



## The implementation of gamification to teach grammar in higher education

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### Article Info

#### Article History:

Received on 7

January 2023

Approved on 17 July  
2023

Published on 31 July  
2023

#### Keywords:

*gamification;  
gamification in  
education; student  
response; teaching  
grammar*

### Abstract

Teachers today must create strategies or techniques that meet both the demands of students and the times since we are today grow and develop alongside technology. A gaming technique called gamification can be used in non-game environments, like education. In addition, many students continue to believe that grammar is uninteresting and contains a lot of content. The purpose of this study is to better understand how the lecturers utilize gamification in the classroom and how students react to it when it is used to teach grammar in higher education settings. A qualitative case study methodology is used in this research approach. Data were gathered through observation, interviews, and documentation; they were then condensed, displayed, and used to make inferences and conduct verification. Twenty-three students and a lecturer took part in this investigation. The findings are broken down into two points based on the research objectives. The implementation of gamification in grammar instruction can be done in ten phases and is supported by current theory. The second discovery is that there are five possible student reactions to gamified learning, each of which relates to the positives and negatives of utilizing gamification. The results of this study should help provide further light on how gamification might be used to teach English, particularly grammar.

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## INTRODUCTION

Speaking and writing both follow the rules of grammar. To write phrases and paragraphs with clarity and good structure, proper grammar must be employed. Grammar instruction is crucial for students to master since it is necessary for them to acquire grammar before they can become proficient in reading, writing, speaking, or listening. By learning and understanding grammar, students' communication with one another will be more accurate. Ibrahim (2016) pointed out that language learners in one of the language systems that must be taught are grammar. There are two ways to teach grammar structures, deductive and inductive. The way of teaching deductive grammar is that the teacher teaches and explains new knowledge of grammar structures to students so that students can conclude the material that has been introduced. The way of teaching with inductive grammar is that the teacher explains the new structure of grammar and adds text so that students can take the meaning and understanding of grammar from the text.

Scrivener (2013) believes teaching grammar explanations must be exciting and fun, with the teacher providing motivational encouragement and new things for students to learn so they don't get bored studying at a higher level. Some of the ways of teaching grammar can be done by using visual media card (Solichin & Faizin, 2017) and by using story grammar strategy (Hamidah, 2016). As Richards and Renandya (2002) believes grammar is impossible for today's learners to ignore because it is essential to learn with good knowledge. Currently, the development of methodologies in teaching English varies greatly. In teaching grammar, teachers can use various approaches with their respective positive and negative aspects (Tuan & Doan, 2010). In addition, teaching grammar using gamification is combined with several approaches such as communicative language teaching (CLT), grammar translation methods (GTM), or task-based language teaching (TBLT), and some of them can help teachers teach grammar rather than applying it separately (Cam & Tran, 2017).

Students today grow and develop together with digital technologies. As a result, they develop distinct learning styles, a new perspective on the learning process, and a desire for improved instruction and learning. Due to their obligation to change with the times and respond to the needs of their students, teachers face additional challenges. To increase students' interest and engagement in the classroom, teachers must employ a variety of strategies or techniques.

According to Tobias et al. (2014), many students spend more time playing video games on their computers than they do learning in class. Utilizing one of the trends, gamification in education, can therefore be the solution to this issue. Gamification is a method of implementing game elements into non-games, one of which is education (Deterding et al., 2011). Gamification is becoming more popular in educational and development applications. Several aspects are involved in using educational gamification, including educational context, game elements, and learner profiles, gamified environment, and learning outcomes (Dichev & Dicheva, 2017).

In addition, gamification applies game mechanics to many aspects, one of which is teaching and learning to make it more fun and make students more interested in learning (Villagrasa & Duran, 2013). Some examples of applications in gamification that can use are Quizizz, Kahoot, and Duolingo. The gamification system focuses on levels, leaderboards, adding points, and badges or achievements (Reiners & Wood, 2015). Compared to points and control groups, leaderboards have been shown to drive participants to maintain their achievement longer (Mekler et al., 2013).

