

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Gamification and ELT in Indonesia

Gamification is the process of using game-based mechanics, aesthetics, and game thinking to engage people, inspire action, facilitate learning, and solve problems<sup>1</sup>. Gamification as English teaching media helps the educators to give the material effectively. Meanwhile, Ashar in ellas' articles stated that there are four type of media of learning that is visual media, audio media, audio-visual media and multimedia (game)<sup>2</sup>. Gamification is a multimedia system adopted from other fields of video game mechanics. Students now spend their time surfing the Internet in the form of video games with different elements of playing games in non-gaming contexts. Therefore, they are involved in their own learning process. Game Learning of English as a Second Language in Indonesia is a class used by educators to engage students in learning using video game design and game elements in the course of teaching and learning approaches. Gamification approach is to increase student interest, involvement and inspire student to learning<sup>3</sup>. Gamification is not yet complete to implement in Indonesian education, but it is an effective approach that can be used in education. The Gamification system used in lesson design greatly enhances student comprehension and especially enthusiasm and motivation. Gamification helped students learn the target language more easily.

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<sup>1</sup> 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*.

<sup>2</sup> Ella Apriliana Tiana, "Applying Online Gamification as The Media in Online Learning for Enhancing Learners' Vocabulary" (2021), <http://eprints.umg.ac.id>.

<sup>3</sup> Alexander Uskov and Bhuvana Sekar, "Smart Gamification and Smart Serious Games," in *Fusion of Smart, Multimedia and Computer Gaming Technologies: Research, Systems and Perspectives*, ED. Dharmendra Sharma et al. (Cham: Springer International Publishing, 2015), 7–36, [https://doi.org/10.1007/978-3-319-14645-4\\_2](https://doi.org/10.1007/978-3-319-14645-4_2).

Based on the statement from Zamzami that there are two type of Gamification, electronic (digital) and non-electronic (non-digital) <sup>4</sup>. The electronics Gamification is comes from electronics device or the Gamification which just can be access in electronics device, such as the Game-based learning from phone or personal computer or laptop like Quizizz app, Kahoot app and so forth. Whereas the non-electronics Gamification is the Gamification aren't from device electronics or it can be apply without access electronics device, such as Jeopardy Class Instruction and Local Story. According to the literature reviews, almost all studies in educational field used electronic Gamification for giving materials or enjoying assignments<sup>5</sup>. Basically, the Gamification is not about technology or electronics platform, but is regarding to the design and development of alternative and efficiency fun strategy by incorporating game-elements into real-life activities<sup>6</sup>.

The fact including games in education implies an activity approach and interest of children and one of the most natural ways learning. In this way, Gamification has a foundation in the application of game elements. Game elements are the most important aspects to include in Gamification process. Fernandez Isabel defined three elements of Gamification<sup>7</sup>:

#### 1. Mechanics

They are the different structures that make our progress visible (scores, badges, tasks, missions, avatars, classifications, rewards).

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<sup>4</sup> Zamzami Zainuddin and Cut Muftia Keumala, "Gamification Concept Without Digital Platforms : A Strategy for Parents on Motivating Children Study at Home During Covid-19 Pandemic" 08, No. 01 (2021): 156–93.

<sup>5</sup> Margarita Ortiz-Rojas, Katherine Chiluiza, and Martin Valcke, "Gamification Through Leaderboards: An Empirical Study in Engineering Education," *Computer Applications in Engineering Education* 27, No. 4 (2019): 777–88, <https://doi.org/10.1002/Cae.12116>.

<sup>6</sup> Zainuddin and Keumala, "Gamification Concept Without Digital Platforms : A Strategy for Parents on Motivating Children Study at Home During Covid-19 Pandemic."

<sup>7</sup> Isabel De Zaldivar, "De Zaldivar, I. F. S. (2015). Juego Serio: Gamificación Y Aprendizaje. Comunicación Y Pedagogía: Nuevas Tecnologías Y Recursos Didácticos, (281), 43-48.," 2015.

## 2. Dynamic

One of the most important element in Gamification process to create guide threads. The story will involve the students to feel identified with the Gamification.

## 3. Appearance

It is very important to choose colors, medals, performances graphs, etc. because the appearance related to feelings and experience of the students. The interest design of game based-learning can increase and engage the students' motivation to learning material.

The implicit properties of each game make Gamification a tool designed for educational needs. Every game has a time and some predefined rules to win the game. These implicit properties make students feel challenged to win every level of the game. Gamification enhanced the classroom atmosphere and student enthusiasm. According to Joey and Jessica in Hadirotun Nikmah's CELL article, Gamification offers students the opportunity to experiment with established rules, emotions, and social roles<sup>8</sup>. Student ambition is one of the factors that motivate students in the learning process. In this case, the students feel challenged by the game while competing for the best grades. Students become more diligent to achieve satisfactory results. An individual learning focus method so as not to burden the student. Students focus on getting good grades through the games, making the materials more comfortable and easier to understand.

