunjukkan bahwa, sintesis wawasan teoretis, temuan empiris, dan pertimbangan instruksional menonjolkan pentingnya Gamifikasi dalam Pembelajaran Bahasa Inggris. Pentingnya memasukkan aspek permainan ke dalam pendidikan bahasa terlihat dari konvergensi landasan teori, data empiris, dan pertimbangan desain pembelajaran

**Kata kunci:** gamifikasi; bahas inggris

#### ABSTRACT

*Gamification, the incorporation of game elements into non-game contexts, has emerged as a promising strategy to enhance motivation and engagement in English language learning. This type of research is library research. The research results show that, the synthesis of theoretical insights, empirical findings, and instructional considerations highlights the importance of Gamification in English Language Learning. The significance of incorporating gaming aspects into language education is highlighted by the convergence of theoretical foundations, empirical data, and instructional design considerations*

**Keywords:** gamification; English

#### INTRODUCTION

English language education has become a global focal point in addressing the challenges of the 21st century, where proficiency in foreign languages plays a central role in the personal and professional success of individuals (Crystal, 2003). The rise of technology and globalization has introduced a new paradigm in language instruction, necessitating innovative approaches to enhance motivation and the effectiveness of learning. One increasingly prominent approach is gamification (Deterding et al., 2011), which incorporates gaming concepts into the educational context. In this context, this research will explore the impact of gamification on English language learning, detailing its contributions to student motivation and learning outcomes.

Several theories support the application of gamification in the educational context. The flow theory (Csikszentmihalyi, 1990) emphasizes positive experiences and the full engagement of students in learning activities. By presenting tasks that are challenging yet suitable for the students' skill levels, gamification can create a deep and satisfying learning experience. Additionally, the theory of intrinsic motivation (Deci & Ryan, 1985) highlights the importance of eliciting motivation from students themselves. The use of

game elements, such as points, levels, and rewards, in the context of English language learning can stimulate intrinsic motivation, encourage active participation, and enhance academic achievement.

Gamification, integrating game elements into the learning context, offers an approach that can enhance student motivation and engagement (Hamari et al., 2014). Csikszentmihalyi's Flow Theory (1990) asserts that positive experiences and full engagement in learning activities can be realized by presenting tasks that are challenging yet align with the students' skill levels. Furthermore, the concept of intrinsic motivation (Deci & Ryan, 1985) underscores the importance of sparking motivation from within students. Gamification, through game elements such as points and rewards, can stimulate intrinsic motivation, encourage active participation, and improve academic achievement (Caponetto et al., 2014).

Several studies support the claim that gamification can enhance language learning outcomes. For example, research by Hamari et al. (2014) found that game elements in the learning environment can increase student engagement and motivation. Similarly, a study by Caponetto et al. (2014) indicated that the use of competitive games in teaching English can enhance student activity and participation. However, the success of gamification also depends on proper design, careful integration with the curriculum, and a deep understanding of student characteristics (Hamari et al., 2016).

The successful implementation of gamification in the context of English language learning requires careful design, precise integration with the curriculum, and a profound understanding of student characteristics (Hamari et al., 2016). Therefore, this research will conduct a comprehensive review of the impact of gamification on English language learning by analyzing literature, supporting theories, and recent research findings. By delving into these aspects, this study aims to provide a comprehensive overview of the potential of gamification as an innovative strategy in enhancing English language learning in the contemporary era.

In confronting the complexity of English language education challenges, this research will comprehensively explore the impact of gamification on student motivation and achievement. Through an analysis of literature, supporting theories, and recent research findings, this study aims to provide an in-depth understanding of the potential of gamification as an innovative strategy in enhancing English language learning in the contemporary era.

## **METHODOLOGY**

This type of research is library research. Library research is a theoretical study, references and other scientific literature related to culture, values and norms that develop in the social situation studied (Sugiyono, 2012). Researchers examine several theories related to the impact of gamification in English language learning, then compare and collaborate these theories in the form of discussions to obtain conclusions

## **DISCUSSION AND FINDINGS**

The use of gamification in English language learning has become a popular educational strategy, attracting the interest of practitioners, scholars, and teachers alike. This part provides a thorough overview by presenting the results of previous research, tying them in with pertinent ideas, and providing an analysis of the implications for improving language acquisition.