Reiners and Wood (2015) point out that gamification has many advantages that can make learning in the classroom more accessible. The benefits of gamification are as follows: The attraction of competition in a game that makes the winner satisfied against other players who lose; maintaining student focus by bringing the atmosphere and creativity to life in the games being played; students who play the game will feel happy and not easily bored; and games can make students more social and able to work together, or there is an attitude of healthy competition between students. In addition, Reiners and Wood (2015) pointed out that gamification is known to have many advantages, besides that gamification also has several disadvantages, which can be described as follows: Internet costs must be incurred by teachers and students when completing the gamification process; the implementation is quite complicated because you have to do many things, such as preparing questions in the game, ensuring all students are logged in to a game, turning on the lcd projector so that the leaderboard is visible, etc; gamification requires training because not all students understand the game to be played, and the teacher must be proficient in running the game; and obstacles when playing games, such as unstable internet signal constraints so that the gamification process is disrupted.

Jusuf (2016) outlined the following stages for putting gamification learning into practice: Putting the information in various systems with tiers; maintaining a record of the points achieved in each category so that pupils can concentrate on improving their scores; offering satisfying physical benefits and is

demonstrable so that students can check it every day for a fresh challenge; attaching the level sensor to the date or time; assembling a task group so that students may cooperate to complete the project; encouraging students to generate meaningful work that supports learning requirements in their quest for meaning; By offering rewards for students who comment on their classmates' work, the teachers can enhance the culture of information sharing; When students complete new challenges, they are pleasantly surprised with bonus incentives; on several quizzes, use a countdown timer to simulate pressure; take a badge or prize if the learner fails a particular challenge; if a game process is unsuccessful, make a new situation or redo it; Introducing characters that both assist and obstruct students' learning; allowing students to look for play characters; dividing the material into several sections and giving the quiz after each round; setting a virtual badge as a reward if the student passes; and including a leaderboard that shows all students' performance to foster a spirit of competition and cooperation.

Apart from the theory above, Singhal, Hough, and Cripps (2019) pointed out that gamification has several steps that teachers can take, and they provide suggestions for teaching using gamification as follows: Prepare the necessary devices; monitor student progress; using the narrative structure; experience from learning; generating students' extrinsic and intrinsic motivation; teachers focus on collaborative learning. Encourage healthy competition to drive students. Group work can enhance learning and allow students to socialize more with their peers (Forslund Frykedal & Hammar Chiriak, 2018).

Competition, according to Friedlander et al. (2011), induces stress, but it does so in a way that encourages students to succeed in the game. Due to their inherent appeal, curiosity, and increased control, competitive games can help students feel less anxious about playing those games (Wei et al., 2018). This is connected to its beneficial impact on competition (Sepehr & Head, 2013); repetition of learning; integration of student talents; and student progress via instructor feedback. Teachers that give excellent and efficient feedback can produce high-quality instruction (Rowe & Wood, 2008); gamification is also employed frequently.

Applying gamification will require more effort and time than traditional teaching methods (Lee & Hammer, 2011) and also the students are able to develop suitable materials with ICT based (Muthmainnah, et al., 2021). To produce acceptable learning outcomes and experiences for second language learners, Dehghanzadeh et al.'s research from 2021 offers some guidelines for the use and design of gamification. In addition, Dehghanzadeh et al. (2021) suggest that future studies concentrate on the connection between various gamification characteristics and the aforementioned learning outcomes. With new programs that have more features and an emphasis on English grammar, researchers can fill this gap in their research. To teach grammar in Islamic higher education, academics are interested in gamification.

## METHODS

A case study approach is used in this research. Case studies are a type of qualitative study in which particular people or groups are utilized as research objects to comprehend phenomena relating to what research subjects experience, such as behavior, motivation, perceptions, actions, and so forth. According to Moleong (2007), this is carried out holistically and makes use of verbal and linguistic descriptions in a special natural environment. The following steps were used in this case study research: create a broad case to investigate, specify the research questions, select the appropriate case, choose data collection and analysis techniques, get ready to collect the data, collect the data, analyze the data, and get ready to prepare the research results. At an Islamic Higher Education in Banjarmasin, the researchers conducted their current study. The researchers conducted research for one month or approximately four weeks.

