EDUCAPLAY AS DIGITAL GAMING PLATFORMS FOR ENGLISH FOREIGN LANGUAGE LEARNERS

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Bachelor of Education to English Language Education

Author:

Aura Nabila Deswita Ningtyas

2103046139

ENGLISH EDUCATION DEPARTEMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI WALISONGO

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THESIS STATEMENT

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: http://fitk.walisongo.ac.id

THESIS STATEMENT

I'm a student with the following identity:

Name : Aura Nabila Deswita Ningtyas

Student Number : 2103046139

Department : English Language Education

Certify this thesis entitled:

EDUCAPLAY AS DIGITAL GAMING PLATFORMS FOR ENGLISH FOREIGN LANGUAGE LEARNERS

is purely my work. I am responsible for the content of this thesis. Other writers' opinions and findings in this thesis are quoted or cited based on ethical standards.

Semarang, July 08th 2025
Researcher,



Aura Nabila Deswita Ningtyas
NIM: 2103046139

RATIFICATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: http://fitk.walisongo.ac.id

RATIFICATION

The thesis with the following thesis Identity:

Title	: **EDUCAPLAY AS DIGITAL GAMING PLATFORMS FOR ENGLISH FOREIGN LANGUAGE LEARNERS**
Name of the student	: Aura Nabila Deswita Ningtyas
Student Number	: 2103046139
Department	: English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, July 08 2025

THE BOARD OF EXAMINER

Chairperson,

Dr. Aang Kunaepi, M.Ag.
NIP. 197710262005011001

Secretary,

Agus Mutohar, M.A., Ph.D
NIP. 198408012019031007

Examiner I,

Dr. Siti Tarwiyah SS.,M.Hum.
NIP. 197211081999032001

Examiner II,

Daviq Rizal, M.Pd
NIP.197710252007011015

Advisor I,

Agus Mutohar, MA., Ph.D.
NIP. 198408012019031007

Advisor II,

Awwalia Fitrotun Izza, M.P
NIP. 199303012020122005

ADVISOR NOTE I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: http://fitk.walisongo.ac.id

ADVISOR NOTE

Semarang, June 24th 2025

To

The Dean of the Education and Teacher Training Faculty

Walisongo Islamic State University

Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title	: **DIGITAL GAMING PLATFORMS (GAMIFICATION) FOR ENGLISH FOREIGN LANGUAGE LEARNERS**
Name of the student	: Aura Nabila Deswita Ningtyas
Student Number	: 2103046139
Department	: English Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah session.

Wassalamu'alaikum wr. wb.

Semarang, June 24th 2025
Advisor I,

Agus Mutohar, MA., Ph.D.
NIP: 198408012019031007

ADVISOR NOTE II

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: http://fitk.walisongo.ac.id

ADVISOR NOTE

Semarang, June 17th 2025

To

The Dean of the Education and Teacher Training Faculty

Walisongo Islamic State University

Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title	: **DIGITAL GAMING PLATFORMS (GAMIFICATION) FOR ENGLISH FOREIGN LANGUAGE LEARNERS**
Name of the student	: Aura Nabila Deswita Ningtyas
Student Number	: 2103046139
Department	: English Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah session.

Wassalamu'alaikum wr. Wb.

Semarang, June 17th 2025

Advisor II,

Awwalia Fitrotun Izza, M.Pd
NIP: 199303012020122005

ABSTRACT

Title	:Educaplay as Digital Gaming Platforms for English Foreign Language Learners
Writer	: Aura Nabila Deswita Ningtyas
Student ID	: 2103046139

The research aims to explore the use of digital gamification platforms, particularly Educaplay, in enhancing students' learning experiences and improve their English language skills at the primary school level. It focuses on understanding students' engagement and emotional engagement, as well as how gamified learning contributes to the development of comprehension, speaking, and reading abilities. The research was conducted at SDN Plalangan 02 Gunung Pati during the academic year 2024/2025 and involved 13 fifth grade students. A qualitative research design was employed, using classroom observations and semi structures interviews as the primary data collection methods. Data were analyzed through thematic analysis to identify recurring patterns and themes related to emotional engagement, feelings and attitudes and the development of students' language skills. The findings revealed that the integration of gamified learning enhancing students' emotional engagement, including positive feeling feelings such as enthusiasm, interest and satisfaction. Students also demonstrated supportive attitudes, such as openness, appreciation, and trust toward the gamifed approach. In terms of language development, students showed improvement in vocabulary comprehension, reading ability, and speaking confidence. However, some challenges remained in pronunciation and reading fluency. Overall, the study indicates that Educaplay, as a gamified learning tool, can serve as an effective and enjoyable approach to supporting English language learning at the primary school level.

