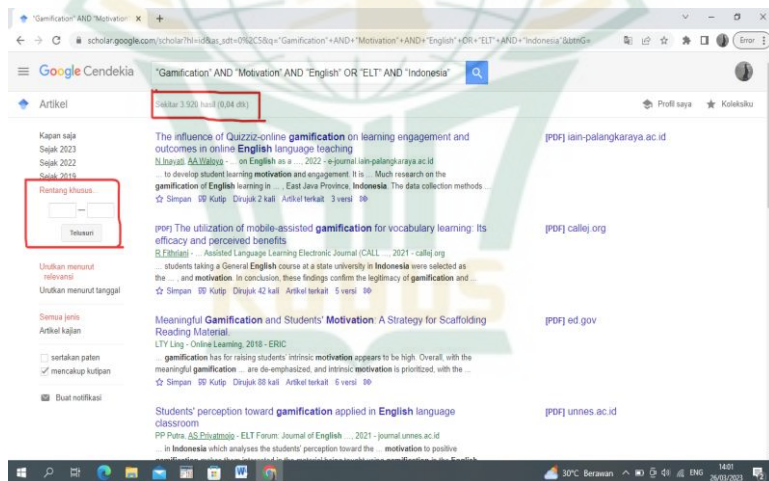


## CHAPTER IV RESULT AND DISSCUSSION

### A. Result

#### 1. Identification

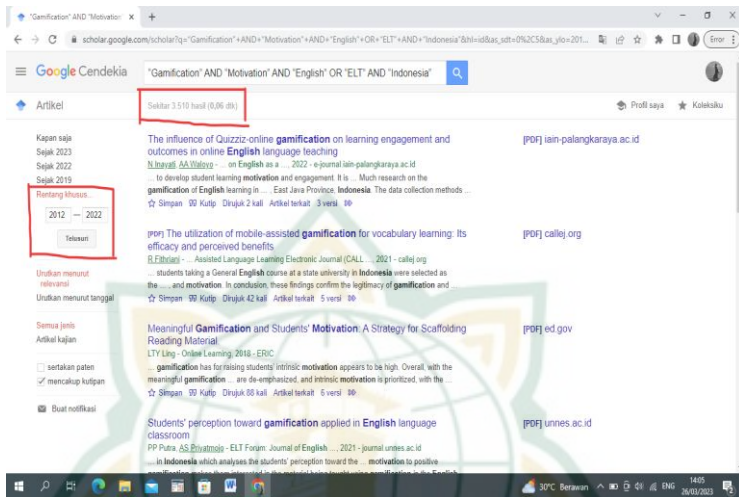
The search results analyzed were journals and articles published between 2012 until 2022. Search results from Google Scholar and Garuda (digital reference images/ garba rujukan digital) were then identified and screened based on the title and abstract of research criteria to obtain appropriate data. The researcher through identification stages with the key chains “*Gamification*” AND “*Motivation*” AND “*English*” OR “*ELT*” AND “*Indonesia*” to identify the data about using Gamification for enhance students’ motivation in English language teaching in Indonesia from Google Scholar. (can be seen at *picture 4.1*)



*Picture 4.1 Identification result before custom range years (Google Scholar)*

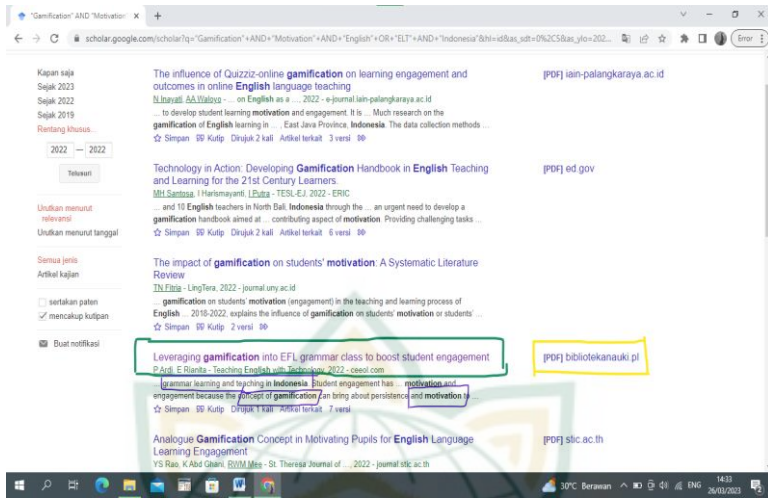
After searching through the keyword chains (*picture 4.1*) that have been written the researcher found there are (n=3920) results of studies or research regarding the use of Gamification. The next step, the researcher applied a

custom range from 2012 to 2022 based on the area of research.



**Picture 4.2** The result after custom range year from 2012 to 2022 (Google Scholar)

The result research after custom range (**picture 4.2**), the researcher found that from (n=3.920) research about the use of Gamification remaining (n=3.510) research. From (n=3.510) research, the researcher then should to identification the type of research, total research per year, and the research that meets the research criteria to be able to proceed to the next stage, namely data screening stage. The researcher has been applied custom range per year to find out the total of the reseach every year.



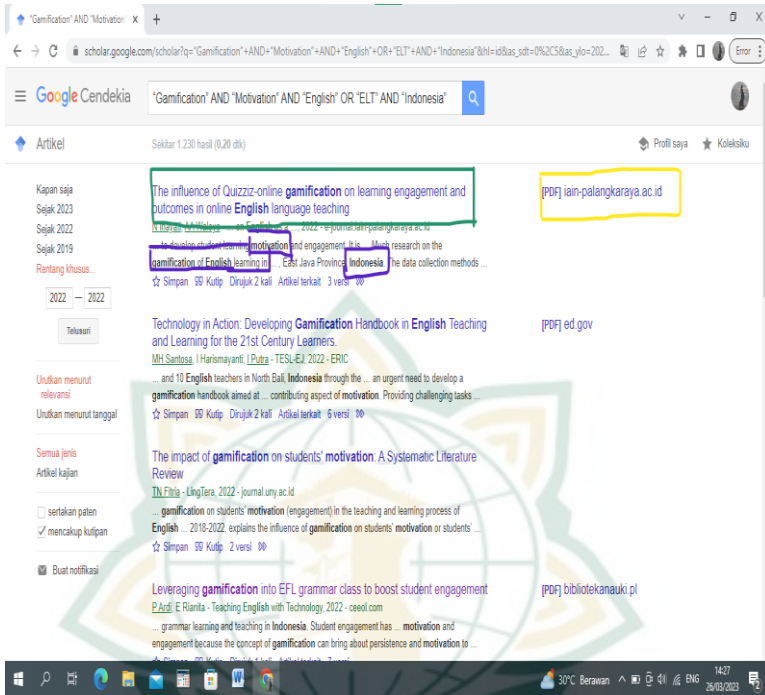
Picture 4.3 One of the results in year 2022

Based on the research result at *picture 4.3* there is research results about the use of Gamification which has given line color. Then, the researcher identified the title and abstract based on the use of Gamification to enhance students' motivation in English teaching or English learning process. So, the title there must contained words “**Gamification**” or type of Gamification such as **Quizizz**, **Duolingo**, **Memrise**, **Kahoot** and so forth, “**English language teaching or English language learning**” “**EFL**” or “**English language foreign**”, “**ELT**” “**vocabulary mastery**” “**grammar**” “**speaking skills**” or another skills of English, “**Indonesia**” and “**motivation**”. For the “**motivation**” word, the researcher just be second option, it used for the continued focused process (screening process) because, sometimes this word just there in the finding of the result of the research. Furthermore, the domain of the research must be **.ID**, because **.id** is the domain address of Indonesia, such as **ac.id** and **gov.id**. So, that the any other domain are excluded such as **.com**, **.org** and so forth.