The participants in this study are one lecturer and the students of the English Language Program. The researchers utilized purposive sampling which is a non-probability sampling technique that involves selecting participants based on specific criteria that are relevant to the research question or objective *to choose participants*. In this case, the researchers likely used criteria such as enrollment in the English Language Program and previous experience with gamification to select the participants. This was done to guarantee that the sample accurately represented the target population, that the most important information was gathered, and that the informational sufficiency and appropriateness of the data were permitted. Students at Local 97 in UIN Antasari Banjarmasin Language Development Unit make up the study's sample.

The data collection techniques that the researchers used were observation, interviews, and documentation. Observations were conducted four times to examine the process of teaching and learning grammar using gamification with observation guidelines. This study uses non-participant observation, meaning that a researcher is not directly involved in the observed situation. Researchers only see grammar teaching and the learning process using gamification in the classroom. Then, the researchers used interviews as an instrument in this study. The researchers used an interview guide to interview a teacher by in-depth

interview and interviewed eight students via an online interview. To understand the study subject intimately, see the world through their eyes and enter through experience, the researchers described how human subjects' experiences work. The researchers used a flexible, open, unstructured, and unconventional approach to conducting this in-depth online interview. As a means of gathering data, the researchers used interviewing protocols. By interviewing a lecturer about teaching and learning gamification and conducting documentation to support the data by gathering field notes, textbooks, and photos, the researchers sought to investigate the implementation of gamification in teaching grammar and students' responses to this learning.

This will aid in determining the subsequent steps when applying gamification to grammar instruction and student responses after instruction. There are five questions for the students to answer in order to gauge their reactions to the use of gamification in grammar instruction at the Language Development Unit, based on the theory from Jusuf (2016). English textbooks from the Language Development Unit and a few images were used by a researcher in this study as study-able data. Additionally, this study employs supporting evidence from field notes, books, and images to provide context for the data and provide answers to research questions.

The data analysis used by the researchers is based on the model developed by Miles, Huberman, and Saldana (2014). In Miles, Huberman, and Saldana's (2014) data analysis paradigm, the phases of data condensing, data displaying, and deriving and validating findings are all completed. The first is data condensation, in which the researcher chooses, clarifies, concentrates, and modifies the data from interview transcripts, field notes, papers, and empirical data collected. In this study, data condensation was done by direct observation and interviews with the lecturer and students at the local 97 (ninety-seven) of the Language Development Unit of UIN Antasari Banjarmasin, to provide data that had been chosen and made easier.

Based on the data collected, the researchers seek trends, facts, and themes that are more significant to write about, while discarding data that they deem unneeded. Following the data presentation, the researcher provides the data that has made it through the condensation stage. This is used by the researchers to make it simpler to comprehend the issues discovered throughout their investigation, after which they may move on to the next phase. The research team has finished gathering information about the use of gamification in grammar instruction at location 97 (ninety-seven) of the Language Development Unit of UIN Antasari Banjarmasin and is now ready to present and discuss in-depth the findings of direct observations and interviews.

Drawing and verifying conclusions comes last; after completing the procedures for condensation and data display, this is the last thing that has to be done. The findings serve as support for the research that was done. The researchers wrapped up the process of applying gamification in teaching grammar after presenting the data linked to the implementation of gamification in teaching grammar that was carried out at the local 97 (ninety-seven) of the Language Development Unit of UIN Antasari Banjarmasin. The data were thoroughly examined and verified by the researchers to make sure they were accurate, reliable, supported by evidence, and valid.

## **FINDING AND DISCUSSION**

In this section, the researchers present and describe an overview of the implementation of gamification in grammar and student responses about learning using gamification in grammar at the Language Development Unit of an Islamic Higher Education in Banjarmasin. In addition, the findings in this study are discussed based on the results of observations, interviews, and documentation.