### **Gamification in the Learning Context: A Comprehensive Analysis**

Gamification, a concept gaining increasing attention in the field of education, refers to the application of game elements in non-game contexts to enhance motivation, engagement, and learning outcomes. The implementation of gamification in education creates an experience similar to games, with the goal of providing incentives and rewards to learners to achieve learning objectives (Deterding et al., 2011). This concept draws inspiration from game dynamics, including points, levels, competition, and rewards, to enhance the learning experience.

The flow theory, developed by Csikszentmihalyi (1990), serves as the conceptual basis for gamification. This theory emphasizes positive experiences and full engagement in activities, where individuals feel entirely involved and immersed in tasks. In the context of gamification, the flow

experience can be achieved by presenting tasks that are challenging yet align with the skill levels of learners, creating a deep and satisfying learning experience.

Intrinsic motivation, a concept introduced by Deci & Ryan (1985), is also a key element in the application of gamification. Intrinsic motivation highlights the importance of igniting motivation from within students themselves. By leveraging game elements, such as points and rewards, gamification aims to stimulate intrinsic motivation in students, encourage active participation, and improve academic achievement.

However, the success of gamification is not solely dependent on the presence of game elements. Careful instructional design is also a determining factor. The student engagement theory (Meyer, 2019) underscores the importance of student involvement in the learning process. By designing tasks that stimulate activity and provide challenges corresponding to students' skill levels, gamification can create a more effective learning environment.

Based on the research by Hamari et al. (2014), gamification has proven effective in enhancing student engagement and motivation. This study demonstrates that the use of game elements in the learning environment can create a positive learning experience and stimulate student participation in the learning process.

However, Caponetto et al.'s (2014) study indicates that the success of gamification also depends on proper design and careful integration with the curriculum. The importance of thorough planning to maximize gamification's potential in improving student activity and participation is highlighted in this research.

By delving into the concept of gamification from theoretical perspectives and recent research results, a more holistic understanding can be obtained of how gamification can be an effective tool in enhancing learning, especially in the context of English language learning.

One well-known theoretical framework that demonstrates the effectiveness of gamification is the Flow Theory developed by Csikszentmihalyi in 1990. The idea of flow, which refers to a state of maximum enjoyment during a task, emphasizes how important it is to strike a balance between difficulty and ability. Aligning assignments with students' competence levels in the context of gamified English language learning can create a flow state, promoting profound engagement and satisfaction (Csikszentmihalyi, 1990). Positive learning experiences have always been linked to the alignment of students' skill levels and the difficulty of language activities.

Deci and Ryan's (1985) explanation of intrinsic motivation provides yet another important theoretical foundation for the efficacy of gamification. By incorporating game features like points, levels, and awards, educators can encourage students to actively participate in their language learning process by igniting their intrinsic motivation (Deci & Ryan, 1985). Students are more likely to internalize the drive to study English when gamified features provide them a sense of autonomy, competence, and relatedness. This increases academic accomplishment.

The research conducted in 2014 by Caponetto et al. and Hamari et al. provides empirical insights into how gamification affects language learning outcomes. The study by Hamari et al. highlights the beneficial relationship between game components in the classroom and higher levels of student engagement (Hamari et al., 2014). Furthermore, by emphasizing increases in student engagement and activity, Caponetto et al.'s study highlights the advantages of employing competitive games in foreign language instruction (Caponetto et al., 2014).

However, Meyer (2019) emphasizes that careful instructional design is necessary for gamification to succeed. According to the student engagement theory, the creation of an effective gamified learning environment depends critically on well-designed assignments that are both demanding and appropriate for students' skill levels (Meyer, 2019). This supports the idea that, in order to optimize its potential impact, gamification should be carefully incorporated into the curriculum (Hamari et al., 2016).

