

## English Teacher's Experience in Implementing Gamification Based-learning

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### ABSTRACT

*This study aims to reveal the English teacher's experience implementing gamification-based learning and the types of gamification applications or platforms teachers use in their teaching practice. This research uses a qualitative method with a narrative inquiry design. The participant of this research is a teacher who teaches English in one of the high schools in Majalengka. The results indicate that the English teacher is sufficiently experienced in implementing gamification, as they have utilized two types of gamification applications or platforms: Wordwall and Quizizz. The English teacher also expressed the benefits of gamification in the classroom, such as more effective learning outcomes that lead to increased student enthusiasm and motivation. Despite challenges such as limited resources and technical constraints, the English teacher has managed to overcome them, allowing gamified learning to thrive. This study also enables other researchers to explore new aspects related to gamified English language learning, and it is recommended that future studies involve more participants and extend over a longer period.*

**Keywords:** English learning, Gamification, Teacher's experience

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### INTRODUCTION

The era of globalization brings significant changes in various aspects of life, including education. John Dewey stated that education is a rearrangement or reconstruction of various experiences and events experienced in an individual's life so that everything new becomes more purposeful and meaningful. Education is a field that continues to evolve along with the development of technology and innovative learning approaches. One learning approach that is getting more attention is using gamification in the English learning process.

Learning English in the digital age has undergone a significant transformation, with an increasing number of innovative methods being applied in the classroom. Gamification is the application of game design elements in contexts other than games to increase user engagement and reinforce certain values (Deterding et al., 2011). According to Marcusson (2020), gamification is the application of game mechanics in non-game contexts to enhance intrinsic motivation. Zichermann stated that gamification is a game-thinking process and a game mechanism to involve users and solve problems (Krath et al., 2021). Gamification, which refers to using the elements of the game in a non-game context, aims to increase student involvement and motivation in learning. This method makes the learning process more interesting and helps students understand the material more enjoyably.

Implementing gamification in English language learning offers various benefits, such as increased motivation, active student engagement, and improved academic performance. A study in South Korea by Lee and Baek (2023) showed that gamification can significantly improve English learning outcomes in terms of vocabulary, listening, and writing skills. Similarly, a study by Abdel (2023) in the United Arab Emirates showed a significant positive impact of gamification on learning English in various skills, including speaking, listening, reading, and writing. In Bosnia and Herzegovina, gamification strategies significantly improved student motivation and academic performance in learning English as a foreign language (Huseinović, 2024). Previous research shows that gamification can encourage students to participate more in classroom activities, increase their self-confidence, and improve their language skills.

However, implementing this method still faces challenges, especially regarding teachers' readiness and experience integrating gamification into their learning practices.

Teacher experience is a key factor in the successful implementation of gamification. Research on teachers' experiences with gamification in teaching English has shown a generally positive perception of its pedagogical value (Pham, 2022; Demirbilek, 2022). According to Palmquist (2021), gamification practitioners must recognize teachers as they may facilitate gamification implementation in the learning environment. Teachers with a deep understanding of gamification principles and skills in designing game-based activities tend to be more successful in applying them. Therefore, it is important to explore English teacher's experience in implementing gamification, identifying the challenges teacher face and the strategies they use to overcome them.

In the Indonesian educational context, the adoption of gamification in English language learning is still relatively new. It has yet to be researched in-depth, but it is a promising approach to enhance student motivation and learning outcomes (Sunarya, 2019). However, there are challenges to its implementation, including technical difficulties, negative competitive environments, and time constraints (Demirbilek, 2022). These include a lack of digital tools, planning difficulties, and limited knowledge among teachers (Araújo, 2017). In addition, a few teachers have implemented gamification strategies in their classrooms. The application is still limited to the types of gamification and less-than-optimal facilities. Therefore, understanding teachers' experiences in implementing gamification can provide valuable insights into the effectiveness and constraints of this method and how it can be optimized to improve student learning outcomes.

This research aims to find out how English teacher's experience in implementing gamification in the learning process. In addition, this study also identifies the factors that influence the success and challenges the teacher faces in using gamification. The difference from previous research is the object of research, where in this study, the researcher wants to explore the experience of English teacher in implementing gamification.

## METHODS

Researcher utilize the qualitative data approach, specifically narrative inquiry, as a research design to elucidate the experiences of English language teacher in implementing gamified learning. According to Clandinin & Connelly (2006), narrative inquiry is a narrative report that recounts a detailed sequence of events that usually focuses on the study of a single person or individual and how that individual gives meaning to his or her experience through the stories told, data collection by collecting stories, reporting on the individual's experience, and discussing what the experience means to the individual. The participant in this study is an English teacher at a high school. The main data for this research was obtained through observation and interviews. Observation was conducted to monitor the English teacher's implementation of gamification during the teaching and learning process. This technique was used to gather information about the teacher's experience in using gamification applications or platforms in the classroom. The instrument used to collect data through this technique was an observation checklist. The researcher interviewed English teachers at the high school level. Through this technique, the researcher asked questions to English teachers with the aim of obtaining clearer information about their experience in implementing gamification in their teaching practice. To collect data, a tape recorder was used to record the teaching process. The obtained data was then organized, coded, reduced, interpreted, and represented.