Keywords: *Gamification, Educaplay, English language learning, primary students.*

MOTTO

"Indeed, hardship is followed by ease, indeed, hardship is followed by ease!"

(*Qur'an Surah Al-Insyirah 05-06*)

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All praises and thanks are due to Allah, the lord of all that exists. May the peace and blessings of Allah be upon the Prophet Muhammad saw. The messenger of Allah, his family. Companions and all who follow them in righteousness until the Day of Judgment.

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May this work be a small but meaningful step in my journey as a learner and a contribution the field of English Education, I sincerely hope that this thesis brings benefit and inspiration to those who read it, just as the journey of writing it has inspired me.

Semarang, June 24th 2025

Writer,

Aura Nabila Deswita Ningtyas

NIM: 2103046139

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CHAPTER I

INTRODUCTION

In this part, the researcher discusses the background of the study, the research questions, and the objectives of the research.

A. Background Research

The integration of digital technology has become essential in today's educational environment, particularly in language learning. Once increasingly adopted approach is gamification, which involves applying game mechanics such as points, badges, leaderboard, and quest to non-gaming contexts to enhance learning outcomes, motivation, and engagement (Deterding et al., 2011). This approach transforms traditional learning activities into interactive and enjoyable experiences, encouraging students to actively participate and stay motivated. Gamification supports communicative competence by offering real-word language use opportunities and authentic communication scenarios. Gamification has the potential to significantly enhance language learning processes in education by creating engaging and realistic learning environments.(Reinders, 2017)

In English as a Foreign Language (EFL) education, gamification has gained attention for its ability to address common challenges such as low motivation, limited retention, and lack of real-world language application. By integrating gamified elements, educators can foster dynamic and students-centered learning environments that encourage leaners to set goals, track their progress, and work collaboratively. These elements promote autonomy, engagement, and a sense of achievement among learners.

Digital gaming platforms serve as effective tools for implementing gamification in educational settings. These platforms encompass a wide range of applications, from educational games and simulations to interactive storytelling and virtual environments. Many platforms, although primarily in English, have been adapted to multiple languages, enabling educators to select appropriate resources based on students' language proficiency and learning objectives. With features such as instant feedback, adaptable learning paths, and collaborative play, these platforms offer a versatile foundation for enhancing language acquisition.

This research focuses on English language education at the primary level, aiming to explore the integration of digital

gaming platforms as a means to enrich learning experiences and develop language skills. This study aims to provide empirical insights into the potential of digital gaming platforms in transforming English language teaching and learning experiences at the primary level. It draws from the body of literature already available on gamification in education and language learning. Through rigorous inquiry and analysis, it seeks to inform educational stakeholders about the efficacy of leveraging gamification for enhanced language learning outcomes.

For many years, the main focus of language education has been on teaching English as a Foreign Language (EFL), especially in situations where English is not the primary language spoken. With the introduction of cutting-edge pedagogical techniques and digital technology, educators have been looking for fresh ways to improve EFL learning results and experiences. Gamification is a pedagogical strategy that incorporates game mechanics and components into non-gaming environments to improve learning outcomes, motivation, and engagement. It is one such approach that has attracted growing interest.

Gamification presents an encouraging way to address the particular difficulties that learners have in the context of EFL training, such as motivation, retention, and real-world language use. Teachers can build engaging and dynamic learning environments that pique students' interest and encourage active involvement by integrating game features like points, badges, leaderboards, and quests into language learning exercises. Additionally, gamification offers chances for real-world context-based language practice, genuine communication, and purposeful engagement, all of which support the growth of communicative competence and language proficiency.

Gamification in EFL training is gaining popularity because it can unlock learners' personal drive and develop a sense of agency and independence. A learner-centered approach to language acquisition is promoted by allowing students to set goals, monitor their progress, and make decisions through gamified tasks and activities. Additionally, the social dynamics present in many gamified environments encourage peer connection, teamwork, and communication, opening doors for real-world language use and cross-cultural interchange.

