



Motivating students in learning EFL by using Gamification

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Abstract

A teacher has a crucial role in motivating the students, especially in EFL. There should be a way that can make gamification as popular an activity as learning a language nowadays. Many students feel pressure to learn something new or even hard for them, especially in a monotonous way. Therefore, a teacher can create games as a kind of media in EFL teaching and learning activity. Games offer students a fun-filled and relaxing learning atmosphere and encourage, entertain, teach, and promote fluency and communicative skills. This research is descriptive qualitative research that the subjects are 30 students of the Intermediate Speaking Class at the Faculty of Teacher Training and Education at Lambung Mangkurat University. The result shows that there is a positive impact on students' motivation toward some games. They could speak more in a casual atmosphere in the speaking class and have better cooperation among the students during the reading class. The use of games that can motivate the students has been widely accepted as one of the critical factors influencing EFL learning success.

Keywords: EFL, Gamification, Teacher's Role

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INTRODUCTION

A teacher is a person whose profession is teaching or transferring knowledge to the other. A teacher's career is a profession that has a lot of responsibility: to guide the students in the right direction and guide them to be able to understand or know something. As Harmer (2001) points out, teachers' responsibility is not only in education but also in the classroom. There are many kinds of roles of a teacher, such as a controller, organizer, assessor, participant, resource, tutor, observer, etc.

The teacher, as the controller, is the one who served as the controller. The teacher acts as a controller; they are responsible in the class and responsible for all activities in the classroom. A teacher acts as an organizer; the teacher must organize the students in language learning in the classroom and the very diverse activities in language learning. The teacher, as an assessor, shows the students the things they get right or wrong when they speak the language they are learning. The teacher offers feedback to students as they speak and correct their mistakes in using the language and assesses them in various ways. As a participant, the teacher organizes the class activities, interferes with the affairs, gives feedback to the students, or even justifies the wrong when the discussion is over. A teacher as a resource is especially helpful when students are writing or involved in the presentation preparation presented in the classroom or control them. Teachers as tutors, primarily when students work on a more extended project, such as writing or preparing for discussion or debate. Here, a teacher acts as a tutor, working with a private or small group, pointing them one at a time, merging teacher roles as prompter and resource, and acting as a tutor. Teachers as observers, especially in carrying out observations in the classroom just as an observer in practice, should not be a nuisance by hanging all the students' questions.

Since there are many roles of a teacher, it is a way of motivating students to learn EFL. One way to make students pay more attention to learning is by making it fun with the feeling of gamification. Games can be used to recall material pleasantly, promote communicative competence, and generate fluency. Freeman (2000) stated that teaching methods and learning strategies were developed worldwide to improve students' English abilities. Other scholars (Chan & Lin, 2000; Jiang, 2008; Kuo, 2008) maintain that students' motivation and confidence can be enhanced in playing games when they achieve learning goals in a relaxing environment. Besides, it is easier to keep the attention of students by playing games because having fun satisfies an inborn predisposition toward attentiveness in human subjects. Kuo (2008) further mentions that "games and game-like activities have always been a popular tool in an English class to interest and "wake up" uninterested students."

Games also can be a kind of media in teaching and learning activities. Games offer students a fun-filled and relaxing learning atmosphere. Games encourage, entertain, teach, and promote fluency and communicative skills. He said that after learning descriptive vocabulary, students could practice the language through a game. Moreover, Wu et al., (2025) stated that games are useful because they provide motivation, lower students' stress, and give them the opportunity for real communication. The games can capture students' attention and participation while also motivating students to learn more. Games also can transform a monotonous class into a challenging one. Wu et al., (2025) also explained that while playing games, the learners' attention is on the message, not on the language; rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win.

However, when teachers use games in the classroom, they should consider the game's level to fit their students' language level. Mei and Jing (2000) give some suggestions for the teacher in choosing games as follows: (a) game must be fun; (b) a game should involve "friendly" competition; (c) a game should keep all of the students involved, and interested; (d) a game should encourage students to focus on the use of language rather than on the language itself; (e) game should give students a chance to learn, practice, or review specific language material.

1. Can gamification influence the students' motivation in learning EFL?
2. What kind of games can be used to motivate students in learning EFL?