For the example of identification title and abstract at the *picture 4.3* such as the words are given line color, green for the title, navy for the identification of abstract and yellow for identification the domain address of

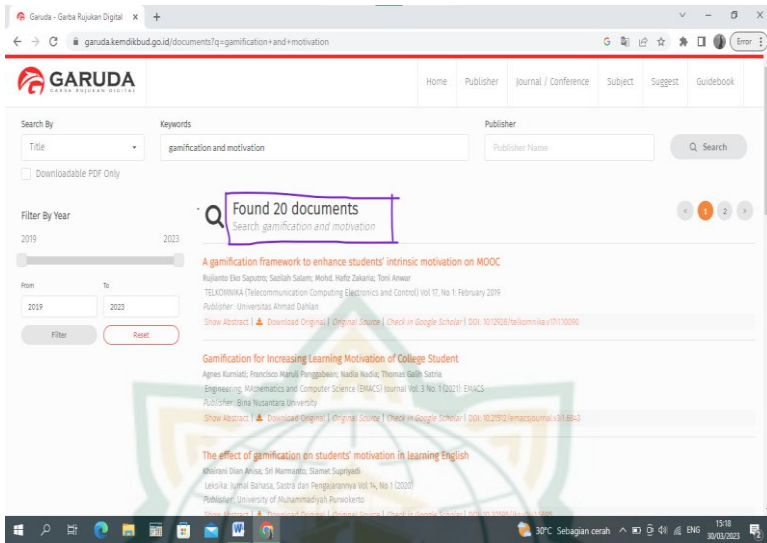
Indonesia. For the example (**picture 4.3**) the title and abstract could be include in the research result, because the title has contained the words of “*Gamification*” and “*EFL*” at the title and the abstract there are words “*Gamification*” “*motivation*” and “*Indonesia*”. Thus, the title and abstract are obtained the criteria of the research, but the domain address is *.pl*, so this research is excluded because the domain address not available with the criteria of the research.

The second example of identification of the title and abstract at the **picture 4.4** such as the words are given line color, green color for the title, navy color for the identification of abstract and yellow for identification of domain address of Indonesia. On the title there are words “*Quizizz-online Gamification*” and “*English language teaching*”. In abstract there is words “*Gamification of English learning*” “*motivation*” and “*Indonesia*”. From the title and abstract the research could be include in the research objective. The researcher identified the domain address of the research. The domain address of the research is *ac.id* from the explained of the domain criteria *ac.id* is included in the research criteria. From the example **picture 4.4** the researcher used to choose the research data in Google Scholar and Garuda platforms. From Google Scholar, the researcher continued to identify (n=3.510) research used the steps such as the example at the picture 4.4 and picture 4.5 which has been explained before. So, the researcher has founded based on the data from Google Scholar platform there is (n=146) research about the use of Gamification for enhance students’ motivation in English language teaching or learning in Indonesia from 2012 to 2022. From (n=146) research, journals and articles (n=117) proceedings (n=7) and thesis/dissertation (n=22). Then, the researcher identified the type of research and analyzed the research growth per year.

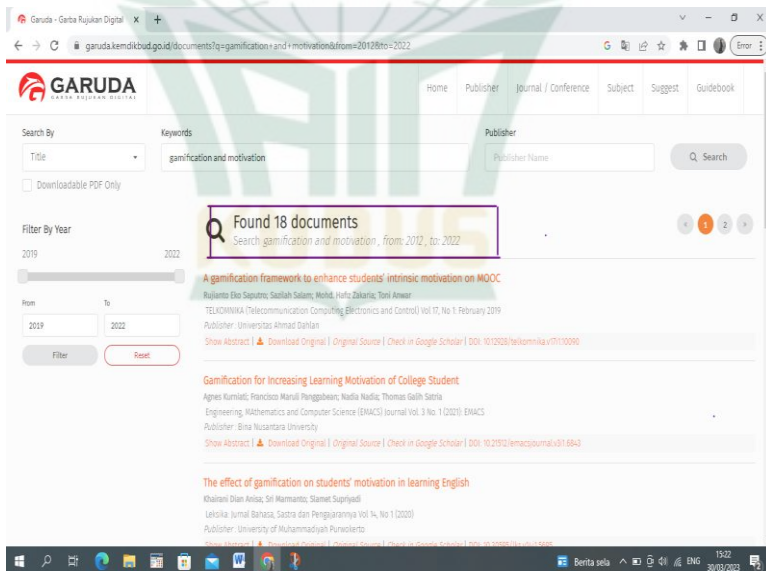


**Picture 4.4** One of the result research in year 2022

For the Garuda platform is different with Google Scholar because the scope is narrow from Google Scholar, but it's helped the researcher to found the articles or journals are contained and fulfilled the criteria of the research but couldn't publish in Google Scholar. From Garuda platform the researcher used the keyword chain **"Gamification" And "Motivation"** found that there are (n=20) research before custom range year (picture 4.6). After applied the custom range from 2012 to 2022 the research leaved just (n=18) research can be seen at **picture 4.6**.



*Picture 4.5 The research result before custom range year*



*Picture 4.6 The research result after custom range from 2012 to 2022*

After limited the research scope of the research results with custom range from 2012 to 2022, then from (n=18) research the researcher identified the title and abstract such as the systematic step in Google Scholar identification and example like as the researcher has explained before. The result research which have identified the title, abstract and domain, the researcher has found that there are (n=6) journals and articles from Garuda which has completed the research criteria predetermined (based on title, abstract and domain).

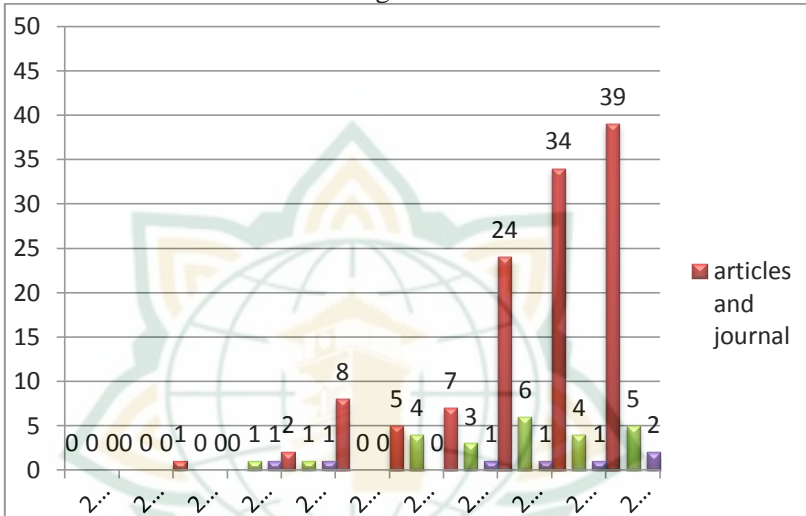
The research result from identification stages from Google Scholar and Garuda combined and grouped by the type and year to determine the number of each type and the number of research per year. The researcher found (n=152) research, (n=146) research from Google Scholar and (n=6) research from Garuda (*table 4.2*). For the detailed information of the number of articles and journals, proceedings, and thesis/dissertation can be seen at *table 4.1* and the number growth of researches per year can be seen at *picture 4.7*.