Gamification in EFL education has several potential advantages, but its successful application requires careful evaluation of learner needs, technology affordances, and instructional design principles. Teachers need to make sure that gamified exercises are properly scaffold, in line with language learning goals, and easily incorporated into the curriculum. Furthermore, to track students' progress, highlight areas for development, and offer assistance when required, continuous evaluation and feedback systems are crucial.(Shuash et al., 2020)

Recently, educators have been exploring creative methods that vary from conventional procedures in an effort to find effective teaching practices. Game-based learning is one such strategy that has acquired a lot of popularity. It uses the power of games to engage students and improve their learning experiences. The idea of student engagement, which is the dynamic interaction of motivation, interest, and active participation that propels significant learning outcomes, is at the core of game-based learning. This introduction explores the significance of student participation in game-based learning and how it affects the way that education is delivered.

Effective learning experiences are widely acknowledged to be predicated on engagement, both affective and cognitive. Engagement in the context of game-based learning is complex and includes aspects of motivation, sustained attention, and immersion. Games have qualities all by themselves that draw players in and force them to put in time and effort to accomplish goals and overcome obstacles. Clear objectives, quick feedback, increasing levels of complexity, and chances for experimentation and discovery are some of these qualities. Students become active participants in their own learning journeys as they immerse themselves in game-based learning environments, driven by intrinsic benefits like mastery, autonomy, and a sense of accomplishment.

Additionally, as students navigate virtual environments, make decisions, and feel the results of their activities, game-based learning cultivates a sense of agency and empowerment in them. In addition to increasing motivation, this sense of agency fosters the critical thinking, problem-solving, and decision-making abilities that are necessary for both academic performance and lifetime learning. Moreover, peer contact, cooperation, and communication are made easier by the social

aspect of many games, which opens doors for knowledge sharing and cooperative learning.

Educators from a variety of fields have taken notice of the potential of game-based learning to increase student engagement and facilitate deep learning experiences. Through leveraging students' embedded interest in games and digital media, instructors may establish dynamic and immersive learning environments that accommodate a wide range of learning preferences and styles. Nevertheless, even if game-based learning has a lot of potential, its successful application must require considerable thought to curriculum alignment, assessment techniques, and instructional design principles.

The primary objective of game-based learning is student engagement, which stimulates motivation, enthusiasm, and active participation. Encouraging student participation is still critical as educators investigate how game-based learning might improve instruction and learning environments. Through the use of games and digital media's built-in appeal, educators may design meaningful and engaging learning experiences that enable students to become active, self-directed learners.

B. Research Question

1. What emotional engagement do primary students express when interacting with digital gaming platform during English lessons?
2. What forms of comprehension, speaking, and reading abilities are demonstrated by primary students during English language learning through digital gaming platforms?

C. Aim of the Study

1. To describe the emotional engagement through digital gaming platforms in English lessons.
2. To examine the forms of comprehension, speaking and reading abilities demonstrated by primary school students during English language learning through digital gaming platforms.

CHAPTER II

LITERATURE REVIEW

Gamification in education has emerged as a transformative tool that uses game design elements to improve student engagement, motivation, and learning outcomes. Current research on the impact of gamification and games on learning focuses only on motivation, which is only one aspect of student engagement. Games can help make difficult material more accessible. This literature review examines existing research on the impact of gamification on student motivation and engagement, and improving students' English language skills through gamification.

A. Previous Study

1. Educaplay a gamification tool for academic performance

Research by Páez-Quinde and others(Páez-Quinde et al., 2022) showed that using the Educaplay gamification tool significantly improved students' academic performance at the primary education level. The study involved 70 students and 4 teachers of seventh grade elementary education who participated in virtual learning activities during the COVID-19 pandemic. Through the

application of experimental exploratory methods and data collection using validated surveys, it was found that students who used Educaplay showed improvements in active participation and collaboration in groups. In addition, the majority of students agreed that teachers should produce their learning resources based on Web 3.0 tools to support collaborative work. The result also indicated that students were better able to complete group tasks when using gamification tools such as crosswords and quizzes provided by Educaplay. These findings confirm the importance of integrating gamification tools in the learning process to improve student motivation and learning outcomes.

2. Educaplay as a tool to potentiate English vocabulary

Research conducted by Vargas Saritama and others(Vargas-Saritama & Espinoza Celi, 2024) Educaplay as a tool to potentiate English vocabulary retention and learning. In this study, the participants were 60 high school students from a public institution in southern Ecuador, who enrolled in English classes with language proficiency level ranging from A1 to A2

according Common European Framework of Reference for Languages (CEFR). The result showed that the use of Educaplay significantly improved students' vocabulary acquisition and retention, with an average pre-test score of 4.93 and post-test increasing to 8.30, as well as highly significant improvements in enthusiasm and interest in learning, as well as the ability to complete activities on time. These findings confirm the effectiveness of Educaplay as an interactive and gamified learning tool in improving student learning outcomes. Further research needs to be conducted to explore the Educaplay digital platform, focusing on the long-term impact on vocabulary retention and language proficiency in EFL students at different levels of education. In addition, it is important to investigate the influence of this platform as a teaching and learning resource that can maximize students' language learning experience and academic progress.