The Meaning of Gamification

Gamification becomes popular in teaching and learning activities, even in the EFL area. Kapp (2012) discussed the definition of gamification in a pedagogical context, contrasting it to GBL. Based on Kapp's view, the instructional strategy is changed to accommodate game elements. Instead of the learning objectives, the teacher in a gamified classroom will create a challenge or quest that the players will need to lead them to the learning experience. Some researchers defined gamification as the use of game elements, mechanics, features, design, and structure in a non-game environment or context (Attali and Arieli-Attali, 2015; Dale, 2014; Davis, 2014; Deterding, 2012; Kapp, 2012; Hamari et al., 2014). This non-game environment is broad enough to cover the wide application of gamification in business. Thus, Zichermann and Cunningham's (2011) definition: "The process of game-thinking and game mechanics to engage users and solve problems." Gamification, according to (Wulandari et al., 2025) is the utilization of game mechanics and game dynamics in "non-game applications." Leaning's (2015) definition of gamification as an experience outside of the gaming context is as broad as the previous definitions. There are some definitions where the pedagogical applications of gamification are emphasized. Kingsley and Grabner-Hagen (2015) posited that gamification should be understood as a combination of "content area instruction, literacy, and 21st-century learning skills in a highly engaging learning environment").

Haryandi et al., (2024) concluded that gamification usage in the teaching and learning process is essential. Aspects such as attitudes towards gamification, students' motivation, and students' perceptions play significant roles in ensuring learning can be enhanced by using these effective methods to provide the maximum level of learning, thus ensuring the teacher's knowledge is delivered effectively. It is in line to use games in EFL teaching and learning activities.

II METHOD

The design of this research was descriptive research with a qualitative approach. It means that the data collected was not in the form of a number. The qualitative study aimed to describe the empirical reality behind the phenomenon in-depth, detailed, and thorough. In this study, the necessary data was collected for this study using an open-ended questionnaire and interview.

Subject of the Research

According to **Creswell & Creswell (2018)** the population is the group of interest to the researchers, the group to whom the researchers want to generalize the result of the study. The population in this research is all Universitas Lambung Mangkurat students of the English Language Education Department. As for the research subject, the researchers chose 30 students of English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat.

Instruments

The instruments used in this study are open-ended questionnaires and observation to get more data. This set of questionnaires is related to the student's perception of using various games in the classes: card games, board games, and the like. For example, Once Upon a Time card game, bingo, making new words to enrich their vocabularies, and many more can be used as media in learning English. In mastering English skills, this study focused on helping the students in mastering English speaking. The instruments used for the research used observation sheets, questionnaires, and interview guidelines.

Questionnaire

According to Brown (2001), questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing solutions. According to **Creswell & Creswell (2018)** open-ended questions are used alone or other interviewing techniques to explore topics in-depth, to understand processes, and to identify potential causes of observed correlations. Open-ended questions may produce lists, short answers, or lengthy narratives. The respondent replies in their own words without being constrained by a fixed set of possible responses. Types of open-ended questions include:

- a. Completely unstructured—For example, 'What is your opinion on questionnaires?'
- b. Word association—Words are presented, and the respondent mentions the first word that comes to mind. Example: If the interviewer says “cold,” the respondent may say “hot” and the like ones.
- c. Sentence completion—Respondents complete an incomplete sentence. For example, 'The most important consideration in my decision to buy a new house is . . .'
- d. Story completion—Respondents complete an incomplete story.
- e. Picture completion—Respondents fill in an empty conversation balloon.
- f. Thematic apperception test—Respondents explain a picture or make up a story about what they think is happening in the picture.

The researchers chose an open-ended questionnaire over the closed one since open-ended questionnaires give more insight into the topic.

Observation

The selected respondents were also chosen for further observation. It is aimed to get more data about the student's perception toward using the game as a medium in learning English. Sharp (2003) stated that observation is one of the most critical research methods in social sciences and, at the same time, one of the most diverse. Observation raised to the rank of a scientific method should be carried out systematically, purposefully, and on scientific grounds—even if curiosity and fascination may still be crucial components. The observation was done three times in order to get more information to support the main data.

Interview

To support the data, the researchers held interview sessions. The interview was done to get in-depth data or more details of what causes anxiety in students during speaking class or teacher and student interaction. The interview guidelines consisted of five open-ended questions for students.

Data Collection

To get the data, the researchers firstly observed the classes. The observation was done first because the researchers needed the course to be in a natural setting; thus, there would be no bias. During the observation, the researchers took notes of the activities done in the classroom. The questionnaire items were statements related to factors that probably contribute to the existence of students' anxiety in speaking. Then, the interview was held to verify and support the data. The researchers used it to gain insight into the participants' feelings, difficulties that they encountered, anxiety, and other factors associated with their performance in learning English activities.