The 22nd century English classroom requires educators to adapt to current trends. Language teachers have used a variety of teaching strategies to improve teaching and learning. The one of strategy is Gamification in education, especially in foreign language learning. This encourages educators to use Gamification as an option for English teachers to improve their English methods. In Indonesia, there are multiple applications and media used by educators in the teaching and learning process. Educators use applications with game elements to support the learning process. In Indonesia

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<sup>8</sup> Hadirotun Nikmah et al., "Gamification to Improve Students' Engagement in Learning English," *Acitya : Journal of Teaching & Education* 2, No. 1 (2020): 60–70.

has used several applications such as Kahoot apps, Duolingo, Quizzes and some games that educators used as learning media. Gamification helps educators to motivate students to more learn through gaming applications. Danowska-Florczyk and Mostowski define the use of Gamification in education as Gamucation<sup>9</sup>.

Gamucation is a blend of digital and educational games that engage, motivate and help students retain information to enhancing learning process. There are some of the advantages of gamification that have been stated by Rita et al that gamification improves learning situations, experiments, the instant feedback and can be applied to the majority of learning needs and situations<sup>10</sup>. As well as from Muller that the overflow advantages in Gamification especially about language mastery such as learning experiences, activities engagement, focus, critical thinking and participation in learning process<sup>11</sup>.

The use of Gamification in the classroom not only helps in learning, but also makes the classroom more efficient, enthusiasm and enjoy. Applying Gamification to language teaching classroom not only add a new dimension to students, but also prepares more dynamic language teachers to deal with rapid changes in the classroom due to technological developments<sup>12</sup>. Perry argues that the tentative idea of incorporating Gamification into English classrooms is new, technological developments are actually one of the efficiencies for creating English-based learning environments. Indication of the idea of Gamification is successfully implemented in elementary, middle and higher school in

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<sup>9</sup> Emilia Danowska-Florczyk and Piotr Mostowski, "Gamification as A New Direction in Teaching Polish as A Foreign Language," 1980, 0–3.

<sup>10</sup> Mee Mee et al., "Role of Gamification in Classroom Teaching: Pre-Service Teachers' View."

<sup>11</sup> Bastian C Müller, Carsten Reise, and Günther Seliger, "Gamification in Factory Management Education – A Case Study With Lego Mindstorms," *Procedia CIRP* 26, No. Crc 1026 (2015): 121–26, <https://doi.org/10.1016/j.procir.2014.07.056>.

<sup>12</sup> Eliyas S. Mohandas, Anealka Hussin, and Tuan Sarifah Aini Syed Ahmad, "Language Gamification in ESL Classroom: Teaching Perspective," *Europead Journal of Open Education and E-Learning Studies* 5 (2020), <https://doi.org/10.46827/ejoe.v5i2.3445>.

education. This helps fulfill the need to a sense of accomplishment and creates more meaningful learning.

## B. Motivation in ELT

Motivation is what drives someone to act and to do something. Motivation plays an important role in teaching English, increasing students' confidence and interaction while learning English<sup>13</sup>. Learning English as a foreign language is a compulsory subject of education in Indonesia, makes English exist. English has been officially introduced in schools since before Indonesia's Independence Day. In the 22<sup>nd</sup> century, English was introduced to children as one of the learning materials in kindergarten, PIAUD and playgroups. Moreover, different techniques and methods of teaching English have been developed according to the age and needs of the students.

There are four aspects of the motivation aspects proposed by Dörnyei at Cohens' articles is obviously deal to guide the teachers to motivate the student in the learning language process<sup>14</sup>:

### 1. Creating the basic motivational condition

To create the basic motivational conditions, the teacher must prepare to be able to establish good relations with student, foster a relation with students and a pleasant classroom atmosphere and supports to develop cohesive study groups with the appropriate groups.

### 2. Generating initial student motivation

To generate students' initial motivation, teachers can increase students' related second language values and attitudes, increase expectations of student success, improve goal orientation, make teaching materials relevant to students and create realistic students.

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<sup>13</sup> Muhammad Ajmal And Tribhuwan Kumar, "Inculcating Learners' Listening Motivation In English Language Teaching: A Case Study Of British Education And Training System," *Arab World English Journal* 11, No. 4 (2020): 409–25, <https://doi.org/10.24093/Awej/Vol11no4.26>.