**Table 4.1 Type of finding data in identification stages**

No	Type	Database		Total
		Google Scholar	Garuda	
1.	Journal Article	117	6	123
2.	Proceeding	7	-	7
3.	Thesis/dissertation	22	-	22
4.	The research are not retrieved	3.774	14	3.788
Total =				3.940

Based on the results of the types of data findings in *table 4.1*, it can be said that the development of studies regarding the use of Gamification in learning and teaching English conducted in Indonesia is quite high, especially in journal and article studies which amount (n=123). In Indonesia, seminars or conferences that discuss the digitalization of learning and teaching using Gamification are also quite high in ten past years from Google Scholar.

It can be seen from the amount of proceeding data found on Google Scholar. Likewise, with the growth of students' final assignments or theses as described in the table as many as (n=22) theses which raised Gamification as the theme of their final assignments.



**Picture 4.7** Distribution of the number of publications from 2012-2022 before screening stages

Based on the *picture 4.7*, the research about the use of Gamification to enhance students' motivation in English language teaching in Indonesia in 2012-2013 there is no related research yet. It was only in 2014 that there was one related research and began to develop in the following years with the most research is in year 2022.

For the detailed information about the identification process can see in the **table 4.2**. There are n=146 research from Google Scholar and n=6 from Garuda. From n=152 research (146 from Google Scholar and 6 Garuda) are retrieved and can continue to screening process.



**Table 4.2 The result research from Google Scholar and Garuda in identification process**

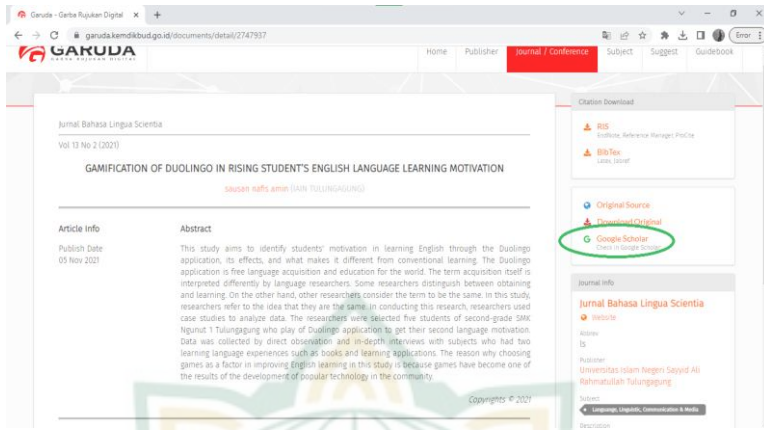
No	Keyword	Database		After custom Range	Screening process		Total
		Google scholar	Garuda		Title and abstract	Domain	
1	<b>“Gamification” AND “Motivation” AND “English” OR “ELT” AND “Indonesia”</b>	<b>3.920</b>	<b>-</b>	<b>3.510</b>	<b>Gamification, Quizizz, Duolingo, Memrise, English Learning, English Teaching, Motivation.</b>	gov. id and ac. id	<b>N=146 (proceedings =7), (thesis/dissertation=22), (articles and journals=117)</b>
2	<b>“Gamification” AND “Motivation”</b>	<b>-</b>	<b>20</b>	<b>18</b>	<b>Gamification, Quizizz, Duolingo, Memrise, English Learning,</b>	gov. id and ac. id	<b>Articles and journals N=6</b>

					<b>English Teaching, Motivation.</b>		
						Total =	152

## 2. Screening Study and Assessments Process

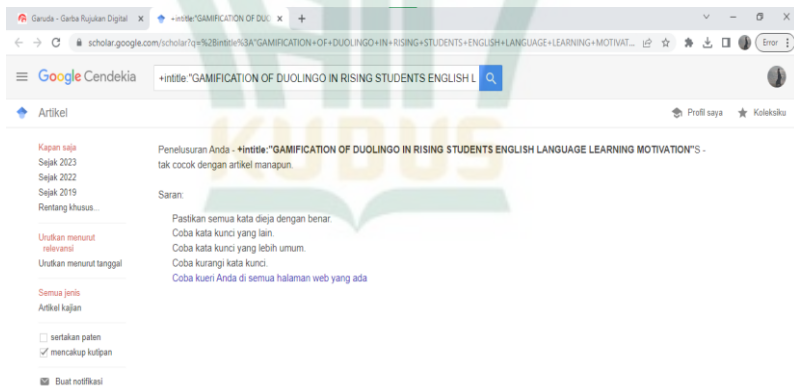
After found the results of identification of titles and abstracts, the researcher proceed to the next step, namely the screening researches process. In the screening process, the researcher reviewed the duplication of previous journals and articles from two combined platform (Google Scholar and Garuda). From 152 research, just the journals and articles which are been the object of this research (proceeding and thesis are excluded) so, just (n=123). From **table 4.1** that the researcher found articles and journals (n=117) from Google Scholar and (n=6) from Garuda.

From Google Scholar results (n=117), furthermore retrieved (n=81) articles and journal from Google Scholar (screening title and abstract (second language and language learning are excluded), literature review, systematic review and meta-analysis are excluded). Journals and articles from Garuda (n=6), checked the duplication in Google Scholar to avoid duplication, so it doesn't work twice in the next process. The check duplication process can be seen at the **picture 4.8**.



**Picture 4.8 Duplication check process in Garuda**

From the *picture 4.8*, the researcher click on the Google Scholar (in green circle), and the search has been processed will move in Google Scholar platform, if it is declared unsuitable on Google Scholar, then the article does not have duplicates in Google Scholar (*picture 4.9*). The articles and journal (n=6) after duplication check process remaining (n=1).



**Picture 4.9 Duplication check process in Google Scholar**

Furthermore there are (n=82) articles and journal continued in process assessment for eligibility, (n=81)

from Google Scholar and (n=1) from Garuda. Then, the articles and journals (n=82) from Garuda are screened by the title, abstract and finding or conclusion to find out the research objective of this research to know the kind of Gamification is most commonly used in English language teaching in Indonesia and the effect of Gamification in students' motivation in English learning process. From the research objective the journals and articles wasn't relevant with the research objective of this research are excluded. Then, assessment the method, population and the finding and conclusion of the research result.

For the example, the article from Sausan Nafis Amin, entitled "Gamification of Duolingo in Rising students' English Language Learning Motivation"<sup>1</sup>. The title of the research is include and appropriated with the inclusion of the research. Assessment the abstract of the research:

*"This study aims to identify students' motivation in learning English through the Duolingo application, its effects, and what makes it different from conventional learning. The Duolingo application is free language acquisition and education for the world. The term acquisition itself is interpreted differently by language researchers. Some researchers distinguish between obtaining and learning. On the other hand, other researchers consider the term to be the same. In this study, researchers refer to the idea that they are the same. In conducting this research, researchers used case studies to analyze data. The researchers were selected five students of second-grade SMK Ngunut 1 Tulungagung who play of Duolingo application to get their second language motivation. Data was collected by direct observation and in-depth interviews with subjects who had two learning language experiences such as books and learning applications. The reason why choosing games as a factor in improving English learning in this study is because*

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<sup>1</sup> Sausan Nafis Amin, "Gamification of Duolingo in Rising Student'S English Language Learning Motivation," *Jurnal Bahasa Lingua Scientia* 13, No. 2 (2021): 191–213, <https://doi.org/10.21274/lj.2021.13.2.191-213>.