Furthermore, the Deterding et al. (2011) theoretical framework clarifies the aspects of gamification that support its success. According to Deterding et al. (2011), several elements are highlighted as critical components that, when applied with care, improve the overall gamefulness of the learning environment. These elements include points, levels, and rewards. This supports the hypothesis that careful incorporation of these components is essential to the gamification of language learning's success.

Although a substantial amount of research has demonstrated the beneficial effects of gamification on English language acquisition, it is crucial to recognize that more sophisticated methods are required. According to Hamari et al. (2016), a thorough grasp of student characteristics is necessary for the effective application of gamification. Customized gamification tactics are required because of the variability in student preferences and learning styles, which emphasizes the significance of taking individual characteristics into account (Hamari et al., 2016).

## **CLOSING**

### **Conclusion**

In conclusion, research on gamification in ESL opens up a potentially fruitful path for innovative teaching approaches. The significance of incorporating gaming aspects into language education is highlighted by the convergence of theoretical foundations, empirical data, and instructional design considerations. Important theoretical frameworks have been covered in the discussion, including Deci and Ryan's Intrinsic Motivation (1985) and Csikszentmihalyi's Flow Theory (1990), which offer a conceptual basis for comprehending how gamification promotes the best possible learning environments.

According to Csikszentmihalyi (1990), gamification can be congruent with Flow Theory principles by providing language learning challenges that strike a balance between competence and challenge, thus increasing student happiness and engagement. Deci and Ryan (1985) claim that the incorporation of intrinsic motivation principles, enabled by game features such as points and prizes, fosters intrinsic student empowerment and enhances their autonomy and self-determination during the language learning process. Maintaining long-term interest in and dedication to language learning requires this internal drive.

Empirical research, in particular the works of Caponetto et al. (2014) and Hamari et al. (2014), provides important insights into the concrete results of gamification. The results of Hamari et al. show that gamified components and higher levels of student involvement are positively correlated (Hamari et al., 2014). In a similar vein, studies by Caponetto et al. highlight the advantages of using competitive games to increase student engagement and activity in circumstances related to learning foreign languages (Caponetto et al., 2014).

However, Meyer (2019) argues that careful instructional design is necessary for the nuanced success of gamification. In order to provide an effective gamified learning environment, the idea of student engagement highlights the significance of well-designed assignments that are both demanding and tailored to students' skills (Meyer, 2019). This fits with the larger story that, in order to optimize gamification's pedagogical impact, its successful deployment requires thorough integration into the curriculum (Hamari et al., 2016).

The thorough knowledge gained from this investigation places gamification in English language learning as a tool with enormous promise for educators navigating the ever-changing terrain of language instruction. The importance of student individual differences, as noted by Hamari et al. (2016), emphasizes the necessity of customized and flexible gamification techniques to accommodate a range of learning styles.

In conclusion, the synthesis of theoretical insights, empirical findings, and instructional considerations accentuates the significance of Gamification in English Language Learning.

### **Suggestion**

This concluding chapter calls for continued exploration, research, and refinement of gamification strategies, with an unwavering commitment to enhancing the efficacy of language education in the contemporary landscape.

## **REFERENCES**

Caponetto, I., Earp, J., & Ott, M. (2014). Benefits of using video games as a tool for foreign language learning. In *Virtual and Augmented Reality in Education, Arts, and Cultural Experiences* (pp. 95-104). Springer.

- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.
- Deci, E. L., & Ryan, R. M. (1985). "Intrinsic Motivation and Self-Determination in Human Behavior." Plenum Press.
- Deterding, S., Sicart, M., Nacke, L., O'Hara, K., & Dixon, D. (2011). "From Game Design Elements to Gamefulness: Defining 'Gamification'." In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments*.
- Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does Gamification Work? -- a Literature Review of Empirical Studies on Gamification. In *2014 47th Hawaii International Conference on System Sciences* (pp. 3025-3034). IEEE.
- Hamari, J., Koivisto, J., & Sarsa, H. (2016). Does Gamification satisfy needs? A study on the relationship between gamification features and intrinsic need satisfaction. *International Journal of Human-Computer Studies*, 95, 14-31.
- Meyer, K. A. (2019). *Active Learning Strategies in Face-to-Face Courses*. Wiley.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta