INACELT Journal
Volume 1, Issue 1, July 2024, pp. 27-31
Journal homepage: https://ejournal.iain-palangkaraya.ac.id/index.php/INACELT

The Future of Language Teaching: Integrating Gamification into English Language Classroom

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Article history:
Received: 16 February 2024
Revised: 24 July 2024
Accepted: 25 July 2024
Published: 27 July 2024

Keywords:
Future Language Teaching; English classroom; gamification; Kahoot

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Abstract

Over the years, language education has been evolving alongside the incorporation of technology in the educational landscape. One of the most recent developments in language instruction involves the gamification into the teaching learning process. The paper explores the future language teaching by investigating the integration of gamification into English classroom. As technology continues to advance, incorporating gamified elements into language education offers exciting possibilities for enhancing engagement and learning outcomes. It is crucial to explore the future of language teaching by delving into the integration of gamification into English language classrooms. This research seeks to understand the potential benefits of gamification in students' learning motivation. A quantitative survey research method was used by administering a set of questionnaires in Google Form. The results highlighted that integrating gamification into teaching learning process raised students' motivation, enhance the fun learning environment, and also boost their participation in learning..

INTRODUCTION

Currently, as technological advancements continue to progress rapidly, there is a close association with the enhancement of student motivation and interaction in the learning process (Licorish, Owen, Daniel, & George, 2018; Premarathne, 2017; Wang & Lieberoth, 2016; Zarzycka-Piskorz, 2016). Furthermore, researchers are also exploring the application of technology in language learning. This aligns with the findings of Medina and Hurtado (2017), where they discovered that an appropriate blend of technology is essential to enhance the quality of learning. The use of Game-based learning as a teaching method has been long established, but it becomes novel when this method is combined with technology, making it highly suitable as a learning approach for the current Z generation (Bicen & Kacakoyun, 2018). It's fascinating to see how technology has influenced every facet of our lives and surrounds, having a tremendous impact by raising the standard and productivity of our work. The future of education is unquestionably changing as a result of the incorporation of technology into our educational system. Without a doubt, the use of technology in education has spawned a number of cutting-edge learning models and technologies that improve the efficiency and comfort of the entire learning process. In addition to having a significant positive impact on students, the introduction of new technical hardware and software has given teachers the resources they need to increase student participation in the learning process. According to literature, the utilization of classroom technology is essential in language classrooms for enhancing learning, and one of the most recent methods applied in language classes is gamification. According to the student satisfaction survey, students expressed enjoyment in using Kahoot! and found it user-friendly (Medina & Hurtado, 2017). Utilizing computer-based educational games has proven to be successful in enhancing the academic motivation and performance of elementary school students (Partovi & Razavi, 2019). In other work, Chen, Shih and Law (2020) stated that competition in digital game-based learning (DGBL) was equally successful in producing both cognitive and non-cognitive results.

Kahoot is claimed to be a multimedia tool that can enhance student participation in the classroom (Dellos, 2015). Additionally, Kahoot is effective in engaging students in problem-based game-learning, stimulating their critical thinking skills, and creating meaningful and enjoyable learning activities (Bicen & Kocakyun, 2018; Wang & Lieberoth, 2016; John, 2015; Dellos, 2015; Icard, 2014; Ismail & Mohammad, 2017). According to Wichadee and Pattanapichet (2018), the usage of Kahoot in the classroom can increase student engagement and academic performance. The usage of Kahoot can improve student engagement, learning motivation, material mastery, and vocabulary acquisition, according to earlier studies by Medina and Huetado in 2017 and Licorish et al. in 2018. Therefore, most of educators have initiated the incorporation of technology into their classroom routines. This practice has been adopted to engage and inspire students to actively participate in classroom proceedings. Among the various technological tools available, Kahoot! stands out as an indispensable asset in language classrooms. Kahoot! serves both as an instructional and evaluative tool. This study presents the feedback and experiences of fourteen students who utilized the Kahoot! platform in their general English classrooms situated in Dharma Sastra Faculty, IAHN-TP Palangka Raya, Central Kalimantan.

METHOD

The objective of this paper is to understand the potential benefits of gamification in students' learning motivation in English learning classroom. This study was conducted in the Faculty of Dharma Sastra, IAHN-TP Palangka Raya. The sample of the current study consisted of 14 students who all from the first semester of 2023-2024 academic years. Based on their demographic information, there were six male and eight women as a participant in this research. A questionnaire in Google Form was set as collecting the data. This survey was used to gather the information

about the students' general perception on using Kahoot in English classroom. A Likert scale of 1 (strongly disagree) to 5 (strongly agree) was used in the survey. By using frequency and percentage, descriptive statistics were used to analyze the data.

FINDINGS

In this section, the results obtained from questionnaires administered to the 14 participants at IAHN-TP Palangka Raya are presented. All questionnaire items were compiled and analyzed based on percentages. The data underwent descriptive data analysis, and Table 1 illustrates the study's findings derived from the questionnaire.

Table1 . Students' response on Using Kahoot in English Class

No	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Do you feel comfortable learning English using the Kahoot App.?	(64,3%)	(21,3%)	(14,3%)	-	-
2	Are you more interested learning English using the Kahoot App.?	(92,9%)	(7,1%)	-	-	-
3	Does learning English using the Kahoot app make it easier for you to understand the material?	(92,9%)	(7,1%)	-	-	-
4	Do you want to continue learning English using the Kahoot app in class?	(100%)	-	-	-	-

The data showed in table 1 revealed that most of students had positive perception toward the implementation Kahoot in English classroom. The analysis of first question shows that majority of 64,3% despondences strongly agree followed with 21,3% of them stated agree that they feel comfortable learning English using the Kahoot App, meanwhile 14,3% of the participants chose "neutral" option. For item 2, most of the participants strongly agree (92,9%) that by implementing Kahoot App , they are more interested learning English in the class. This data followed by 7,1% of them who agree that Kahoot make them interesting in learning the subject matter. The same finding also found for the data analysis for item 3 that showed us 92,9% of students strongly agree and 7,1% of them who agree which learning English using the Kahoot app make it easier for them to understand the material. And 100% of them stated that they are willing to continue using Kahoot in the English classroom. These findings highlight that almost all the respondents have positive learning experience and great perception toward the implementation Kahoot in Language classroom.

DISCUSSION

This current study revealed that integrating gamification especially Kahoot into English language classroom can foster students' learning motivation. This research's finding is in line to studies done by Medina & Hurtado (2017), Yapici & Karakoyum (2017), Bicen & Kocakoyun (2018), Daryanes & Ririen (2020). Research done by Medina and Hurtado in 2017 suggest that by emerging IRS into language classroom, it can improve students'

engagement and interaction. Moreover, the use Kahoot in their classroom increased learner motivation and foster their vocabulary acquisition. In the same year, a finding of Yapici & Karakoyum (2017) also show that by using Kahoot the researcher could make their learning engaging and enhanced the students' leaning experiences.

The second finding show that the respondent become more interest in learning English integrated by Kahot. This finding is also supported by the work of Bicen and Kocakoyun (2018) which found that gamification method (Kahoot) can increase the students' interest in class and also foster students' ambition for success. Kahoot is also noticed as an effective evaluation tool in term of motivation and attention (Daryanes & Ririen, 2020). In a literature study by Zhang and Yu (2021), they suggest that the appropriate implementation of this technology can improve learning outcomes, and also enhance interaction between learners and teacher. As a result, this study shows how information and communication technology raises the standard of education (King, 2017). The fact that our students come from a generation of digital natives means that improving student engagement in the classroom by merely emphasizing traditional teaching methods and content is insufficient. To improve the effectiveness of teaching and learning, more effort must be made.

CONCLUSION

Kahoot can increase students' motivation and stimulate better perception of language learning. The fun and enjoyable learning environment helps them to understand and mastering the content easily. However, in the application of this method, teachers need to have appropriate internet access within their classroom. Moreover, the clear instruction also is also needed in this process. the professional development training related game-based learning platforms is also needed to make sure the integrating technology into their instruction.

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