*games have become one of the results of the development of popular technology in the community.” (209. Jurnal Bahasa Lingua Scientia, Vol. 13, No. 2, November 2021)*

From the abstract the effect of Gamification in enhance or rising students’ motivation is not mentioned, for that researcher read in more detail in the research result (finding or conclusion).

**“Gamification of Duolingo can increase students’ motivation to learn English.** *Duolingo is unlike any other English textbook, Duolingo has to see how the words are pronounced. At Duolingo, students can listen to the pronunciation several times. This is a feature not in textbooks. Textbooks can tell them how to pronounce words with phonetic transcription. However, to practice speaking skills are sounds that must be heard, such as pronunciation. Another aspect that makes Duolingo improve their learning mood is the abundance of pictures.....” (209. Jurnal Bahasa Lingua Scientia, Vol. 13, No. 2, November 2021)*

The bold writing (red color) in the conclusion section of the Sausan Nafis Amin articles **“Gamification of Duolingo can increase students’ motivation to learn English”**. Based on the conclusion of the research by Sausan Nafis Amin, Duolingo has been effect in increase students’ motivation. The research used direct observation methods and in-depth interviews with five students who became two learning language experiences in second grade of SMK Ngunut 1 Tulungagung. This fulfills the requirements of the research object that the research must be conducted one of empirical research (observation and in-depth interview). The research also has correlation between Gamification and student motivation in increasing or enhancing motivation to learn English. Beside of that, the researcher of the research recommends the Duolingo application as a media in learning English. Based on the result of this eligibility assessment the article which has been writing by Sausan Nafis Amin is included.

The second example is the research entitled “Gamified Balinese Local Stories Effect as A Teaching Media toward Young Learners’ Speaking Skill” by Ida

Ayu Fortuna Ningrum, et al.<sup>2</sup> from the title is relevant with the research object. Then, abstract assessment: **“This study was aimed to find out the effect of gamified Balinese local stories as teaching media towards young learners’ speaking skills in English. Quasi-experimental with one group pretest-posttest design** was implemented as the method of this research. All of the students of **SD Negeri 4 Kaliuntu** became the population of this study, while the sample was **38 fifth grade students** in the academic year of 2019/2020. There were three instruments in this research that included gamified Balinese local stories as the treatment instrument, speaking test as the pretest-posttest instrument, and speaking rubric. Five dimensions of speaking skills were inserted in the speaking rubric. Pretest and posttest were given to the experimental group for six times repeatedly. After being treated, the average score of students’ posttests was higher (79.95) than the average score of pretests (69.97). Also, the result of the paired sample t-test revealed that the value of Sig (2-tailed) is .000 which implied that there was a significant effect of gamified Balinese local stories as teaching media towards young learners’ speaking skills.” (JINOTEP Vol. 7 (2), 2020)

According to the abstract of the research, the effect of Gamification in students’ motivation isn’t stated. Furthermore, the researcher moved to the results or findings section to find out whether there are research results which reveal that Gamification has impact on students’ motivation.

**“Their engagement also can be seen from the way they lifted their hand vigorously as they wanted to answer the questions. The students were motivated and brave enough to try to express their thought about what they saw in the game.”** (JINOTEP Vol. 7 (2), 2020)

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<sup>2</sup> Ida Ayu Fortuna Ningrum , Putu Nitiasih, and Luh Budiarta, “Gamified Balinese Local Stories Effect as A Teaching Media Towards Young Learners’ Speaking Skill,” *JINOTEP (Jurnal Inovasi dan Teknologi Pembelajaran): Kajian dan Riset dalam Teknologi Pembelajaran* 7, No. 2 (2020): 86–95, <https://doi.org/10.17977/um031v7i22020p086>.

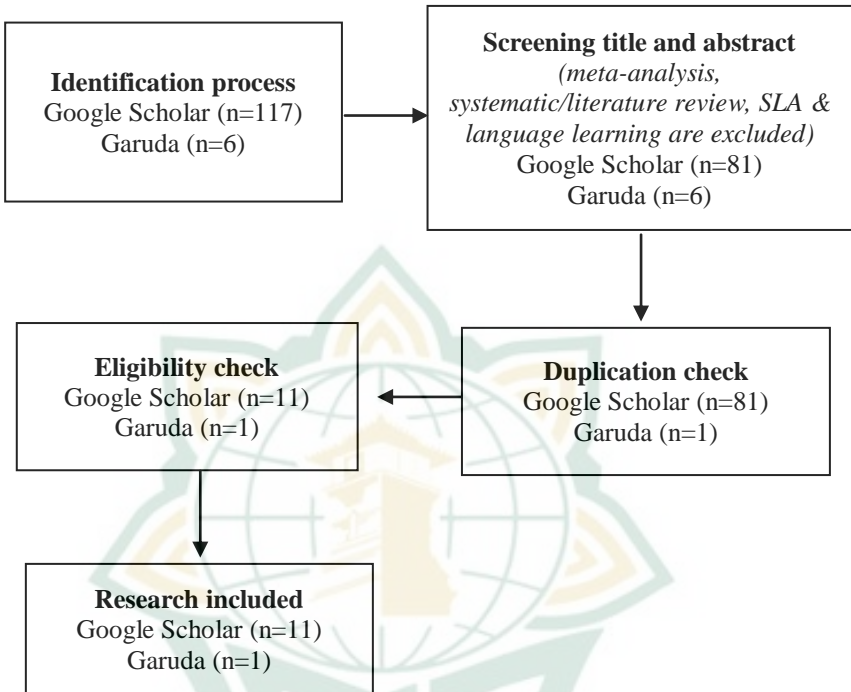
The statement is strengthened by the researcher by mentioning several previous studies related to this topic. The one of the research mentioned is from De Paepe et al. (2019) found that:

*“There is a positive effect of Gamification on learning outcomes and English involvement of elementary school students. This can be seen from the experimental group that was given the Gamification treatment which obtained a higher score (20.65) than the group without the Gamification treatment (19.16). The involvement of the experimental group was also higher than that of the control group. Comparing the effect of Gamification in this study with previous research, it is clear that **Gamification succeeds in attract and motivate students in the learning process**”.* (JINOTEP Vol. 7 (2), 2020)

Based on the results of the research, it can be seen that Gamification has a positive impact on student motivation in the learning process. Beside that the population and method used also support the eligibility of the assessment of the article of the research because it is an empirical study, so it can be said that this research is included. In the eligibility process the researcher used the steps as described in the first and second examples. As of the result of the eligibility process are (n=12) journals and articles, (n=11) from Google Scholar and (n=1) from Garuda (can be seen at the *picture 4.10*) then, the result in this process are reporting using PRISMA 2020 by page et al.<sup>3</sup> (*picture 4.11*).