Validity and Reliability

Validity is essential for researchers when preparing or selecting the instruments that they are going to use. According to Bin Dayel et al., (2018), reliability refers to a measurement that

supplies consistent results with equal values. According to Frankel and Wallen (2012), triangulation checks on reliability or validity by comparing information on the same topic with the different information. The kind of triangulation that the researchers used was methodological triangulation. Methodological triangulation involves using more than one method to collect the data, such as questionnaires and interviews. It is beneficial in providing more comprehensive data, confirmation of findings, increasing validity, and enhancing understanding of a studied phenomenon.

Data Analysis

Data analysis is the process of searching patterns systematically and arranging data in specific ways; thus, the data is understandable. After collecting the data, the researchers then analyzes the data. In analyzing the data, the researchers used Data Analysis Spiral. The procedures are as in Figure 1, followed by the description of those procedures.

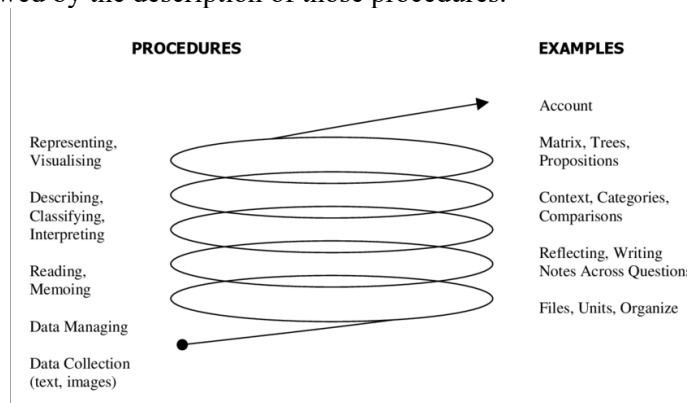


Figure 1 Data Analysis Spiral

- a. Data Management
- b. Reading and Memoing
- c. Describing, Classifying, and Interpreting
- d. Representing and Visualizing

III RESULT

In research, a finding is an empirical fact; the researchers should write in the report as it is what the researchers find after analysis. Findings are the principal outcomes of a research project; what the project suggested, revealed, or indicated. This research was conducted to investigate students' perception of gamification in EFL classes. As stated before, the data analyzed was collected from an open-ended questionnaire related to the topic and interview.

3.1 Open-Ended Questionnaire

According to Creswell & Creswell (2018) open-ended questions are used alone or in combination with other interviewing techniques to explore topics in-depth, to understand processes, and to identify potential causes of observed correlations. Open-ended questions may produce lists, short answers, or lengthy narratives. The options or predefined categories are not suggested. The respondent replies in their own words without being constrained by a fixed set of possible responses.

In conclusion, questions 1 to 4 were acceptable to raise students' motivation in learning English. Students felt some feelings when speaking English using games, such as more relaxed, fresh, and less stressed. They did not feel anxious or worried about making mistakes, evaluation from lecturers, or low self-esteem. Most of the students agree that playing games have a

significant impact on their mood in learning English, either in Speaking classes or even other classes such as reading and other language skills.

3.2 Interview

To support the data, the researcher held interview sessions. The interview was done to get in-depth data or more details of the students' perception of learning English. The interview guidelines consisted of open-ended questions for students. The interview was conducted in English since the students need to practice their English speaking skills. Some of their descriptions is shown in the following explanation.

Interview guide:

- a. Do you like to play games? Elaborate your reason for your likes/dislikes playing games!
- b. Please mention the meaning of gamification. Can you elaborate on it?
- c. How do you like to use games in teaching and learning activities?
- d. Do you feel the games also influence your mood or motivation in learning English?
- e. Please elaborate on the reason for your answer about the influence of games or gamification in learning English?

Those five main questions were asked to know about their knowledge of games or gamification and elaborate more especially related to their feeling toward it.

1. Do you like to play games? Elaborate your reason for your likes/dislikes playing games!

The first main question was related to their likes or dislikes of playing games. It was found out that almost all of the students love to play games. Some students said it in a short statement, as shown on student number 1 and student number 6.

Student 1: Yes, because it makes me more relax.

Student 6: Yes, because it's entertaining me and playing games are fun.

One student, student number 9, mentioned that she did not really like games because she thought she was bad at it.

Student 9: I do not really like games because I am really bad at it. I am really bad at every games.