### **The implementation of gamification in learning grammar in higher education**

Based on data obtained through observation, interviews, and documentation, there are ten steps to implement gamification in the Language Development Unit, as follows:

#### ***Defining big game ideas***

In this study, the teacher teaches grammar using the Quizizz application. Teachers use the Quizizz program, an online tool that serves as a student assessment when they are teaching. Making use of the Quizizz app, which features questions, images, points, stages, leaderboards, and badges (Reiners & Wood, 2015). Additionally, the teacher explains something to the class before telling them to use Quizizz at the start of the lesson. Quizizz was employed as a method of grading student work, and the teacher stated that the Quizizz score will be used as an indication of their worth. This demonstrates that the task-based language teaching (TBLT) approach is being used by the teacher in English class 97 Language Development Units. Gamification can be used in conjunction with the TBLT technique to teach grammar (Cam & Tran, 2017).

Grammar is taught by the teacher using inductive grammar. Games provided by the teacher with the student's knowledge help students comprehend the material from assignments (Ibrahim, 2016). The content of each game is then divided into some stages or levels by Ms. S (Jusuf, 2016). Multiple-choice questions, checkboxes, fill-in-the-blanks, and selection are just a few of the features that can categorize pupils into different levels in this program. The teacher organizes the questions into several levels, such as starting with multiple-choice questions, moving up to the next, more challenging question with questions that fill in the gaps, and so on.

#### ***Preparing Required Devices***

Singhal, Hough, and Cripps (2019) suggest that the teacher must prepare whatever he needs during learning. On the findings, Ms. S ensures that students bring smartphones and have an internet network. The statement from Ms. S below can prove this:

*"I give students advanced notice via the Whatsapp group that tomorrow is the day of Quizizz learning, and I ask students to get their smartphones or laptops ready so they can access Quizizz."*

#### ***Monitoring Student Progress***

The theory from Singhal, Hough, and Cripps (2019) claims that during the game, the teacher monitors the progress of the students. The teacher keeps track of the student's progress through the Quizizz leaderboard based on the findings once the game has begun. The instructor also walks around the classroom to check on the progress of each pupil. To confirm that they can play it, the teacher speaks with each pupil one-on-one. Observe the following claim made by Ms. S as evidence:

*I asked some students about Quizizz and whether they were having problems as I walked around the room to check their smartphones.*

#### ***Dividing Students into Several Groups***

The theory from Jusuf (2016) pinpointed that gamification can be taught by dividing students into several groups. The researcher discovered that the teacher used gamification to teach grammar by setting up small groups for two meetings based on the findings of the four observations they made. Even though students are in groups and are only permitted to discuss to receive answers, the teacher asks each student to participate in the game. The teacher splits the class into numerous groups. This is based on the following statement by Ms. S:

*"By planning small-group activities where students participate only within their specific groups, I foster interactive discussions and encourage collaborative learning among students."*

Students can mingle more with their peers and learn more through group projects, according to Forslund Frykedal and Hammar Chiriak (2018). Students can interact with other pupils during the game in a good way while also constructively competing. Using gamification to teach language, can enhance positive relationships between students.

#### ***Using a Countdown Timer on Several Quizzes to Create Fake Pressure***

According to Friedlander et al. (2011) idea, pupils are both motivated and stressed out by the teacher's simulation of pressure throughout the game. The pressure to perform well is a good pressure that comes from the game's stress. According to the findings, the teacher first develops the learning application before beginning to teach grammar through gamification. The teacher typically creates some graded questions and inquiries of different types. Then, based on the teacher's preferences, a different or the same time restriction is set for each level or question. The researchers discovered that the teacher used several countdown timers during the observation period when students worked on Quizizz in groups and individually. The teacher's countdown timer aims to put fake pressure on students so they can focus more on the questions and can give the best results.