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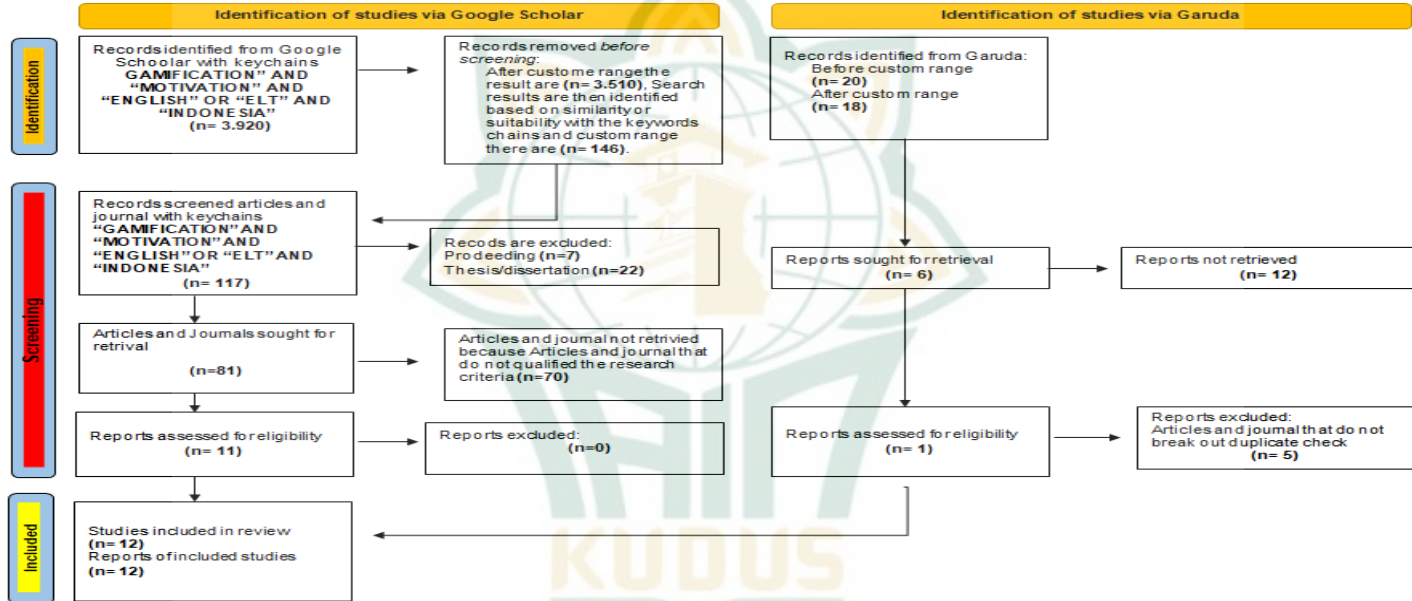
<sup>3</sup> Page et al., “The PRISMA 2020 Statement : An Updated Guideline for Reporting Systematic Reviews Systematic Reviews and Meta-Analyses.”



*Picture 4.10 Screening process and quality assessment*



PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources



Picture 4.11 PRISMA 2020 Taken from page et al<sup>4</sup>

<sup>4</sup> Page et al, The PRISMA 2020 Statement: An Update Guideline for Reporting Systematics Review, Research Methods and Reporting, 2021.

### 3. Data Extracting and Synthesis Data

After screening and assessment quality of the articles and journals, furthermore the researcher extracted the data in the table (*table 4.4*). From 2012 to 2022 as many as 12 articles discussing the use of Gamification for enhancing students' motivation in English language teaching in Indonesia both focusing on improving language skills and students' motivation. Analysis of 12 representative journals and articles showed that there are 6 types of Gamification used in teaching English language in Indonesia, including Kahoot app, Quizizz app, Duolingo app, Bamboozles app, Local story, and Jeopardy classroom instruction.

Based on the sixth Gamification tool, there are two types of Gamification that are electronic Gamification and non-electronic Gamification. The electronics Gamification are Kahoot app, Duolingo app, Quizizz app, and Bamboozles app whereas non-electronics Gamification are Jeopardy classroom instruction and Local story. The percentage of the research using Quizizz app 38,4%, Duolingo app 15,3%, Kahoot app 15,3%, Bamboozles app 7,7%, Local story 15,3%, and Jeopardy classroom instruction 7,7%. (See *Table 4.3*)

**Table 4.3 Percentage distribution of articles in each Gamification type**

Type of Gamification	Kind of Gamification	Percentage (%)
<b>Electronics Gamification</b> (77%)	<b>Quizizz app</b>	38,4%
	<b>Duolingo app</b>	15,4%
	<b>Kahoot app</b>	15,4%
	<b>Bamboozles app</b>	7,7%
<b>Non-electronics Gamification</b> (23%)	<b>Local story</b>	15,4%
	<b>Jeopardy classroom instruction</b>	7,7%
<b>Total =</b>		100%

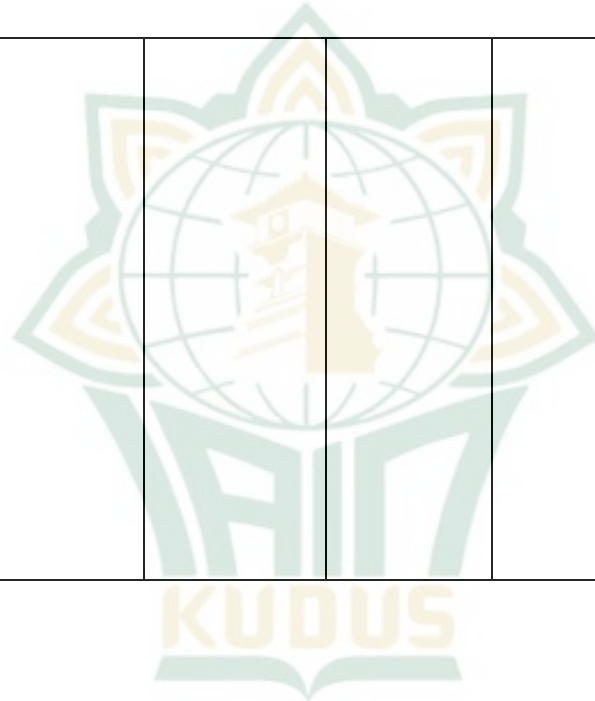
*Table 4.4 Data extracting of the articles*

<b>No</b>	<b>Title</b>	<b>Writer</b>	<b>Kind of Gamification</b>	<b>Method</b>	<b>Population</b>	<b>Focus Skill</b>	<b>Research Objectives</b>	<b>Research Result</b>
1.	Leveraging Bamboozles and Quizziz to Engage EFL Students in Online Class	Syukur Saud, et al (2022)	Bamboozles and Quizziz app	Quantitative	42 participants	Writing skill	To find out how students and lecturers feel about online learning by using Gamification.	The study's findings suggested an impact of Gamification (Bamboozles and Quizziz), which is highly effective in boosting students' engagement, motivation and English proficiency. The students were enthusiastic and engaged in learning



								Academic writing by using Gamification. The findings of this study are expected to aid teachers and lecturers in gaining insights and prior knowledge when designing ELT models for online class. It is also intended to provide feedback on how to enhance the online learning process.
2.	Gamified Balinese	Ida Ayu Fortuna	Balinese Local Stories	Quasi-experimental	38 participants	Speaking Skill	To find out the effect of	The students were motivated