## RESULTS AND DISCUSSION

### ***Types of gamification-based learning apps or platforms are implemented by English teacher in her teaching practice***

Based on observation and interview the researcher obtained some information from the participant related to the research questions. The researcher found out there are some experiences in implementing gamification-based learning that used by teacher at one of senior high schools in Majalengka.

The researcher found that English teacher at one of the high schools in Majalengka have used two types of gamification platforms: Wordwall and Quizizz. Wordwall and Quizizz are web-based educational platforms that allow users to create various interactive and interesting learning media. Jannah (2022) says that Wordwall is an exciting and motivating tool for vocabulary learning, with students enjoying the teamwork and competition it offers. Similarly, Sulaiman (2022) and Wulandari (2022) highlight the engaging and interactive Quizizz platform, increasing student motivation and participation. Participation and student motivation are key factors in the success of education; where participation involves active student engagement in the learning process, while motivation is the internal and external drive that encourages students to learn and achieve. Gamification can significantly enhance both of these aspects by implementing game elements such as points, badges, levels, challenges, and leaderboards. By making the learning process more interesting, enjoyable, and challenging, gamification can encourage students to actively participate and be more motivated in their studies, thus creating a more dynamic and effective educational environment.

Furthermore, the teacher has been utilizing these two gamification platforms for five years, and the teacher already knows and recognizes the gamification platform. The teacher knew about these gamification platforms from their friends and the *Program Pendidikan Guru Profesional* (PPG) she attended. Teachers and other educators often use these platforms to increase students' interest, experience, and enjoyment of learning. Previous research states that gamification has been found to enhance student engagement and learning experiences (Slamet, 2019) and support continuous professional development among teachers (Lukashenia, 2020). This finding indicates that teachers in one of Majalengka's high schools have implemented gamification in their classrooms.

### ***English teacher's experience in implementing gamification-based learning***

The first point is about the effectiveness of using the gamification platform. Based on the results of the observation and interviews that the researcher conducted, gamification effectively increases student enthusiasm, motivation, and competitiveness and makes students more interactive. The research is previous research conducted by Ismiyani (2020), Yazid et al. (2024), Abdel (2023), Yacob (2022), and Rahmani (2020), it can be concluded that gamification is an effective method for teaching English as it enhances student learning, motivation, engagement, and overall language skills. The research shows that applying the gamification platform that the teacher uses makes learning more effective. The effective implementation of gamification in education can enhance students' enthusiasm, motivation, competitiveness, and interactivity by utilizing game elements such as points, badges, levels, challenges, and leaderboards. The point system and rewards provide direct feedback that motivates students, while challenges and leaderboards encourage healthy competition. Game-based learning and interactive digital platforms enable collaboration and active participation, creating a more engaging, dynamic, and supportive learning environment that fosters holistic student development.

The second point discusses the benefits that the teacher gets from implementing gamification. Through interviews, the teacher said that the benefits she felt were that it could make students enthusiastic and excited during learning and make it easier for her to convey the subject matter. The result is similar to the previous study by Demirbilek (2022) and Kovalenko (2022), who found that teachers in English language teaching widely use gamification to make lessons fun, engage students, ensure their participation, and increase motivation. The results can also be seen when researchers conduct classroom observations, where students look more interactive when completing their assignments through the Wordwall platform. This research is also evident when the researcher observes the classroom, where students appear more interactive when completing their tasks through the Wordwall platform. This platform allows students to participate in various learning activities designed as games, such as interactive quizzes and puzzles that require active engagement. Not only are students more motivated to complete tasks, but they are also more enthusiastic about collaborating with their peers, discussing answers, and sharing strategies. This increased interactivity indicates that the gamification elements in Wordwall successfully create a more dynamic and engaging learning environment, enhancing student participation and engagement in the learning process.

The next point discusses the challenges and obstacles that the teacher faces in implementing gamification. The interview and observation indicate several challenges and obstacles, including a lack of

facilities and infrastructure, limited internet access, students needing smartphones, a lack of focus in class, and technical constraints. This research fits with what Suryatama et al. (2023) and Andriani & Wahyuni (2023) found: using games to teach English comes with several problems, such as technical issues, problems within the school, a lack of resources, mental and physical health issues, problems with teachers' training and support, resistance from students, problems with testing and grading, and problems with integrating the game into the curriculum. During the classroom observation, the researcher found that the first obstacle was the unstable internet access network caused by uneven WiFi coverage. This problem disrupts digital learning platforms like Wordwall, where students often need help accessing or completing interactive tasks online. The network instability hinders the smooth teaching and learning process and can also decrease student motivation and concentration, as they have to attempt to access interrupted materials or activities repeatedly.