#### ***Creating a New Situation If a Game process Is Unsuccessful***

Reiners and Wood (2015) claim that in the learning process using gamification, the main obstacle is the obstacle to an unstable internet signal. Things that teachers and students cannot predict. In the second

observation finding, it was raining heavily, and several providers had unstable internet networks, so the teacher took action. Evidence from Ms. S below:

*"The majority of the time, issues are caused by a frequently lost internet connection; otherwise, everything goes smoothly."*

If the game method doesn't work, Ms. S. takes steps to aid in the learning of the students (Jusuf, 2016). Students who are limited by the internet network are first given options by the teacher, and they can hotspot the internet with others who wish to share. The teacher is unable to work on this because the class does not have a wifi network. The next option Ms. S offers to students who have issues with the internet network is to have them collaborate with friends to complete Quizizz questions on a single device. According to Ms. S. below:

*"Normally, if students are unable to participate due to an internet connection, I provide them with other possibilities. They can hotspot their pals or request that all of their friends respond on the same device."*

### ***Including a Leaderboard that Displays All Students' Performance to Encourage a Spirit of Competitiveness and Teamwork***

Mekler et al. (2013) suggested that leaderboards can encourage and motivate student competitiveness. In the Quizizz game held by Ms.S, the leaderboard was not shown but was mentioned orally when students were answering questions. The teacher continues to share the results of the leaderboard during the game and motivates students to give their best. This is also in accordance with the theory of Singhal, Hough, and Cripps (2019), namely that including a leaderboard can encourage student competitiveness and teamwork when they are divided into small group progress. The results of the student leaderboard in a class of Language Development Units are below.

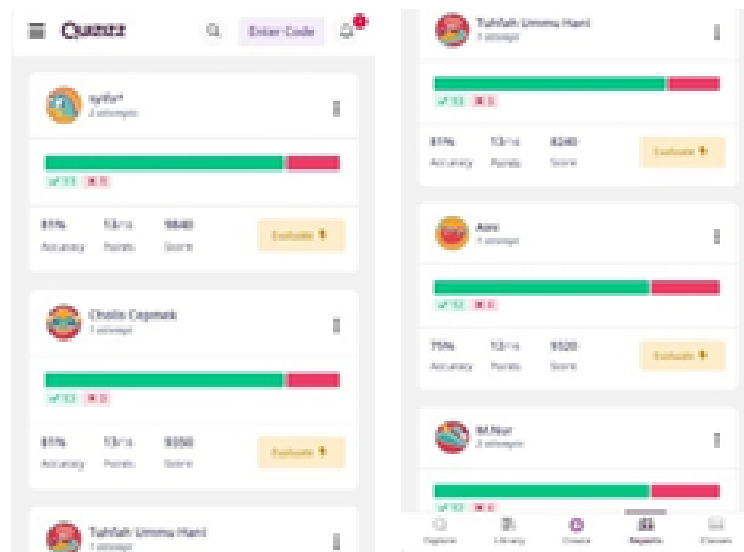


Figure 1. Leaderboard

### ***Encouraging Healthy Competition to Motivate Students***

According to Wei et al. (2018), as students can have intrinsic interest, curiosity, and more control in competitive games, they can lower anxiety related to games. The competitive attitude of the pupils usually shows during each game. Only when provided with the correct motivation, the students will be inspired. Ms. S informs the class at the start of the game that the Quizizz scores they receive will be used to grade their assignments. Students become more competitive as a result, which motivates them to achieve good marks. Competition in video games can be beneficial (Sepehr & Head, 2013). The following statement by Ms. S provides evidence:

*"Yes, by stating at the start of the game that the grade they receive will determine the importance of the task. Students will undoubtedly be motivated by this and be able to concentrate better while answering, which will help them give thoughtful answers to the game."*

### ***Developing Students from the Feedback***

Rowe and Wood (2008) pointed out that good quality teaching can be achieved by teachers who provide high-quality and effective feedback. The teacher provides feedback to develop student's learning abilities. In the finding, as she declared the game's winners from first to third place, Ms. S. took a peek at the leaderboard. Verbal congratulations were given to the winner who received the highest score, and Ms. S. requested the children to applaud the winner. The teacher instructs the class to pay close attention to the game's outcomes once the winner has been declared. By evaluating the Quizizz questions, the teacher will offer comments after the game. When a topic is deemed difficult, the teacher may typically ask the class about it or look at the leaderboard results to identify questions that have a lot of incorrect answers. Following a second round of explanation, the teacher assesses the students' comprehension by posing some learning-related questions. The statement made by Ms. S below provides evidence:

*"I generally look to see which question they answered incorrectly. After Quizizz is finished, the students and I will jointly evaluate the questions. I re-question pupils after providing comments to ensure that they comprehend. By using Quizizz's evaluation option, students can occasionally also rate themselves."*

The evaluation files on the leaderboard allow students to evaluate themselves in addition to receiving criticism and clarification from the instructor. Students can view their prior incorrect responses in the evaluation function to see which ones were correct. The evaluation feature differs since it does not explain the solution.