	<p>Local Stories Effect as A Teaching Media Towards Young Learners' Speaking Skill</p>	<p>Ningrum (2020)</p>				<p>gamified Balinese local stories as teaching media towards young learners' speaking skills in English.</p>	<p>and brave enough to try to express their thought about what they saw in the game. There was a significant effect of gamified Balinese local stories as teaching media towards young learners' speaking skills.</p>
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No	Title	Writer	Kind of Gamification	Method	Participants	Focuses Skill	Research Objective	Research Result
3.	The Effect of Gamification on Students' Motivation in Learning English	Khairani Dian Anisa, et al (2020)	Kahoot app	Descriptive case study	13 participants	Unspecific skill	To investigate the effect of Gamification on students' motivation in learning English	This study showed that Gamification had a positive effect on students' intrinsic and extrinsic motivation in learning English
4.	Gamification: Using <i>Kahoot!</i> to Make Students Love the Class	Ni Putu Ade R and Ida Nyoman Tri Darma	Kahoot app	Qualitative research	125 participants	Unspecific skills	To discuss how to use <i>Kahoot!</i> as a new alternative to deliver the	More significant interaction between students, more

	from the Very Beginning	Putra (2019)				first meeting of an English	attention to the course issues, and more motivation were observed
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<b>No</b>	<b>Title</b>	<b>Writer</b>	<b>Kind of Gamification</b>	<b>Method</b>	<b>population</b>	<b>Focuses Skill</b>	<b>Research Objective</b>	<b>Research Result</b>
5.	Gamification of Duolingo In Rising Student's English Language Learning Motivation	Sausan Nafis Amin (2021)	Duolingo	Direct observation and in-depth interviews	5 participants	Speaking (pronunciation)	To identify students' motivation in learning English Through the Duolingo application, its effects, and what makes it Different from conventional learning	Gamification of Duolingo can increase students' motivation to learn English and increase students' English skill especially in pronunciation
6.	Applying Quiziz in	Predyasmar a, et al.	Quiziz app	Qualitative and	20 participant	Unspecific skill (focuses	To investigat	The most students are



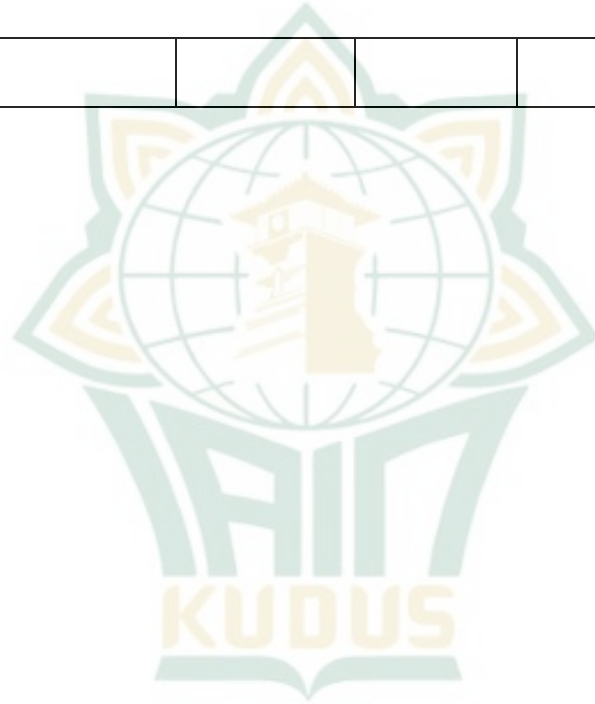
	Online English Learning: How It Improves Intrinsic Motivation	(2022)		quantitative	sts	in student motivation)	e the advantages Quizizz application and find out how the respond of the students to use it in teaching English during covid-19	interested and enjoying the learning process with Quizizz application and the students' intrinsic motivation are increased
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No	Title	Writer	Kind of Gamification	Method	population	Focuses Skill	Research Objective	Research Result
7.	Quizizz Application For English Online Learning: The Students' Perceptions	Eka Wulandari (2022)	Quizizz app	Qualitative	68 participants	Unspecific skill	To investigate the students' perception on the Quizizz application in English language learning process.	Through this applications the students can reducing the burden the lesson The students can enjoy and more motivated in the learning process The application more

								providing more accurate assessment about the ability of the students. Can increase the enthusiastic in doing assignment Can increase the confidence of the student Can increase the students' motivation in learning
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								English
8.	Duolingo Gamification : Does It Reduce Students' Grammatical Errors in Writing?	Mulyadi S. (2019)	Duolingo	Pre-experimental study	25 participants	Grammatical (writing skill)	The study is aimed to researching the effectiveness of Duolingo Gamification Platform to reduce the students' grammatical errors in writing a report text.	The study is aimed to examine the effectiveness of Duolingo Gamification Platform to reduce the students' grammatical errors in writing a report text. the students' interest and motivation during the treatment

								was increased
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No	Title	Writer	Kind of Gamification	Method	population	Focuses Skill	Research Objective	Research Result
9.	The Utilization of The Quizizz Application to English Subject at SMKN 14, Jakarta Pusat	Rita aryani, et al (2022)	Quizizz app	Qualitative research	36 participants	Unspecific skill	To view and analyze the application of Quizizz to English subjects as an alternative to distance learning assessment	There is a significant an effect the use of Quizizz as a tool assessment on students' enthusiasm in English learning The students more motivate to face the English assessment.
10.	Jeopardy Classroom Instruction: Fostering Students' Motivation to Learn English	Widya Ratna K. (2021)	Jeopardy classroom instruction	Action research method (AR)	32 participants	Vocabulary mastery	To explain on the extent of the processing of Jeopardy Classroom Instruction to foster	Jeopardy Classroom Instruction could be considered used as a strategy to motivate students to learn vocabulary and,

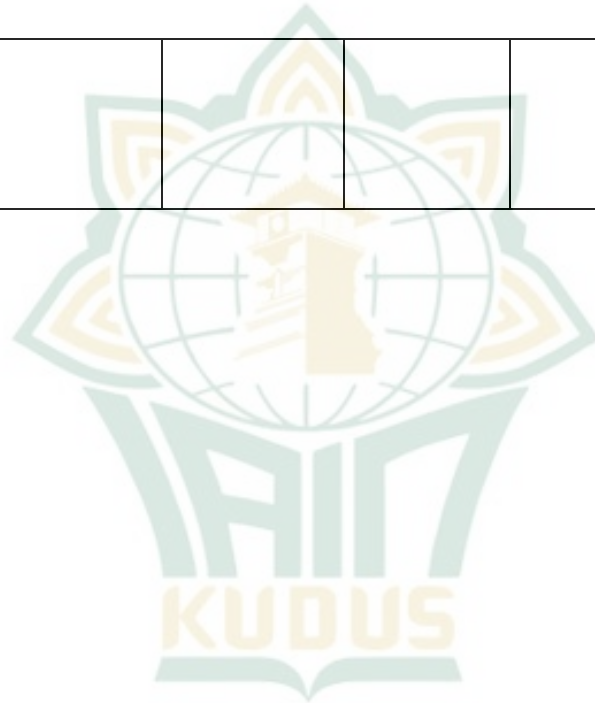
	Vocabulary					EFL learners' motivation to learn English vocabulary through Gamification	even in the wider context is to instruct the language classroom
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No	Title	Writer	Kind of Gamification	Method	Population	Focuses Skill	Research Objective	Research Result
11	The Utilization of Quizizz Application in Online learning	Diah Widya Ningrum  (2022)	Quizizz app	Qualitative and quantitative method	20 participants	-	To determine the students' perceptions of the effectiveness of using the Quizizz application in English courses.	The application has a positive effect on the English learning process either for increasing students' motivation, participation and engagements.
12.	Gamification based on local stories' effect on students' learning motivation	Komang Bela P.S. et al. (2020)	Gamification based on local stories	Quasi experimental	25 participants	Speaking English skill	To examining the effect of Gamification based on local stories as teaching	That is the using of Gamification based on local stories has significant effect on



							media on students' motivation	students' learning motivation and speaking English skill.
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## B. Discussion

### 1. The Type of Gamification is Most Commonly Used in English Language Teaching in Indonesia According to Articles and Journals Published from 2012 to 2022

Referring from the research result based on the journals and articles published in Indonesia from 2012 to 2022, it is known that there are two type of Gamification (*table 4.3*) which has used in English language teaching in Indonesia from 2012 to 2022 that are electronics Gamification and non-electronics Gamification. 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 computer or laptop like Quizizz app, Kahoot app and so forth (*table 4.3*). Whereas the non-electronics Gamification is the Gamification are not from device electronics or it can be apply without access electronics device, such as Jeopardy Class Instruction and Local Story (*table 4.3*).