3. Improving young learners' vocabulary through Educaplay

Research by Ninditya Rian Cahyani and M. Tolkhah Adityas(Cahyani & Tolkhah Adityas, 2024) showed that aimed to improve the vocabulary of young students

through Educaplay. This study used the Classroom Action Research (CAR) method and involved students at Lantips Learning Assistance in Yogyakarta, Indonesia. The results of the study were collected through observation, pre-test, and post-test to measure the improvement of the students' vocabulary after using Educaplay as learning media. Results showed that the use of Educaplay improved students' vocabulary significantly, with a mean pre-test score of 50 and post-test 1 and 2 scores of 95 and 98.33, respectively. This finding shows that Educaplay is effective in increasing young students' motivation and engagement in the learning process as well as improving their vocabulary. However, the researcher still found that the students felt confused and hesitant in identifying the meaning of certain words in their vocabulary. In addition, the researcher reminded teachers to manage their time well when using Educaplay, as excessive use may cause dependency in young students.

4. Gamification Approach in Improving Primary Students' Comprehension.

Gamification in English language learning has been widely researched as an effective strategy to improve

student comprehension, particularly at the elementary school level. Educaplay, one of the popular gamification platforms, offers various types of interactive games such as crosswords, quizzes, and word games that can increase students' interest and engagement in lessons. Research by Hikmah Kabriati(Kabriati Amaliah K., 2019) found that the use of game-based learning through Educaplay significantly improved the reading comprehension skills of first-grade high school students. In the study, students showed a marked increase in scores after following Educaplay based learning, which was also able to reduce students' anxiety in learning English.(Kabriati Amaliah K., 2019)

In addition, research conducted by Hibatulloh and Wahyuni created an interactive summative test using Educaplay for students in an Islamic primary school in grade four. The study showed that the use of Educaplay can increase students' learning engagement and motivation, thus having a positive impact on English learning outcomes, including aspects of understanding grammar material.(Hibatulloh & Wahyuni, 2024) Teachers can use Educaplay to create engaging and

interactive learning activities that help students understand the concepts of English subject matter better and with more fun.

5. Gamification Approach in Improving Primary Students' Speaking English Skills.

Gamified learning is one way of the new ways to teach English due to advances in technology and innovation in education. The use of game elements in learning has been shown to significantly increase student motivation and engagement. Gamification helps students become more confident and active in communicating using English, especially in the development of speaking skills. Studies show that not only are students more motivated to use gamification and vocabulary acquisition when speaking.

It is proven that gamification in English learning improves student' speaking skills significantly. According to research conducted by Eric Ndayishimiye and others(Ndayishimiye et al., 2024) gamification elements such as role play, points, and leaderboards can increase students' confidence in speaking by up to 90%. They can also improve other features such as speaking

fluency, vocabulary, pronunciation and grammar. Students become more active and engaged in the learning process through game based activities. As a result, the classroom atmosphere becomes more fun and engaging.

Gamification also encourages collaborative interaction and feedback between students. The study was conducted at Instituto Superior Carlos Cisneros, Ecuador(Palacios, 2023), found that a gamified learning environment not only increases students' motivation and makes them more comfortable speaking in English, but also allows students to work together and share feedback with peers. Students became more confident in speaking and more interested in learning English, especially at the beginner level (A1). The result of this study show that gamification strategy is very effective to improve students' speaking ability.

In addition, various forms of gamification activities such as charades, role playing, and storytelling have been proven to train various aspect of aspect skills, ranging from vocabulary development, grammar usage, fluency, to pronunciation.(Karla et al., n.d.) Gamification was applied for ten weeks to high schools students in Loja,

Ecuador, the average score of speaking skills increased and the post test results showed significant progress compared to the pre-test results. This gamification based activity helped students use English better and reduced their anxiety when speaking in front of class.

These studies consistently show that gamification can be an effective strategy for improving English speaking skills. By incorporating game elements into learning, students become more motivated, more confident and more active in speaking English. This makes the learning process more fun and meaningful.

6. Gamification Approach in Improving Primary Students' Reading English Skills.

In the research of Faye and others(Ali et al., 2024) found that gamification encouraged students to think analytically and flexibly while reading, which significantly improved their creative reading skills, including fluency and text comprehension. According to another study by Anggrainy and others(Anggrainy et al., 2024), game components such as badges and points can increase students' motivation and confidence in reading

English. Thus, their overall learning outcomes can be improved.