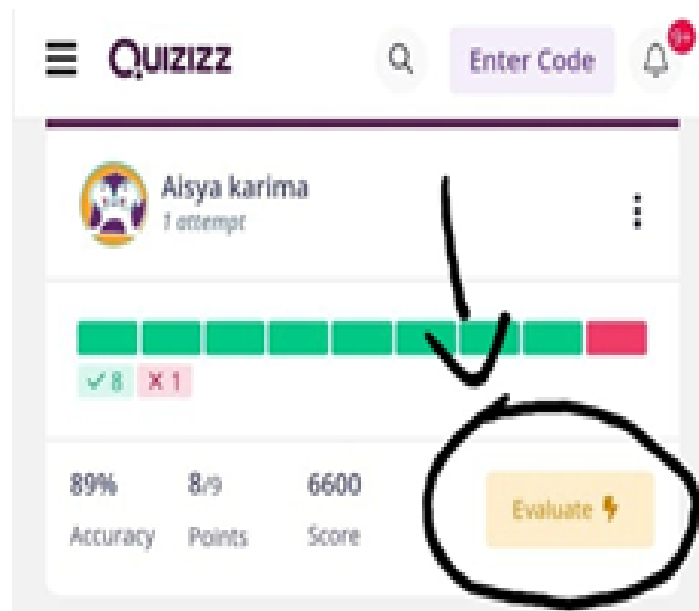


Figure 2. Evaluation Feature

### ***Using Gamification on an Ongoing Basis***

The final stage followed by the teacher, according to Singhal, Hough, and Cripps (2019), is to combine the skills of the pupils and conduct ongoing games. According to the research, Ms. S exclusively uses Quizizz as a teaching tool when gamifying her lessons. To use gamification, a teacher must first create a game, play it, and then instruct pupils on how to play it. This takes a lot of time. This is strongly tied to the implementation of gamification, which takes more time and effort to teach than conventional approaches (Lee & Hammer, 2011). The teacher utilizes the gamification software frequently if the students are familiar with it. As Ms. S. explains below.

*"Yes, I exclusively use Quizizz because the students are accustomed to it, but doing so requires me to first learn how to use it, which takes time. I use Quizizz to teach almost every week, especially grammar because it takes a lot of practice for kids to become familiar with it, and Quizizz provides elements that assist me."*

In addition, the teacher does not give physical awards for game winners that can be shown to others (Jusuf, 2016). Students that achieve the highest score in the game's final score receive prizes from the teacher in the form of verbal praise and physical gestures, such as applauding. This has something to do with the fact that pupils who do poorly in games or who receive extra rewards for completing difficult challenges do not receive badges. Then, the topic being taught is different, and the teacher's gamification is done at each meeting with a distinct set of levels or question types. Teachers don't provide level sensors for students to check daily for new challenges at the time or date specified by the teacher. Additionally, the instructor doesn't introduce figures who could be helpful or harmful to the students. As evidenced by this, pupils are unable to identify the game's protagonist (Jusuf, 2016).

The final method involves gamification that is implemented through a narrative structure (Singhal, Hough, & Cripps, 2019). Instead of creating a narrative structure for the game, the teacher employs multiple-choice questions or sentences that look like questions. In each step of the Language Development Unit's gamification implementation for grammar instruction, you can see the steps that can be implemented and prepared by future teachers before implementing them. There are advantages to be gained from learning using gamification, such as, students becoming more motivated, learning is fun, and so on. In addition, the implementation of gamification still has drawbacks such as learning with the potential to be unsuccessful due to unstable signals.