Based on the result of the research (*table 4.3*) that the type of Gamification is most commonly used in English language teaching in Indonesia from 2012 to 2022 is electronics Gamification with the percentage result in 77% (Quizizz app 38,5%, Kahoot app 15,4%, Duolingo app 15,4%, Bamboozles app 7,7%). As a stated by Sausan that the learning process is only focused on how the students understand the material, while language learning combined with various media is now very common<sup>5</sup>. This was evidence with the statement from Dhamayanti (2021), the combination of technology integration in the learning process will beneficial for the students and the teacher<sup>6</sup>.

From the data extracting and data synthesis, the electronics Gamification has four research objectives: (i) to find out the students and teachers perceptions in using

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<sup>5</sup> Amin, "Gamification of Duolingo in Rising Student'S English Language Learning Motivation."

<sup>6</sup> Farah Ika Dhamayanti, "EFL Students' Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom," *Education of English as Foreign Language* 4, No. 2 (2021): 71–78, <https://doi.org/10.21776/ub.educafl.2021.004.02.03>.

Gamification (Syukur, 2022)<sup>78</sup>, (Predyasmara, 2022)<sup>9</sup>, (Eka, 2022)<sup>10</sup>, (Diah, 2022)<sup>11</sup>, (ii) to investigate the effect of Gamification (Khairani, 2020)<sup>12</sup>, (Sausan, 2021)<sup>13</sup>, (Rita, 2022)<sup>14</sup>, (Komang, 2020)<sup>15</sup>, (Mulyadi, 2019)<sup>1617</sup> (iii) to discuss how to use the Gamification (Ni Putu Ade, 2019)<sup>1819</sup>, (iv) to investigate the advantages of Gamification (Predyasmara, 2022)<sup>20</sup> (*See table 4.4*).

According to twelve articles and journals there are four kinds of electronic Gamification based on the journals and articles published are Quizizz app, Kahoot app, Duolingo and Bamboozles app. From the result of the

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<sup>7</sup> Syukur Saud, Nur Aeni, and Laelah Azizah, "Leveraging Bamboozles and Quizizz To Engage EFL Students in Online Classes," *International Journal of Language Education* 6, No. 2 (2022): 169–82, <https://doi.org/10.26858/ijole.v6i2.24301>.

<sup>9</sup> Vega Hesmatantya, "Artikel Vega Hesmatantya Applying Quizizz in Online," 2022.

<sup>10</sup> Eka Wulandari, "Quizizz Application for English Online Learning: The Students' Perceptions," *JURNAL PAJAR (Pendidikan dan Pengajaran)* 6, No. 3 (2022): 640, <https://doi.org/10.33578/pjr.v6i3.8774>.

<sup>11</sup> Diah Widya Ningrum, "The Utilization of Quizizz Application in Online Learning," *ELTIN JOURNAL: Journal of English Language Teaching in Indonesia* 2, No. 3 (2020): 55–64.

<sup>12</sup> Khairani Dian Anisa, Sri Marmanto, and Slamet Supriyadi, "The Effect of Gamification on Students' Motivation in Learning English," 2020.

<sup>13</sup> Amin, "Gamification of Duolingo in Rising Student's English Language Learning Motivation."

<sup>14</sup> Rita Aryani et al., "The Utilization of The Quizizz Application to English Subject at SMKN 14 Jakarta Pusat" 10, No. 3 (2022): 937–46.

<sup>15</sup> Komang Bela Pradnya Sari, Putu Kerti Nitiasih, and Luh Gd Rahayu Budiarta, "Gamification Based on Local Stories' Effect on Students' Learning Motivation," *International Journal of Language and Literature* 4, No. 2 (2020): 69, <https://doi.org/10.23887/ijll.v4i2.30291>.

<sup>16</sup> Mulyadi Syahputra, "Duolingo Gamification: Does It Reduce Students' Grammatical Errors in Writing?," *Getsempa English Education Journal* 6, No. 1 (2019): 1–12.

<sup>17</sup> Mulyadi Syahputra, *Duolingo Gamification: Does It Reduce Students' Grammatical Errors in Writing?*, Getsempena English Education Journal, 2019.

<sup>18</sup> Ni Putu Et Al., "Gamification : Using Kahoot ! To Make Students Love The Class from The Very Beginning" 7, No. June (2019): 10–18.

<sup>19</sup> Ni Putu Ade Resmayani and Ida Nyoman Tri Darma Putra, "Gamification: Using Kahoot! to Make Students Love The Class From The Very Beginning," *Linguistics and ELT Journal* 7, No. 1 (2020): 10–18.

<sup>20</sup> Hesmatantya, "Artikel Vega Hesmatantya Applying Quizizz in Online."

journals and articles included from 2012 to 2012 the Quizizz application take a first place on the use of Gamification for enhancing students' motivation in English language teaching in Indonesia (*table 4.3*). Quizizz is a web tool (game-based learning) created to create interactive quizzes in the learning process<sup>21</sup>.

The use of Quizizz application in English class had a good response by students. It was evidenced by several research results of interviewed and questionnaires in research which revealed that Quizizz as assessment tool gave more fun class atmosphere (Predyasmara, 2022)<sup>22</sup>, (Diah, 2022)<sup>23</sup>, (Syukur, 2022)<sup>24</sup> the students can enjoy doing the assessment more because it's challenging and competitive (Eka, 2022)<sup>25</sup> and the Quizizz application is very effective in the learning process (Diah, 2022)<sup>26</sup>.

Furthermore the next is Kahoot application. It used by the teacher in English class as an assessment tool to give more enjoying experience for the students in English learning process<sup>27</sup>. This was evidence with the design of Kahoot application with picture, words, symbols, interesting sound, and colors. As a Gees' statement that learning about and appreciating the interrelationship within and across various sign system (picture, words, symbols and color) is the essence of learning<sup>28</sup>. Beside the interesting design, there are three factor of Kahoot application which made the students are interested and

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<sup>21</sup> Widya Ningrum, "The Utilization of Quizizz Application in Online Learning."

<sup>22</sup> Hesmatantya, "Artikel Vega Hesmatantya Applying Quizizz in Online."

<sup>23</sup> Widya Ningrum, "The Utilization of Quizizz Application in Online Learning."

<sup>24</sup> Saud, Aeni, and Azizah, "Leveraging Bamboozles and Quizizz to Engage EFL Students in Online Classes."

<sup>25</sup> Wulandari, "Quizizz Application for English Online Learning: The Students' Perceptions."

<sup>26</sup> Widya Ningrum, "The Utilization of Quizizz Application in Online Learning."

<sup>27</sup> Khairani Dian Anisa, et al., *The Effect of Gamification on Students' Motivation in Learning English*, Leksika, 2020.

<sup>28</sup> James Gee, "What Video Games Have to Teach Us About Learning and Literacy," *Computers in Entertainment* 1 (2003): 20, <https://doi.org/10.1145/950566.950595>.

motivated that are challenges, existence of directly feedback, and the informational input (about the correct answer). It gave the students more enjoying the English assessment process.