Specifically, the Educaplay platforms has been used as a gamification medium to support English education at the primary level. Hibatulloh and Wahyuni(Hibatulloh & Wahyuni, 2024) created an interactive summative test with Educaplay for fourth grade students in an Islamic primary school. They found that the platform significantly increased students' engagement and desire to learn. Educaplay offers a variety of educational game formats that can be customized to suit the needs of the learning material. These formats include crossword puzzles, multiple choice quizzes and time limited games. According to research by Cahyani and Tolkhah Adityas(Cahyani & Tolkhah Adityas, 2024), Educaplay can improve students' learning motivation and their test result, with a significant increase in score from pre-test to post-test.

In addition, Kabriati(Kabriati Amaliah K., 2019) examined the effectiveness of game based learning using Educaplay in improving students' reading comprehension and found that this method helped students to be more

focused and active in learning, as well as reducing their anxiety when facing English materials. With the support of interactive features and instant feedback, Educaplay facilities more personalized and fun learning, making it easier for students to understand the material being taught.

Although these studies show positive results of using Educaplay in improving students' English comprehension, there are some drawbacks that need to be considered. First, few studies have thoroughly studied how certain components of Educaplay, such as interactive quizzes or time-limited games, help students better understand the material. Secondly, the relatively short intervention time in previous studies has not provided a clear picture of how gamification is in grammar learning in the long term. Therefore, the focus of this study is on using Educaplay to improve students' understanding of the subject matter and observing students' responses and engagement during the learning process.

B. Literature Review

1. Gamification and Motivation

According to Deterding, S and other(Deterding, 2017) students who participated in gamified learning activities were more motivated and engaged than those in a traditional setting. Dominguez(Dominguez, A., Saenz-De-Navarrete, J., De-Marcos, L., FernáNdez-Sanz, L., PagéS, C., & MartíNez-HerráIz, 2013) found that gamification enhanced motivation and academic performance in a course. Game elements provided immediate feedback and a sense of progression, which helped students maintain their interest and effort. Gamification's ability to personalize the learning experience is another critical factor in its impact on motivation. Adaptive learning systems, which adjunct the difficulty and content based on individual performance, keep students within their optimal zone of development.(Anderson et al., 2010) This personalization helps maintain an appropriate level of challenge, which is essential for sustaining motivation according to Vygotsky.

The social elements of gamification also have a significant impact on motivation. Gamified learning

environments with collaborative elements, such as team-based challenges and leaderboards, boost social connectedness and peer support.(Plass et al., 2015) The study of Hungarian students learning English found that the learning environment and enjoyment of learning a foreign language (L2) significantly impacted learners' perceptions of their language proficiency.(Kormos & Csizér, 2008) These social interactions make learning more enjoyable and foster a sense of community and shared purpose, which are essential for engagement.

Despite its advantages, gamification is not without difficulty. Critics claim that poorly designed gamification can lead to an overreliance on extrinsic rewards, potentially undermining intrinsic motivation.(Deci & Ryan, 2000) Furthermore, there is a risk that gamification will become an unnecessary add-on rather than being meaningfully integrated into the educational process. As a result, careful design and implementation are critical to ensuring that gamification rather than distracts from it.

2. Gamification and Engagement

Gamification in education has emerged as a compelling strategy for increasing student engagement,

which is critical for successful learning. This literature review investigates the relationship between gamification and engagement, looking at various studies and theoretical perspectives that highlight the effectiveness of gamification in educational settings. Gamification benefits Report Phrase on all behavioral, emotional, and cognitive dimensions of educational engagement. Behavioral engagement refers to students' participation and involvement in academic activities, while emotional engagement refers to students' feelings and attitudes toward learning, and cognitive engagement refers to the investment in understanding and mastering the content. Gamification addresses all of the dimensions of engagement required for successful learning outcomes.(Fredricks et al., 2004)

Empirical evidence strongly supports gamification's positive impact on student engagement. For example, previous research found that gamified learning environments significantly increased student participation and enthusiasm when compared to traditional classroom settings.(Deterding et al., 2011) Gamification significantly improves the emotional aspect

of engagement. The researcher previously discovered that gamified systems can elicit positive emotions such as enjoyment and excitement, which are important for maintaining student interest and lowering the perceived effort of learning tasks.(Sailer et al., 2014) These positive emotional experiences are aided by immediate feedback and the sense of accomplishment that game elements provide, allowing students to remain motivated and emotionally invested in their learning journey.