<sup>14</sup> Andrew Cohen And Z Dörnyei, "Focus On The Language Learner: Motivation, Styles And Strategies," *An Introduction To Applied Linguistics*, 2002, 170–90.

### 3. Maintaining and protecting motivation

To maintain and protect motivation, the important task must be handled by the inner teacher creating learning stimulating, setting specific goals for students, presenting tasks in motivating, protect the self-esteem of students and increase self-confidence, enabling students to maintain a positive social image, create students autonomy, encourage inter-collaboration students and promote self-motivated strategies.

### 4. Encouraging positive retrospective self-evaluation

The last aspect has to do with how teachers encourage positivity retrospective self-evaluation. What teachers can do is to provide motivational feedback, promoting motivational attribution, increasing student satisfaction and offering rewards, value and punishments in motivating way.

Motivation is widely recognized as a critical success factor when English learning as second language or foreign language (L2). Motivate as one of variable that differentiate first and second language acquisition of student's foreign language in how willing and successful people are to learn from others learner. Ushioda stated language learning in general this literature is driven by Explanatory theoretical models of motivation and their empirical investigations in various formal and informal contexts<sup>15</sup>. Dörnyei stated that the research literature increasingly focusing in motivational issues and teacher-relevant practices, leading to the development of pedagogical recommendations in areas of motivation, such as motivational strategies<sup>16</sup>. However, the relationship between motivation theory and practice tend to be top-down make an impact on practice is often extracted from theory and research. In other words, sustainability the local context of teaching and learning serves as a starting point for reflecting on students' motives for learning. However, Bhaskaran Nayar commented on the reflection of Dörnyeis' statement that integrative or

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<sup>15</sup> Ema Ushioda, "Motivation and ELT: Global Issues and Local Concerns," 2013, 1–17.

<sup>16</sup> Zoltán Dörnyei, "Conceptualizing Motivation in Foreign-Language Learning\*," *Language Learning* 40 (2006): 45–78, <https://doi.org/10.1111/j.1467-1770.1990.tb00954.x>.

combination thinking of theory motivation and research motivation is found in a second language which has an intuitive appeal than in a foreign language setting<sup>17</sup>. Therefore, the integration should be the main motivation for English Second Language learners.

Fundamentally, the question of motivation in English teaching has been discussed by scholars in the context of language. In the context of English as a second language, Gardner defines motivation as a combination of effort, a desire to achieve goals in learning English, and attitudes that support language learning<sup>18</sup>. Apart from that, there are two orientations in language teaching. Internal orientations are used to interact with foreigners from England, Thailand, and so forth. External orientations are used for goals such as passing exams, financial rewards, and better careers<sup>19</sup>. There are two main differences in motivations that motivate behavior: intrinsic and extrinsic. Intrinsic motivation are feelings of competence and self-determination, while extrinsic motivation are things like money, gifts, grades, and even certain positive feeds. In other words, students' motivation determines student achievement. The orientation of motivation both of intrinsic or extrinsic have important role in life, both as an important transitional step in education and as a privileged tool for participating in fieldwork. It can inspire and motivate students to learn English more actively and enthusiastically and motivate the educators more creatively and passionate in teaching English language.

### C. Qualitative Meta-analysis

The term "meta-analysis" refers to a method of analysis traditionally used in quantitative research, a systematic statistical analysis of the results of multiple studies or studies aimed at answering the same question or set of results

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<sup>17</sup> P Bhaskaran Nayar, "ESL / EFL Dichotomy Today: Language Politics or Pragmatics?" 31, No. 1 (1997): 9–37.

<sup>18</sup> Ushioda, "Motivation and ELT: Global Issues and Local Concerns."

<sup>19</sup> Yuyun Yulia, "Teaching Challenges in Indonesia: Motivating Students and Teachers' Classroom Language Tantangan Pengajaran di Indonesia :?" 3, No. 1 (2013).

provide<sup>20</sup>. The basic idea of a qualitative meta-analysis is to provide a concise and complete overview of research results from qualitative studies investigating which have the same general research topic. According to Schreiber, Crooks, and Stern, cited in Ladislav Timulak's research, a meta-analytic study is defined as “a group study aimed at identifying key factors and translating their results into a concept of final product Increase”<sup>21</sup>. A qualitative meta-analysis follows the same logic and goals as a quantitative meta-analysis. Therefore, this method evaluates research areas other than studies with the same results or the same questions.