However, most of the other students could express more on their likeness in playing the game. It could be seen as student numbers 3, 13, and 19.

Student 3: Yes, I like to play games. Because games make me excited and relaxed, I enjoy them. I can forget about my problems and my assignments for a while. Games are fun. Through games, I do the experiment, discover, and interact with my friends closer. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. By playing games, I can learn English the way I learn my mother tongue without being aware I am studying; thus, I can learn a lot without stress. Even, I am a shy student can participate positively.

Student 13: Yes, I do. Playing games probably seemed like a stress reliever; however, I think it turns out to be a part of socializing with other people. Gamer builds a community to gather information, team up to do a mission, or simply ask someone how much progress they have made. These types of interactions make me feel like the game is a part of my life.

Student 29: In daily-life, playing games is not my usual way of spending leisure time because I prefer reading over all-sort of playing. If I have a partner, friends, and especially

if I am with my siblings, I love to play with them. On the other hand, when studying in class, I love the games section from lecturers. Especially in our first term in *Intensive English*, there were lots of entertaining and informative games at the same time. Type of games like that is my favorite one. Why? Because we couldn't deny that sometimes after studying hard on difficult materials, it will be very refreshing to balancing it with ice-breaker-like games to lighten up the mood.

2. Please mention the meaning of gamification. Can you elaborate on it?

The second question of the interview was related to gamification that the students could elaborate on. Some of them could explain gamification, as seen on student numbers 3, 9, and 13. For the detailed students' answers, please see the appendices.

Student 3: Gamification: gam·i·fi·ca·tion | \ ,gā-mə-fə-'kā-shən \

Gamification is the process of adding games or game-like elements to something (such as a task) to encourage participation.

The basic concept of gamification isn't new, but the word itself is a 21st-century addition to the English lexicon. The term refers to incorporating game elements, like point and reward systems, to tasks as incentives for people to participate. In other words, *gamification* is about making something potentially tedious into a game. Gamification is useful because it taps into people's natural desires for competition and achievement. Teachers, managers, and others use gamification to increase participation and improve productivity. Gamification is also often an essential feature in apps and websites designed to motivate people to meet personal challenges, like weight-loss goals and learning foreign languages; tracking your progress is more fun if it feels like a game.

Student 9: Gamification is the process of taking something that already exists and combining a game system into it to motivate participation, arrangement, and loyalty. The gamification of learning is an educational method to encourage students to learn by using video game design and game components in learning environments. The goal is to increase fun and commitment by capturing learners' interest and inspiring them to continue learning.

Student 13: The gamification of learning is an educational approach to motivate students to learn by using video game design and game elements in learning environments. The goal is to maximize enjoyment and engagement by capturing learners' interest and inspiring them to continue learning. Gamification, broadly defined, defines the elements that comprise games that make those games fun and motivate players to continue playing and using those same elements in a non-game context to influence behavior. In other words, gamification is the introduction of game elements in a non-game situation. There are two forms of gamification, structural with no subject matter changes and the altered content method that adds subject matter. Games applied in learning can be considered serious games, where the learning experience is centered around serious stories. The serious story is "impressive in quality" and "part of a thoughtful process" to achieve learning goals.

In educational contexts, examples of desired student behavior that gamification can potentially influence include attending class, focusing on meaningful learning tasks, and taking the initiative.

Distinguishable from game-based learning, gamification of learning does not involve students in designing and creating their games or playing commercially produced video games. Students might use Gamestar Mechanic or GameMaker to create their own video game or play Minecraft within game-based learning initiatives, for example, where they explore and create 3D worlds. In these examples, along with Surge for PlayStation and Angry Birds, the learning agenda is encompassed within the game itself.

Some authors contrast gamification of learning with game-based learning, claiming that gamification occurs only when learning happens in a non-game context, such as a school classroom, and when a series of game elements is arranged into a system or "game layer" which operates in coordination with the learning in that regular classroom. Others include games that are created to induce learning.

2. How do you like to use games in teaching and learning activities?

The next question, the third question, was related to the student's preferences of using games while doing learning activities. By doing the interview, some of the students also suggested using games in learning time in classes. Besides, they also mentioned the kinds of games that might be used in classes. See the answers of students number 4, 5, 10, 19, and 25.

Student 4: By making it game-based learning. It will play an essential role in teaching by making students collaborate, communicate, interact, and work in teams. Like a strategic game can improve brain function. The game creates dynamics that can inspire students to develop skills and build emotional connections with learning and subject matter. The game can be adapted for individual teaching, helping students become more confident and independent thinkers. One key aspect of game-based education is that each student receives immediate feedback on their performance, suggesting how to improve.