Behavioral engagement refers to students' participation in academic activities; emotional engagement refers to their feelings and attitudes toward learning; and cognitive engagement refers to their investment in understanding and mastering the material. The researcher emphasizes the importance of a comprehensive approach to engagement, and gamification has been shown to improve all three dimensions. Specifically, the Educaplay platform has been used as a gamification medium to support English education at the primary level. Hibatulloh and Wahyuni created an interactive summative test with Educaplay for fourth-grade students in an Islamic primary school. They

found that the platform significantly increased students' engagement and desire to learn. Educaplay offers a variety of educational game formats that can be customized to suit the needs of the learning material. These formats include crossword puzzles, multiple choice quizzes, and time-limited games. According to research by Cahyani and Tolkhah Adityas, Educaplay can improve students' learning motivation and their test results, with a significant increase in score from pre-test to post-test comprehensions.(Fredricks et al., 2004)

The main focus in this research is on emotional engagement, as this dimension is instrumental in building motivation and a positive learning experience. Emotional engagement consist of two main components, namely feeling and attitude.

Feeling is the emotional response or feeling that students experience during the learning process. These feelings can be positive emotions such as pleasure, enthusiasm, interest and satisfaction that arise when students feel comfortable and motivated in participating in learning activities, particularly those that use gamification elements. For example, students feel happy

when they successfully complete a challenge or get an award in an educational game, thus increasing their intrinsic motivation to continue learning.(Hamari et al., 2014) However, negative feelings such as boredom can also arise if the learning activitu is perceived as too difficult or monotounous. Therefore, gamification design should be able to minimize these negative feelings in order to maintain students' emotional engagement and make learning fun.(Nicholson, 2015)

Meanwhile, attitude is the mental attitude or tendency of students towards the learning process and the material provided. It includes how students' judge, accept, or reject the learning activity. Positive attitudes, such as trust, appreciation and support for gamified learning methods, can strengthen engagement and learning success. Conversely, negative attitudes such as indifference or rejection can inhibit student motivation and participation.(Pekrun, 2019) Thus, emotional engagement involves not only the feelings that students experience, but also their attitudes that influence how they respond and interact with the learning process. This emphasizes the importance of carefully designing and

integrating gamified elements to ensure they contribute meaningfully to student learning and engagement.

3. Language and Learning Outcomes

Based on the theoretical and empirical data on gamification's effects on motivation and engagement, this part addresses how such tools, more especially, Educaplay, may support language learning results in primary education.

Educaplay is an online platform developed by ADR FormaciÓn, a Spain-based company focused on educational technology innovation. The platform allows users to create, share and play different types of interactive learning activities. It offers nineteen types of customizable educational games, including Line up, Yes or No, Froggy Jumps, Video Quiz, Riddle, Map Quiz, Matching Quiz, Alphabet, Memory, matching pairs, Word Search Puzzle, Crossword Puzzle, Fill in the Blanks, Unscramble Letters, Unscramble Words, Dictation, Slideshow, and Dialogue.

Among the wide range of features available, several activities stand out as particularly effective for

supporting language learning, especially vocabulary development, listening comprehension, and speaking fluency. Activities such dictation, crossword puzzles, and dialogue allow students to engage with language in a dynamic and interactive manner, fostering deeper understanding and retention.

It has been demonstrated that including such interactive media into language instruction promotes successful learning results. Educaplay promotes active learner participation, boosts engagement, and aids in the better internalization of language structures by combining game-based and task-based language activities. Constructivist learning theories state that students are more likely to remember information and use it in authentic communication when they are actively participating in contextualized tasks.

Furthermore, several studies have highlight the benefits of digital tools like Educaplay in language instruction. Educaplay is a virtual platform that has become perfect for developing the teaching and learning process of the many subjects of the seventh grade of primary education because of its adaptability and user-

friendliness, helping to innovate and dynamically expand knowledge. In order to improve students' academic performance, which will be reflected in their grades, this has helped to dynamize and innovate knowledge, bringing teachers and students out of the rut by learning new techniques and creating activities on the platform, like word searches, crossword puzzles, riddles, and completing or ordering words, among others.(Páez-Quinde et al., 2022)

To use Educaplay, the platform must first be accessed through official website at educaplay.com, which can be accessed via either a smartphone or personal computer. After accessing the platform, users are required to registration using either a Google or Microsoft account. Once the account has been created, a new game can be started by selecting the desired type of activity. At this stage, various activities can be designed creatively according to specific learning objectives and needs.