The one of the next game-based learning which has used the teacher in English language learning is Duolingo application. It has applied by the English teacher for enhancing students' English skills, especially in English writing and listening skills. As a Mulyadi stated that the Duolingo application can increase the students writing skills errors<sup>29</sup>. Moreover, it can help to increase the students listening skills through the English listening question and the students can replay for several times, so they can know how to pronounce the word or sentence<sup>30</sup>. Moreover, this application can help the student to increase their speaking skills. Duolingo application has a lot of varied material and exercise. It can help the student to have more English learning experience.

The last game-based learning is Bamboozles application. This application according the journals and articles published from 2012 to 2022 rarely used by the teacher to teach English language learning. Based on the syukur sauds' articles (2022)<sup>31</sup> this application is not described in detail, just as assessment tool. However, bamboozles can increasing the student English motivation.

The electronic Gamification provided many benefits on students' motivation and English language skills (writing, listening and speaking). Nevertheless, there are some limitations of electronic Gamification based on the articles and journals as the following:

- a. The electronic Gamification needs a stable internet network. So, if the school which applied the electric Gamification must ensure that the internet connection at that school is stable either in the form of connecting to WiFi or cellular data.

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<sup>29</sup> Mulyadi Syahputra, *Duolingo Gamification: Does It Reduce Students' Grammatical Errors in Writing?*, Getsempena English Education Journal, 2019.

<sup>30</sup> Saud, Aeni, and Azizah, "Leveraging Bamboozles and Quizziz to Engage EFL Students in Online Classes."

<sup>31</sup> Saud, Aeni, and Azizah.

- b. The Gamification requires a computer or smartphone expert to solve problems regarding the use of Gamification during the learning process. The teacher should be at least master computer-literate users that at least computer and smartphone basic setting and fixing mechanism<sup>32 33</sup>
- c. The electronic Gamification is limited to the types of questions in the free version. So, if the teacher want more varied questions should to upgrade the application to premium by paying a monthly purchase<sup>34</sup>.
- d. Technological limitations of the use of Gamification in English language teaching required adequate technology such as certain software and hardware. The lack of facilities from school can be tricked by forming group.

Apart from the benefits and limitation which has described in articles and journal published, the electronic Gamification can be used as a tool or media to help the teachers in English assessments or increase the students engagement, interest and enthusiasm for learning English.

## **2. The Use of Gamification Affect Toward Students' Motivation in English Language Learning Process in Indonesia According to Articles and Journals Published from 2012 to 2022**

Motivation is defined as an important part that is processed by every individual. It will be enable people to achieve goals and produce better results. Motivation divided into two categories that is intrinsic and extrinsic motivation<sup>35</sup>. Intrinsic motivation refers to a particular individual who has an interest in engaging in an action and derives personal pleasure from doing so. Furthermore,

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<sup>32</sup> Mulyadi Syahputra, *Duolingo Gamification: Does It Reduce Students' Grammatical Errors in Writing?*, Getsempena English Education Journal, 2019.

<sup>33</sup> Saud, Aeni, and Azizah, "Leveraging Bamboozles and Quizziz to Engage EFL Students in Online Classes."

<sup>34</sup> Resmayani and Putra, "Gamification: Using Kahoot! To Make Students Love The Class from The Very Beginning."

<sup>35</sup> Michael Sailer et al., "How Gamification Motivates: An Experimental Study of The Effects of Specific Game Design Elements on Psychological Need Satisfaction," *Computers in Human Behavior* 69 (2017): 371–80, <https://doi.org/10.1016/j.chb.2016.12.033>.

extrinsic motivation if individuals are involved in work because they are interested in external factors such as getting a good score, doing tasks to get certain rewards and benefits rather than the action itself.

Referring to the *table 4.4* that not all research aims to determine or investigate the effect of Gamification on students' motivation in English learning process directly (title and abstract). As a research conducted by Diah (2022)<sup>36</sup>, Rita (2022)<sup>37</sup>, Mulyadi (2019)<sup>38</sup>, Eka (2022)<sup>39</sup>, Ni Putu Ade (2019)<sup>40</sup> and Ida Ayu (2020)<sup>41</sup>. Even so the results of all research articles stated that Gamification has a positive impact on student motivation. (For more detail information, see *table 4.4*)

The research conducted by Syukur (2022) entitled "Leveraging Bamboozles and Quizizz to Engage EFL Students in Online Class". On this research, the researcher used "engage" word<sup>42</sup>. It is because the engagement of the students in the English class will motivate them to learn English more enthusiasm. Furthermore five articles include the word "motivation" in their articles and journals title

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<sup>36</sup> Widya Ningrum, "The Utilization of Quizizz Application in Online Learning."

<sup>37</sup> Aryani et al., "The Utilization of The Quizizz Application to English Subject at SMKN 14 Jakarta Pusat."

<sup>38</sup> Mulyadi Syahputra, *Duolingo Gamification: Does It Reduce Students' Grammatical Errors in Writing?*, Getsempena English Education Journal, 2019.

<sup>39</sup> Wulandari, "Quizizz Application for English Online Learning: The Students' Perceptions."

<sup>40</sup> Resmayani and Putra, "Gamification: Using Kahoot! to Make Students Love The Class from The Very Beginning."

<sup>41</sup> Ida Ayu Fortuna Ningrum, *Gamified Balinese Local Stories Effect As A Teaching Media Towards Young Learners' Speaking Skill*, Journal of Learning Technology Innovation [Jurnal Inovasi Teknologi Pembelajaran], 2020.

<sup>42</sup> Saud, Aeni, and Azizah, "Leveraging Bamboozles and Quizizz to Engage EFL Students in Online Classes."

(Komang, 2020)<sup>43</sup>, (Widya, 2021)<sup>44</sup>, (Predyasmara, 2022)<sup>45</sup>, (Sausan, 2021)<sup>46</sup> and (Khairani, 2020)<sup>47</sup>.

Based on the research result in data extracting and synthesis (*table 4.4*) that using Gamification in English language learning in Indonesia has affected students' motivation in the English language learning process. This was evidence with the twelve studies which has exposed (*table 4.4*). Beside that there are several interesting elements in Gamification that have an impact on students learning motivation such as leader board, achievements, points and levels that students more challenged to continue learning<sup>48</sup>. These elements make students more enthusiastic and challenged to complete their English learning and assignments.

Although Gamification has a good impact on students motivation, both of intrinsic and extrinsic motivation, it should be noted that the use of Gamification in the learning process must be under the supervision and direction of the teacher. This is done so that the students are smarter in using smartphones or computer as learning media and reduce the risk of smartphone addiction to students.

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<sup>43</sup> Sari, Nitiasih, and Budiarta, "Gamification Based on Local Stories' Effect on Students' Learning Motivation."

<sup>44</sup> Widya Ratna Kusumaningrum and Endang Binarti, "Jeopardy Classroom Instruction: Fostering Students' Motivation to Learn English Vocabulary" 6, No. 1 (2021), <https://doi.org/10.21070/jees.v6i1.1211>.

<sup>45</sup> Predyasmara, et al., *Applying Quizizz in Online English Learning: How It Improves Intrinsic Motivation*, Teaching of English Language and Literature, 2022.

<sup>46</sup> Amin, "Gamification of Duolingo in Rising Student'S English Language Learning Motivation."

<sup>47</sup> Khairani Dian Anisa, et al., *The Effect of Gamification on Students' Motivation in Learning English*, Leksika, 2020.

<sup>48</sup> Amin, "Gamification of Duolingo in Rising Student'S English Language Learning Motivation."