The next challenge is the existence of students who do not have smartphones, making it difficult for them to complete assignments through the Wordwall platform. This challenge indicates the existence of previous research that states that using platforms like Wordwall, while effective in enhancing engagement and motivation (Widhiatama, 2024), can also exacerbate this gap, as students without smartphones may struggle to complete assignments. This issue is particularly relevant in gamified learning, where using such platforms is common (Putri, 2022). This constraint creates a technology access gap among students, which can hurt their engagement and participation in gamified learning. This gap could leave some students behind, as they cannot enjoy more interactive and engaging teaching methods.

The next challenge is the need for more focus on gamified learning, which is caused by the absence of projectors in each classroom. The research aligns with previous research, which states that the need for more focus on gamified learning due to the absence of projectors in each classroom is a significant challenge (Harviainen, 2019). With projectors, teachers can convey material visually and capture the attention of all students simultaneously, resulting in students being more inclined to work individually and collaborate less. This situation hinders the creation of dynamic class discussions and student interactions, which should be one of the main benefits of gamification. The lack of visual aids also reduces the effectiveness of teacher instructions and explanations, potentially leading to an incomplete understanding of the taught material by students.

Furthermore, teachers encounter technical difficulties monitoring students using the Wordwall platform dashboard. This process sometimes faces challenges when student grades do not appear directly on the teacher's dashboard after they complete assignments. The absence of grades or delays in their display can hinder the teacher's ability to monitor and evaluate student performance in real-time effectively. It also complicates the teacher's task of providing timely feedback and making necessary instructional adjustments based on student data. A solution to this technical issue must be sought to ensure that gamified learning experiences on platforms like Wordwall remain efficient and support student engagement and effective teacher management.

In order to overcome the challenges posed by the limitations of smartphones and internet access, the teacher, as revealed in an interview, divides students into constrained groups, allowing them to still participate in working on assignments through the gamification platform with their friends. Besides that, the researcher also saw during class observations that the teacher asked students to group and work on their assignments on the Wordwall platform. This approach helps address the issue of unstable internet access by allowing students to work collaboratively in small groups to support each other and share resources. The results are similar to the study conducted by Akkara (2021) and Liu (2022); both highlight the role of teacher intervention in sustaining student motivation and improving performance, while the latter also emphasizes the benefits of collaborative learning. Direct interaction among students not only enhances participation in learning activities but also promotes teamwork and problem-solving together. This research demonstrates that the teacher consistently motivates students to persist in their learning, even when faced with obstacles.

The researcher's last discussion concerns the teacher's motivation for implementing gamification in her class, the teacher's learning resources related to gamification, and her plans for future gamification development. During the interview, the teacher revealed that what motivates her to implement gamification is seeing her students feel happy and enthusiastic during the learning process. The teacher realizes that when gamification platforms are implemented, students significantly increase engagement and interest. The success of gamification in creating a more dynamic and enjoyable learning environment motivates students to participate and complete their tasks actively. This positive experience enhances learning outcomes and creates a more positive and interactive classroom atmosphere, motivating teachers to continue developing and implementing gamification strategies in their teaching.

In addition, the teacher elaborated that she acquired her knowledge about gamification from fellow English teachers and the Program Pendidikan Profesi Guru (PPG) in which she participated. Interacting with colleagues allows for exchanging ideas and best practices for implementing gamification in the classroom. At the same time, PPG provides the theoretical foundation and practical skills necessary to integrate game elements into learning. Finally, she outlined her plan for the future development of gamification, emphasizing that she must continue learning to provide optimal results and inspire her students.

### CONCLUSION

The purpose of this study was to explain what types of gamification-based learning apps or platforms are implemented by the English teacher in her teaching practice and to explain the English teacher's experience in implementing gamification-based learning. First, this research found that an English teacher at a high school in Majalengka has implemented two types of gamification platforms. Based on data collected through observations and interviews, it is shown that the platforms used are Wordwall and Quizizz. Second, based on the research results, it can be concluded that one of the high school teachers in Majalengka is already quite experienced in implementing English language learning based on gamification. The teacher has felt the effectiveness and benefits of using gamification in teaching, and have also been able to overcome challenges faced during the implementation of gamified English language learning in the classroom. This study also allows other researchers to explore new aspects related to gamified English language learning, and the researcher suggests that other researchers involve more participants and conduct research over a more extended period.

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