Before saving or publishing, several configuration options are proves. These include setting the number of lives allowed per question, determining the time limit for answering each question, choosing whether the questions

are displayed in random order, setting the total number of questions, and enabling the repetition of activities as needed.

Furthermore, information about the activity must be completed, such as the title, a description, the recommended age range, and the relevant knowledge area. Once all information has been filled in, the activity can be previewed to ensure that it functions properly and aligns with the intended goals. Finally, after confirming all elements, the activity is published and becomes accessible to the target audience.

CHAPTER III
METHOD

This chapter presents the research design, data sources, and the data collection techniques, instruments, and data analysis methods in the study.

A. Research Design

A qualitative research design is used to achieve the research objectives. Qualitative research is a systematic and subjective approach to emphasize and explains daily experiences.(Burns & Grove, 2009) This approach is ideal for investigating the nuanced and complex ways in which digital gaming platforms improve students' learning experiences and English language skills. Qualitative research allows for a thorough understanding of participants' perspectives, experiences, and the contexts in which they interact with gamified learning resources. The primary research methods included semi-structured interviews, focus groups and classroom observations.

B. Informants and Data Source

1. Informants

The primary participants are 13 elementary school students in the 5th grade of SDN Plalangan 02 Gunung

Pati, chosen to ensure a diverse sample of age, gender, and language proficiency. Semi-structured interviews with students will be conducted face-to-face, lasting five minutes each. Classroom observations are scheduled during regular English language lessons that include digital gaming platforms, with multiple sessions undertaken to gain a comprehensive understanding of classroom dynamics.

Fifth grade students were selected for several important reasons. First, the English materials covered at this grade level are relevant to the focus of the study, particularly vocabulary acquisition and sentence construction, which can be effectively observed through gamified learning. In addition, students in the fifth grade typically have the cognitive and verbal ability to participate in interviews and express their experiences with sufficient clarity. This makes them ideal informants for providing insight into how digital games support their language learning. Their development stage allows for meaningful engagement in both observation and interview-based data collection, ensuring rich and relevant data for the research objectives.

2. Data Sources

Data sources for this study include both primary and secondary data. Primary data are collect through semi-structured interviews, classroom observations, and focus group discussions. Secondary data consist of students' work samples, assessment records, and other relevant documents that provide additional context regarding the implementation of gamified learning.

C. Data collection technique

Semi-structured Interviews are conducted to explore how the use of digital games enhance students' learning experience. In addition, interviews are used to explore sensitive topics when participants do not want to speak in a group forum.(Gill et al., 2008) This combination of methods generates rich, detailed data from a variety of perspectives, including those of students.

1. Observation

Observations take place in classrooms where gamification is integrated into English language lessons. This method generate real-time, contextual data on students' interaction patterns, engagement levels, and behaviors. Non-participant observations enable the

researcher to objectively record the dynamics of gamified learning while preserving the natural classroom environment. An observation checklist will be used to collect relevant data systematically.

2. Interview

An interview guide with open-ended questions is used to ensure that key topics are covered while also giving participants the freedom to share their thoughts and insights in depth. This method is useful for capturing both the contextual and personal aspects of the participants' experiences.

D. Instrument

1. Observation

One of the main tools used to thoroughly explore the experiences, perceptions, and perspectives of the various parties involved in the process of learning English through a game-based digital platform is the interview. There is a guide to the main questions to be asked, but there is flexibility in the way the questions are delivered and developed.

In addition to interviews, classroom observations were conducted using a structured observation checklist.

This instrument was designed to capture students' engagement, interaction and application of English language skills during the gamified learning sessions.

To thoroughly evaluate participants' abilities in comprehension, speaking, and reading within the game based learning environment, the following assessment methods are employed:

a. Comprehension

This approach aims to measure the improvement in participants' understanding of the instruction and question subject matter with Educaplay as game based learning. This initial assessment will establish a baseline understanding of the relevant concepts.

b. Reading

Reading proficiency is assesssed through direct observation of participants as they read English texts. This method allows for qualitative evaluation of reading skills, focusing on observable behaviors and strategies. During the reading, the observation focuses on indicators of students' fluency and accuracy within the game fluently, fair, struggling, or refused.

c. Speaking

Speaking proficiency is assessed through direct observation of participants' verbal interactions and responses. Similar to the reading assessment, this method employs a structured rubric to evaluate their spoken English. The rubric focuses on clear, observable criteria: Students attempt to speak or repeat words/sentences from the game, active, moderate, rare, or not at all.

