CHAPTER I
INTRODUCTION

A. Research Background

Gamification system in English language teaching can generate immediate enthusiasm and curiosity, which leads to student's willingness to learn. In fact, the use of games in English language teaching is not a new phenomenon. It has long been recognized as a solution to low motivation and engagement in learning among student[1]. Gamification system is an integration of games' element or a way of thinking about game in non-game context[2]. According to Kapp that Gamification which is using game-based-mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and the student's solve problems[3].

Gamification taught students to be active participants in their own learning. The lessons that include fun games are thought to be more effective at producing positive results because students are motivated to play more even if they are unaware that they are learning unconsciously[4]. Thus, the common thread of the Gamification process is always a topic that children are close to, it makes them feel more interesting and more involved on their learning[5].

Previously, there were several studies regarding the use of Gamification in English language teaching in Indonesia in the period of 2012 to 2022. The research by Sri Sartini entitled

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[1] Chung Kwan Lo and Khe Foon Hew, "A Comparison of Flipped Learning with Gamification, Traditional Learning, and Online Independent Study: The Effects on Students' Mathematics Achievement and Cognitive Engagement," *Interactive Learning Environments* 28, No. 4 (2020): 464–81, https://doi.org/10.1080/10494820.2018.1541910.

[2] Gabriela Kiryakova, Nadezhda Angelova, and Lina Yordanova, "Gamification in Education," 2014.

[3] Karl Kapp, *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education. San Francisco, CA: Pfeiffer*, 2012.

[4] Rita Mee Mee et al., "Role of Gamification in Classroom Teaching: Pre-Service Teachers' View," *International Journal of Evaluation and Research in Education (IJERE)* 9 (2020): 684, https://doi.org/10.11591/Ijere.V9i3.20622.

[5] Laura Ardoiz García, "Gamification in English Teaching in Primary Education," *Trabajo Fin De Grado*, 2017, 57.

"Kahoot In Maritime English Teaching: It's Impact On Nautical Science Cadet's Oral Reproduction And Vocabulary" conclude that the use of online Gamification-based Kahoot quiz toward nautical science cadets at Sekolah Tinggi Maritime Yogyakarta had a significant impact on vocabulary mastery for effective communication skills[6]. Furthermore, the research result by Raudlatul Hasanah and Imam Nur Aziz that Gamification has helped and motivated students in writing descriptive text[7]. The research on Gamification was also carried out by Gabriel Indra Tamtama et al. is a research that aims to attract the interest of children learning by attractive appearance and questions, and subsequent development in animation and a bright appearance[8]. As well as, Nina Inayati stated that Gamification affect students' engagement, better active participation, and disciplin[9]. Likewise, the research by Desi Derina Yusda et al. Conclude that this application has a positive significant in improving student vocabulary and students' engagement on 10th grade students at Yadika Bandar Lampung High School[10].

Gamification always puts motivation first. Based on the statement from Werbach and Hunter stated that the use of games in learning and game design techniques in non-game contexts as well as something related to the two groups of motivation both intrinsic and extrinsic, which are needed in

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[6] Sri Sartini, "Kahoot in Maritime English Teaching: Its Impact on Nautical Science Cadet's Oral Reproduction and Vocabulary," *English Language Teaching Educational Journal* 3, No. 1 (2020): 41, https://doi.org/10.12928/eltej.v3i1.1667.

[7] Rodiatul Hasanah and Imam Nur Aziz, "Effect of Online Gamification Learning on Students ' Writing Descriptive Text" 01, No. 04 (2021): 256–66.

[8] Gabriel Indra Widi Tamtama, Paulus Suryanto, and Suyoto, "Design of English Vocabulary Mobile Apps Using Gamification: an Indonesian Case Study for Kindergarten," *International Journal of Engineering Pedagogy* 10, No. 1 (2020): 105–62, https://doi.org/10.3991/ijep.V10i1.11551.

[9] Nina Inayati and Alimin Adi Waloyo, "Journal on English as A Foreign Language The Influence of Quizziz-Online Gamification on Learning Engagement and Outcomes in Online English Language Teaching" 12, No. 2 (2022): 249–71.

[10] Desi Derina Yusda et l., "An Analysis of Using Duolingo Application in Improving Students' Vocabulary Mastery at 10th Grade of SMA YADIKA Bandar Lampung," *Beyond Linguistika* 2, No. 2 (2020): 18–23, https://doi.org/10.36448/bl.v2i2.1778.

the experience and development of English as a second language in Indonesia.[11] Gamification as an innovative technique as the answers the demands of today's new methodologies. In English language teaching, Gamification plays an important role but there is still little research on how the impact of implementing Gamification on students learning outcomes has been thoroughly discussed. The impact of Gamification will provide an overview for the educators to plan and develop Gamification in English language teaching in Indonesia.