### **Student's Response to the Implementation of Gamification in Learning Grammar in Higher Education**

In the Language Development Unit, the teacher might incorporate gamification into grammar. The students' reactions after using gamification, however, can be used to determine whether gamification is successful. According to the data gathered in the field, the top five student responses—which include the benefits and drawbacks of gamification implementation—are described below by the researchers.

#### ***Feel Happy and Not Easily Bored***

One benefit of gamification, according to Rainers and Wood (2015), is that it makes learning enjoyable for pupils and prevents them from being easily bored. The results showed that Ms. S's adoption of gamification in this class was successful in demonstrating to the pupils that learning can be entertaining and not boring. The interview following shows that while the students' responses varied, there was only one meaning and supporting evidence.

*"I find it fascinating. I don't get easily bored because it feels like playing a game even though I'm answering questions, and the information is simple to retain. (S1)*

*"Makes learning more enjoyable for me and keeps me from getting bored fast. In addition, I have the capacity for quick thought. (S2)*

*Very enjoyable, and I enjoy learning in class. (S3)*

*"Very fun and exciting" (S4)*

*"I'm joyful and enjoying myself" (S5)*

*"So much fun" (S6)*

*"I'm pleased because it's simpler to understand." (S7)*

*The learning process is entertaining and not tedious. (S8)*

Villagrasa and Duran (2013) have highlighted how gamification might boost students' enthusiasm for studying. This is consistent with research that shows gamification can help students learn while having fun. Gamification can be taught to students through online games that have a variety of features. Then, according to Scrivener (2013), teaching grammar explanations must be engaging and enjoyable, with the teacher offering inspirational encouragement and fresh material for pupils to learn to prevent them from becoming disinterested in their higher-level studies. According to the findings, the teacher vocally motivated and encouraged the students to learn grammar and gave them fresh material to learn to prevent boredom while they were learning at a higher level.

#### ***Motivated to Focus on Learning***

Rainers and Wood (2015) inferred that learning using gamification could motivate students to focus more on learning. Students are often caught off guard in their studies because they are distracted by their smartphones. In the findings, students revealed that they were motivated to focus more on learning by implementing gamification in grammar learning. The countdown timer feature serves as a leading indicator for encouraging students to concentrate. The pressure or incentive of the countdown timer will help students concentrate more. The teachers will keep the students on their toes, making sure they are attentive and



paying close attention to every question. According to Friedlander et al.'s (2011) theory, this pressure may develop as a result of competitiveness to win the game. Different comments came from the eight pupils who were questioned. The use of gamification can encourage students to concentrate more on their studies, according to seven out of every eight of them. The student interviews listed below provide evidence for this.

*"Yes, it helps me concentrate more, and knowing how to utilize Quizizz makes the subject feel like guessing games even when I'm answering questions." (S1)*

*"Yes, the fact that there is a time limit and gamification (Quizizz) is entertaining and motivates me to concentrate on answering questions." (S2)*

*"Yes," you reply, "because I can concentrate on studying the material and play games at the same time." (S3)*

*"I'm motivated because I can concentrate more on current questions" (S4)*

*"When I study, I focus better and have more fun." (S5)*

*"Yes, I am driven," (S7)*

*"Yes, playing helps me concentrate and feel like there are opponents." (S8)*

One of the eight students had a different response. That is, he did not feel motivated to focus more on learning. Evidence can be seen below.

*"I feel normal, not motivated" (S6)*

### ***Easy to Work Well with Friends***

The use of gamification in grammar can be done either individually or in groups, according to Rainers and Wood (2015). Students that play games can become more collaborative and social. The researchers discovered that during the observation period, two of the four observations were conducted in groups. Four small groups of four students each were formed by Ms. S. When students collaborated in small groups to respond to Quizizz questions, researchers received a variety of replies from them. In this instance, six students responded favorably because they could collaborate effectively with their peers when learning grammar in a group setting using gamification. The findings of the interviews with students are listed below.

*"My group members are compact, so I can work well with them" (S1).*

*"Exchange of ideas allows us to collaborate" (S2)*

*"Yes, we get along well, we frequently share our thoughts on the best course of action, and being in a group makes me feel less anxious" (S4).*

*Yes, we cooperate and can carry it out successfully" (S5).*

*"As a result of our answer-exchange system, we collaborate effectively." (S7)*

*"Yes, both of the group members and I work well together." (S8)*

Two students had different responses and felt less able to cooperate with their group mates. In addition, they think that groups need help to help them.