Student 5: I like using games in learning English, it's amusing, and this semester I join my friends teaching in an Elementary School to teach them English, and in almost all of the meetings, I use the game to teach them English. For example, I make a snake gesture, so the students will guess what animal that is. So it will be easier for them to remember the new vocabulary.

Student 10: Using game-based learning in the classroom helps engage students by directly involving them in the learning process. The results show improved material retention, increased student engagement, and an overall enjoyable learning environment. The game you choose to include in your lessons needs to align with your teaching goals. Generally, it would help if you considered the following characteristic of effective classroom games: easy to use, decide the right format, assess effectiveness, gather feedback, and iterate.

Student 19: I would like to use the full potential of games in teaching and learning activities in the ice-breaking section. So, it would be great to prepare games in between our learning activities to lighten up the mood and freshening up the severe tone of studying that we had before. These game sections will only last around ten or fifteen minutes, relatively short, but I think it is suitable not to dwell their attention too much from our studying materials.

Student 25: Games can help students to relax and still learning at the same time. The results show the improvement in retention of material, increased the student connection and bounding. The games make us refocus again on the material, especially after some courses that we have earlier.

3. Do you feel the games also influence your mood or motivation in learning English?

The fourth question wanted to know about the influence of playing games on the students' mood or motivation in learning English. As can be seen from the questionnaire, all of the students said "Yes" that games also influence their mood and motivation of learning English.

4. Please elaborate on the reason for your answer about the influence of games or gamification in learning English?

Some of them said that a challenge to keep the students engaged and cooperative in learning was by incorporating some classroom games to make learning more fun and exciting. It was explained by student numbers 3, 4, 15, and 19.

Student 3: Yes, of course. Language learning is hard work. The effort is required at every moment and must be maintained over a long period. Every student comes to a point where they are stuck for a fun game or activity to use in class. I have done the activities a million times, and sometimes I start to get bored. A key challenge to keep me engaged and one of the best ways to do this is to incorporate some classroom games to make learning more fun and exciting. Games help and encourage me to sustain my interest and work. Games also help me to create contexts in which the language is useful and meaningful. Games are motivating and influence my mood.

Student 15: Yes, it does affect my mood and motivation. The first time I learned about English is from games. Playing games is always fun for me, and it can still be a mood booster for me. When learning English begins to feel dull, I tried to play games that related to learning English.

Student 19: Yes, in some way or another, games have its impact on creating and influencing my mood in learning English. It is just how the nature of games is entertaining; it makes the situation change towards a warm atmosphere that suddenly increases their energy. That's why putting games in learning activities will be equal to its positive result in increasing the class's happy mood.

IV DISCUSSION

The majority of the participants said that they like playing the game. Twenty-eight of thirty students reported that they enjoy playing the game, and only two of thirty students did not like it. In the psychology aspect, they said that game makes relax and lighten up the mood. They also said that game is a stress reliever. In learning, the game increases their motivation to gain knowledge and a certain skill. Also, it trains their concentration to be more focused. One of the participants stated that playing games would make the mood as well as warm up before learning. The game is good to be played before understanding, and it also will make it easier to understand the lesson because the students have a good mood to accept the task. In the social aspect, the participants stated that the game turns to be a part of the way to socialize with other people. The Games build a community to gather information, team up to do a mission, or simply ask someone how much progress they have made.

For finding the meaning of gamification, it can be seen that all of the participants can find it. They said that gamification means adding games or game-like points, reward systems, and tasks as incentives for people to participate. In other words, gamification is about making something potentially tedious into a game. Some of them said gamification is an educational approach to motivate students to learn by using game design and game elements in learning environments. The goal is to maximize enjoyment and engagement by capturing learners' interest and inspiring them to continue learning.

Kapp (2012) discussed the definition of gamification in a pedagogical context contrasting it to GBL. Based on Kapp's view, the instructional strategy is changed to accommodate game elements. Instead of the learning objectives, the teacher in a gamified classroom will present a challenge or quest that the players will need to lead them to the learning experience. Gamification, according to Haryandi et al., (2024) is the utilization of game mechanics and game dynamics in "non-game applications". Wulandari et al., (2025) definition of gamification as an experience outside of the gaming context is as broad as the previous definitions. There are some definitions where the pedagogical applications of gamification are emphasized. Gamification should be understood as a combination of "content area instruction, literacy, and 21st-century learning skills in a highly-engaging learning environment".