However, this method only improves qualitative research, or does little to improve qualitative research, as mentioned above. The purpose of a quantitative meta-analysis is to improve the accuracy of the statistical results presented in the primary study, whereas a qualitative meta-analysis also has the possibility of performing secondary analyzes based on the results of the primary study. Qualitative meta-analysis techniques are also possible. Researchers collect and synthesize results from primary qualitative research<sup>22</sup>. Park and Gretzel's research to perform a qualitative meta-analysis extracts, encodes, rearranges, and applies dimensional elements from texts and extends other codes to form subcategories based on detailed data analysis<sup>23</sup>. Analysis articles are categorized by research focus, based on the focus of the research objectives. These studies help researchers

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<sup>20</sup> Young A Park and Ulrike Gretzel, “Success Factors for Destination Marketing Web Sites : A Qualitative,” 2007, <https://doi.org/10.1177/0047287507302381>.

<sup>21</sup> Ladislav Timulak, “Meta-Analysis of Qualitative Studies : A Tool for Reviewing Qualitative Research Findings in Psychotherapy,” No. August 2013 (2009): 37–41, <https://doi.org/10.1080/10503300802477989>.

<sup>22</sup> Heidi M. Levitt, “How to Conduct A Qualitative Meta-Analysis: Tailoring Methods to Enhance Methodological Integrity,” *Psychotherapy Research* 28, No. 3 (2018): 367–78, <https://doi.org/10.1080/10503307.2018.1447708>.

<sup>23</sup> Caroline Koh, “A Qualitative Meta-Analysis on The Use of Serious Games to Support Learners With Intellectual and Developmental Disabilities: What We Know, What We Need to Know and What We Can Do,” *International Journal of Disability, Development and Education* 69, No. 3 (2022): 919–50, <https://doi.org/10.1080/1034912X.2020.1746245>.



achieve different goals, such as disciplines. A lot of research has been done on qualitative meta-analyses with a similar purpose to quantitative meta-analyses.

In qualitative meta-analysis Objective has some challenges. For example, Patterson et al. (2001) asked about a qualitative meta-analysis, because access is usually excluded from primary study data, it does not significantly ignore the context in which the guided degree program is take place<sup>24</sup>. They emphasized that the risks qualitative meta-analysis of losing research methodology, data context, and the sensitivity of qualitative analysis. Therefore, it is important for researchers to carry out qualitative meta-analysis by trying to get as much contextual implications as possible from undergraduate studies. Some of this can be achieved by processing all of them. Contextual information as data and research questions lead to Meta-analysis of qualitative research based on key research selection criteria. The methodological character or feature of primary research and its theoretical framework can also influence selection criteria. Sometimes it can be a problem even in the research of qualitatively different theoretical and methodological framework. It can hinder meaningful analysis and integration, Nobritt and Hare<sup>25</sup>. When considering the study options, it should also be noted that the number of qualitative Studies is limited with objects of study in the same<sup>26</sup>.

A qualitative meta-analysis is how the approach was chosen because it allows for the interpretation of qualitative research findings with a single explanation. This definition can conclude that meta-analysis not only as the results of the research, but also as methodologies research and contexts in analyzing the results of the original report.

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<sup>24</sup> C. Canam and C. Jillings B. Paterson, S.E. Thorne, "Meta-Study of Qualitative Health Research: A Practical Guide to Meta-Analysis and Meta-Synthesis," *International Journal of Health Care Quality Assurance* 14, No. 6 (January 1, 2001), <https://doi.org/10.1108/ijhcqa.2001.06214fae.007>.

<sup>25</sup> G W Noblit and R D Hare, *Meta-Ethnography: Synthesizing Qualitative Studies*, Qualitative Research Methods (SAGE Publications, 1988), <https://books.google.co.id/books?Id=5ygsaqaaiiaaj>.

<sup>26</sup> Timulak, "Meta-Analysis of Qualitative Studies: A Tool for Reviewing Qualitative Research Findings in Psychotherapy."

#### D. Previous Study

The first previous research is the journal written by Caroline Koh entitled "A Qualitative Meta-Analysis on the Use of Serious Games to Support Learners with Intellectual and Developmental Disabilities: What We Know, What We Need to Know and What We Can Do". The background of this research is many research results on the use of computer-assisted teaching for students with special needs or disabilities.

The previous research used qualitative meta-analysis in gathering data and information from journals and articles on the use of serious games for people with intellectual and developmental disabilities with the goal of synthesizing the findings, as well as the research's objectives, methodology, results, and recommendations. The objective of this research is to provide a comprehensive description of the impact of digital games on learners with disabilities, using an approach adapted from previous reviews of the use of computer-assisted instruction for students with special needs motivation.