*"I can cooperate sometimes. I don't always rely on my group members." (S3)*

*"I am unable to collaborate with my friends. I believe that participating in Quizizz groups does not improve my ability to respond to questions." (S6)*

### ***Satisfied with the Results of the Game***

According to Rainers and Wood (2015), the appeal of competition in a game makes the victorious player happy in comparison to the losers. Different student reactions emerged from the use of gamification to teach grammar in English lessons at the nearby Language Development Unit 97. One of these concerns is the degree to which the game's outcomes satisfied the students. The accomplishments made by the winners will make them feel content. Researchers investigate the reactions of students to pleasure. Eight students were surveyed, and four of them were very happy with their grades. The results of the interviews with the pupils revealed that four out of eight were still occasionally satisfied and other times not.

*"Yes, I'm happy with the outcomes since they show how much we've progressed in our English learning." (S1)*

*"I'm not always happy with the results of my score because I answered the questions incorrectly, but sometimes I am." Yes, I am happy with the effort I put in on my own." (S2)*

*"The score is pretty high, therefore" (S3)*

*"I feel satisfied." (S4)*

"Occasionally satisfied, occasionally not" (S5)

"My results are generally satisfactory, but occasionally just so-so." (S6).

"I'm happy with my Quizizz score," said respondent (S7).

"Not bad" (S8)

### **Disappointed with the Unstable Internet Signal**

According to the data, the English Language Development Unit's gamification of grammar instruction only encountered one issue: internet signal issues while playing games. This is strongly related to the negative effects of gamification, which include barriers in unstable signals that interfere with the game's mechanics (Reiners & Wood, 2015). The pupils gave a variety of answers and explanations during the interviews. The majority of students—four out of every eight—have trouble getting an internet signal while using it to play games. The data below comes from interviews conducted to get feedback from students.

"Yes, at times it is challenging to acquire a reliable internet signal. I will request a theme with a better signal from the hotspot as a workaround." (S1)

"If the network is unstable, I may occasionally ask friends for a hotspot or collaborate with friends to complete the questions." (S2)

"Occasionally, yes. For me, the solution is to briefly log out of Quizizz and then sign back in." (S3)

"The Quizizz application is working flawlessly, thank Allah." (S4)

"I haven't experienced any network problems or anything like that, so far." (S5)

"I don't have any issues,"(S6)

"Never" (S7)

"None" (S8)

Students are always smooth while utilizing gamification to enhance their learning because they cannot predict or modify their signals. Some pupils have had this experience, according to the student response data that was gathered. Three things happened to resolve the issue: first, they requested an internet hotspot from friends who had a more reliable and powerful internet signal; second, with the teacher's OK, they engaged in studying with pals on one device; and third, they quit the game and logged back in. There are several types of replies from each student, some of which are favorable and others which are negative. This relates to the benefits and drawbacks of gamification that teachers in one of the locations in the Language Development Unit adopted.

## **CONCLUSION**

This study intends to examine the process of gamification in grammar instruction at the university level and assess how well students respond to this cutting-edge method of instruction. In the Language Development Unit, the study suggests ten essential elements for successfully incorporating gamification into grammar education. These steps include creating a multi-stage compilation of learning materials, creating a tiered system, providing necessary tools, continuously tracking student progress, strategically grouping students, incorporating countdown timers into quizzes to simulate time pressure, adapting to new scenarios in case the gamification process runs into difficulties, and including a leader board to promote motivation, competition, and teamwork. The study analyzes student responses and identifies five main outcomes, including increased happiness and decreased boredom, increased motivation and concentration, improved peer collaboration, satisfaction with game outcomes, and frustration brought on by unreliable internet connections. Future researchers are urged to investigate gamification in a variety of disciplines and look at its effects on learning outcomes beyond grammar in order to advance this field of study.

## **FUNDING STATEMENT**

This is a non-funded study.

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