Participants have many ideas related to this topic related to the use games in teaching and learning activities. However, those ideas mostly around the time when the game is good to be done. After analyzing the data collected about the application of games in the classroom, we

recognize that the hypothesis is confirmed that using games depends on the situation. From their experiences, they said that game can refresh their minds. Most participants agree to use the game at the beginning of a lesson or the end. Some of them said that the game should be done as the ice-breaking section. It would be great to prepare games in between the learning activities to lighten up the mood. They said they would use the games not because it will make students bored with the same games that are done many times. Moreover, it depends on the situation because they said that game can refresh their mind from their experiences.

About 100% of students agreed that games influence their mood or motivation in learning English. It is also revealed that the participants thought there was a correlation between games and their motivation to learn English. The correlation could be seen in their mood that changes to be more positive. Applying games in the classroom can help students increase their motivation, create a competition between them, and reduce their anxiety. The students can benefit from its use, such as improving their vocabulary, grammar, and pronunciation. Moreover, after playing games with their friends, their brain indirectly becomes fresh, then they will be ready to have another lesson in class.

The researchers who conducted empirical studies on the utilization of gamification elements agree on the positive effect on students' engagement, motivation, and overall performance through instant feedback and collaboration (Haryandi et al., 2024; Rusmanayanti et al., 2021). Some authors proposed positive results showing higher likeability ratings when gamification features are introduced (Attali and Arieli-Attali, 2015). These results refer to how students felt toward the introduction of the game elements to the learning environment. Some studies showed no connection between students' engagement and motivation and introducing gamification features to the learning environment (Fuertes et al., 2023; Gray & Diloreto, 2016; Martin & Bolliger, 2018; Suppasetsee et al., 2023; Toogood, 2023).

Gamification refers to a type of gameplay with clear and defined learning outcomes. It means employing well-designed digital and non-digital games to stimulate learners' language, critical thinking, and problem-solving abilities. It includes elements of games or play into the learning environment to improve the students' engagement and participation. Gamification provides learning environments that encourage active and critical learning, not passive learning. The best games are those that actively engage learners. Well-designed games, played in various ways, using different media and platforms, can pierce distractions and engage learners in a way that few other methods can. Games can take the form of wordplay, language play, narrative, role play, and digital platforms. For these games, most of the games are still conventional because they can be applied quickly in the class. Bingo, Once upon a time, whisper game, etc. All games can be adopted based on the skills that the teacher focuses on. Whisper games, and once upon a time, can be used to teach speaking skills, and the complexity of the picture or the clues can be adjustable with the students' level.

V CONCLUSION

Gamification means adding games or game-like points, reward systems, and tasks as incentives for people to participate. From the distributed questionnaire, it was found that all participants know this. Most of them like playing the game even some of them stated that playing the game is their hobby. Games influence their psychology, learning, and social aspects. A game is an interesting educational strategy because it can provide intrinsic motivation to students through curiosity, challenges with adaptive difficulty levels, degree of chance, and an award system. Moreover, it can be more pleasant by stimulating creativity. Educational games extend this by focusing the mechanics and narrative on coping with a subject curriculum, allowing them to learn while playing.

Related to the use of games in teaching and learning activities, participants confirmed that using games depends on the situation because from their experiences, they said that game could refresh their minds. Most participants agree to use the game at the beginning of a lesson or the end. Some of them said that the game should be done as an ice-breaking section. It would be

great to prepare games in between the learning activities to lighten up the mood. They said they would use the games not because if it is too often, it will bring boredom to the students, especially if they only have the same games for a few meetings.

Moreover, the use of gamification is also related to a particular time or situation in the classes. Based on the students' experiences, they said that game could refresh their minds. Also, games have a profound correlation with motivation in learning English. Applying games in the classroom can help students increase their motivation, create a competition between them, and reduce their anxiety.

Suggestions

Several suggestions related to this research addressed the lecturers, the students, and other researchers who want to research gamification in learning English. The researchers should consider exploring more on the impact of gamification on lifelong skills in adult learning. Current research mostly focuses on practical skills. Which are based on computers, for future research, there is a need to explore the use of gamification at the workplace to train special motor skills, which are general requirements for vocational training and industry field. It can be noted that gamification has a series of challenges on design. To be successful, there is a need for emphasis by the designers to focus on game elements' interface and content relation structure.

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