The literature search was conducted in two stages to identify relevant research in the fields of digital games and learners with disabilities, using academic online databases such as Google Scholar, EBSCOhost, PsycINFO, ProQuest, and ERIC. The results obtained from this research have identified recent trends in research on the use of digital games to help students in terms of what we know, what we need to know and what we can do. The similarity of this research is the use of Gamification in the learning process using qualitative methods of meta-analysis as a method of gathering data and relevant information. However, the difference between this research and the author's research lies in the domain. While the research is in the domain of people with disabilities, the authors' domain is not focuses about peoples with disabilities<sup>27</sup>.

The second research is the research from Gholam Reza Latifi, et al. Entitled "Gamification and Citizen Motivation

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<sup>27</sup> Koh, "A Qualitative Meta-Analysis on The Use of Serious Games to Support Learners With Intellectual and Developmental Disabilities: What We Know, What We Need to Know and What We Can Do."

and Vitality in Smart Cities: A Qualitative Meta-Analysis Study". The background of this research is vitality of citizens in smart cities. Previous research used qualitative meta-analysis in collecting data and information regarding the literature review which shows research on implications of Gamification in various fields not only in education field, but also urban planning such as education commerce, management, city planning and clinical citizenship. The aim of this research is to synthesize applicable research via a qualitative meta-evaluation study. That way, one of a kind database sources, such as Google Scholar, Academia, LinkedIn, Research Gate,. The research searched with keywords: Gamification, Gamification implications, Gamification participation, and so forth. The studies records turned into then synthesized via an intensive qualitative meta-evaluation. The findings are thematic analyzed and coded. The results display that Gamification has implications in e-learning education, commerce, management, citizen participation, and motivation.

These findings may be used by cities planners to provide a playground for residents to play one of a games kind. equip the town with sport improvement elements call for a town this is bendy and forward-searching to understand this concept in smart cities, to attract the attention of city managers such as: (a) Utilizing the capacity of ancient region Gamification in the city area cultural and financial rehabilitation the use of variety of practical dynamisms into these spaces, advancing the social, financial and environmental advantages of; (b) The sidewalks in every city are a key detail in increasing social interactions; combining pavement with factors of play and range interactions of people, results in prosperity; (c) Using the feature Gamification discipline, this is many city concepts to gain from collective, environmental, management, and human benefits; (d) Intelligent use of game generation and the use of his idea in cities, public Gamification. The similarity of this research on methods and approaches which used in achieving success in the research domain, namely the use of

Gamification. The difference lies in the domain is about urban planning in smart citizens<sup>28</sup>.

The research was written by Sezan Sezgin entitled "Digital Player Typologies in Gamification and Game-Based Learning Approaches: A Meta-Synthesis". The background of this research is the concept of examining player types as individual differences in enjoyable learning neighborhood. In this study, player typologies were analyzed in terms of how they were used, game environment, and context. The objective of this research is to develop typology based on qualitative meta-synthesis literature research. The one of the research used by the researcher is a study by Hamari and Tuunanen (2014) also examined the target her player type<sup>29</sup>. The study mentions 12 categories of target players. Only studies on specific player typologies were evaluated in the current study. The content analysis reveals commonalities and nine different thematic components related to common player typologies that need to be identified. Nine general themes emerge from the meta-synthesis of previous research on player typologies. Pre-test player typologies in a Gamification environment and evaluate various performance metrics or explore the impact of different player types on motivation and engagement variables.

The themes revealed in this study are also general actors of the same kind based on synthesis of research findings. These codes show that player types of player to differences that depend on many variables. It seems that archetype categories can be used instead of well-defined categories when developing player typologies. The coexistence of different attributes must be identified to show general trends. The gamer typologies included in this study are primarily based on digital gaming settings and definitions. The studies have shown that player typology can be used as a

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<sup>28</sup> Gholamreza Latifi, Masoumeh Monfared, and Hassan A.Khojasteh, "Gamification and Citizen Motivation and Vitality in Smart Cities: A Qualitative Meta-Analysis Study," *Geojournal* 85 (2022), <https://doi.org/10.1007/S10708-020-10295-0>.

<sup>29</sup> Juho Hamari and Janne Tuunanen, "Player Types: A Meta-Synthesis," *Transactions of The Digital Games Research Association* 1 (2014): 29–53, <https://doi.org/10.26503/todigra.V1i2.13>.

measure of individual variation In the process of play-based education. Athletes also accept the typologies identified by various researchers may not be suitable for all settings and practice. The difference between this research and the author's research lies in the domain of this research<sup>30</sup>.



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<sup>30</sup> Sezan Sezgin, “Digital Player Typologies in Gamification and Game-Based Learning Approaches: A Meta-Synthesis” 9 (2020): 49–68, <https://doi.org/10.14686/buefad.610524>.