This study aims to examine previous research regarding the use of Gamification for enhancing students' motivation in English language teaching in Indonesia in the period 2012 to 2022 using qualitative meta-analysis method from Google Scholar and Garuda. The utility of the custom range from 2012 to 2022 is intended to know whether the journals and articles are robust (relative stable against change) and produce result that were relevant to research gaps. Through this method the researcher analyzes previous studies in Indonesia and then classifies them based on the results and type of the Gamification used. Based on these groupings the researcher underlined that the majority of research result from period 2012 to 2022 regarding Gamification in English language teaching only focus on mastering vocabulary, whereas in game-based learning it is not only mastering vocabulary but Gamification also increase other English skills, students' motivation and involvement in the learning process. Therefore, the researcher review and collect, existing information about the topic and presented it in a structure manner through Qualitative meta-analysis method.

B. Research Focus and Scope
1. Subject of the Research
The subject of the research is a Gamification which is using in English language teaching process in Indonesia.

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[11] Kevin Werbach and Hunter, *For The Win: How Game Thinking can Revolutionize Your Business*, 2012.

2. **Object of the Research**

        The object of this research is to analyze the using of Gamification in English language teaching in Indonesia based on the research of researcher in articles and journals published from 2012 to 2022 with Qualitative meta-analysis method.

C. Research Question

        After identifying and narrowing down the problem was formulated as follows:

1. What type of Gamification is most commonly used in teaching English in Indonesia according to journals and articles published from 2012 to 2022?
2. What is the use of Gamification affect students' motivation in English learning in Indonesia according to journals and articles published from 2012 to 2022?

D. Research Objective

        While the objectives to be achieved from this research are to:

1. To describe the type of Gamification is most commonly used in English language teaching in Indonesia according to journals and articles published from 2012 to 2022.
2. To expose the use of Gamification affect toward students' motivation in English language learning process in Indonesia according to journals and articles published from 2012 to 2022.

E. Research Significances

1. **Theoretically**

        To explain the analysis of the type and result of the researchers of the Gamification used in English language teaching in Indonesia based on the research of researcher in journals and articles published from 2012 to 2022.

2. **Practically**

        This Researcher hopes this research will be useful in the following areas:

a. The Educators

        The Educators can choose the most suitable Gamification system in English language teaching. The

educators also can apply the results of this study are about teaching and learning activities.

b. The Students

To prepare students who have a desire to teach, so they can adapt to teaching techniques in accordance with existing technological developments.

c. The Researcher

It was used for the Researcher because it can increase the researcher's knowledge about using Gamification in English language teaching based on the result of the researcher before.

d. The Other Researchers

The analysis of Gamification through Qualitative meta-analysis can be an alternative in determining research and developing scope of the research and other specific expertise.

F. Definition of Key Terms

Researcher use the following terms to avoid misunderstanding when interpreting the meaning of the terms on this article.

1. Gamification

Gamification is the process of using game-based mechanics, aesthetics, and game thinking to engage people, inspire action, facilitate learning, and solve problems[12].

2. English Language Teaching

English teaching is the practice and theory of learning and teaching English for the benefit of non-native English speakers[13].

3. Educator

An educator is someone who gives intellectual, moral, and social direction[14].

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[12] Christian E Lopez et al., *The Effects of Player Type on Performance : A Gamification Case Study Corresponding Author : The Effects of Player Type on Performance : A Gamification Case Study*, 2018.

[13] https://educalingo.comen/dic-en/english-language-teaching/amp.

[14] https://medium.com/@robertpeters/the-difference-between-a-ateacher-and-an-educator.

4. Student

Student is a person who is studying at a college, university or school[15].

5. Motivation

Motivation is understood as the innate desire that drives people to engage in an activity due to the resulting satisfaction[16].

6. Qualitative Meta-analysis

Qualitative meta-analysis is conceptually an analytical technique traditionally used in quantitative research that combines the results of multiple studies aimed at answering the same question or obtaining results on the same scale and provides a systematic statistical overview[17].

G. Organization of Thesis

A dissertation writing system is a framework for determining the format of a dissertation. Systematics is also the basic theorems that describe the relationships between sections and parts of a paper. For ease of preparation, the work is divided into his three parts.

First, read the beginning or format of the information. This includes: motto, dedication page, acknowledgments, preface, table of contents, and list of abbreviations/tables/figures/illustrations/appendices. Next, load the core. It consists of five chapters, written as follows:

1. Chapter I Introduction contains the following sections: and the organization of the dissertation.

2. The chapter II Review of Related Literature includes a theoretical explanation, a theoretical framework, and a review of previous research.

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[15]Victoria Bull, *Oxford: Learners Pocket Dictionary*, Oxford University Press, China, 2008.

[16] M A Theobald, *Increasing Student Motivation: Strategies for Middle and High School Teachers* (SAGE Publications, 2005), https://books.google.co.id/books?id=4nffwaeacaaj.

[17] John Hunter, Frank Schmidt, and Gregg Jackson, *Meta-Analysis: Cumulating Research Findings Across Studies*, *The Academy of Management Review*, Vol. 9, 1982, https://doi.org/10.2307/258247.

3. Chapter III Research methodology includes the following components: research methods, research subjects, equipments and data collection techniques, adequacy of research data, data analysis techniques, and ethical considerations of research.
4. Chapter IV: Research Findings and Discussion consists of Research Findings and Discussion.
5. Chapter V is Conclusions and Recommendations. All of these are written consecutively and consecutively following applicable qualitative guidelines.