2. Interview

Furthermore, an interview guide was developed to ensure key topics were covered during the interview, while still allowing participants the freedom to share their thoughts in depth.

E. Data Analysis

This data will be analyzed using a thematic analysis approach. All interviews, observations, and documents collected during the research are first transcribed. The analysis process then begins. Once the transcription is complete, the researcher will read the data repeatedly to understand to overall content and identify important meanings. This comprehensive qualitative research design attempts to provide detailed insight into

how effective the use of the gamification approach is in improving students' English language skills in primary schools.

Open coding, which labels or codes the aspects of the data that are relevant to the research focus, is the next step. Broader categories would then group similar codes. The researcher will develop major themes representing the general patterns present in the data from the categories.

F. Data Validity

To ensure the validity and trustworthiness of the data in this study, several strategies are implemented in accordance with qualitative research standards. Credibility is maintained through data triangulation, which involves the use of multiple data collection methods, including structured interviews, classroom observations, and focus group discussion. By comparing and cross-checking data from these various sources, the study aims to provide a more comprehensive and accurate representation of participants' experiences.

Dependability is strengthened by documenting each step of the research process in detail, including the

procedures for data collection, coding, and theme development. An audit trail small is maintained to provide a transparent account of analytic decisions and methodological choices.

Confirmability is ensured through the use of reflective note taking throughout the entire research process. These reflective notes help the researcher remain aware of potential biases and maintain objectivity in interpreting the data.

Finally, transferability is addressed by providing thick, rich descriptions of the research context, participant characteristic and data collection procedures. This allows readers to determine the applicability of the findings to other contexts or settings.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

1. Primary Students' Emotional Engagement with Digital Gaming Platforms in English Lessons.

This chapter presents the results of data analysis obtained from semi structured interviews and observations involving 13 primary school students participating in English learning using the digital gaming Educaplay platform. The main focus is to describe students' emotional engagement, consisting of two major aspects: feeling and attitude that emerged throughout the learning process.

Before using Educaplay, the teacher first delivered the material directly through a lecture and question answer method as an initial introduction. However, based on early observations, this approach was less effective in fully engaging the students. Some appeared unfocused, bored and not all participated actively. Only after transitioning to the Educaplay session did a significant shift in student responses become apparent.

Throughout the learning sessions, nearly all students demonstrated positive emotional responses. They felt happier, more motivated, and enthusiastic when interacting with the games presented on the Educaplay platform.

One students, SP 01, stated, *"I am really happy, enthusiastic and want to play again next time,"* which reflects their joy and willingness to repeat the learning experience using the same approach. Similarly, SP 03 said, *"I'm happy because I can play while learning."* These responses indicate that the game based approach not only captures students' attention but also fosters positive feelings toward the learning process itself.

Furthermore, students' emotional engagement was evident in how they viewed the games as motivational. Some students felt challenged and expressed a desire to complete tasks in the game with the best results. SP 09 said, *"I want to get a good score from the game."* While SP 13 stated, *"I feel challenged when I play Educaplay. I want to answer all questions correctly."* These quotes not only show enthusiasm but also indicate

a strong intrinsic drive to achieve and improve their understanding through an enjoyable medium.

One notable finding from the observations was how students expressed their emotions non-verbally. Some were seen smiling, laughing, and showing satisfaction upon completing game challenges. This indicates that learning experiences did not occur solely on a cognitive level but also engaged strong affective dimensions. For example, SP 11 appeared highly active and expressive while playing, often cheering quietly when completing a task demonstrating that game based learning brings emotional satisfaction.

Students' attitudes toward game based learning with games rather that with books. SP 03 admitted, *"I get sleepy when I read books, but gamification makes me excited to learn."* A similar opinion was shared by SP 05, who said, *"With Educaplay we can play while learning. And that makes the classroom feel more vibrant."* These quotes reveal that students not only enjoy game based learning methods but also perceive them as more effective in maintaining their enthusiasm and engagement during class.

Student Code	Main Quote	Dimension
SP01	*"I am really happy, enthusiastic and want to play again next time,"*	Feeling
SP 03	*"I'm happy because I can play while learning."*	Feeling
SP 07	*"Playing a game like that makes me excited and want to try it again soon"*	Feeling
SP 09	*"I want to get a good score from the game."*	Feeling
SP13	*"I feel challenged when I play Educaplay. I want to answer all questions correctly."*	Feeling
SP 03	*"I get sleepy when I read books, but gamification makes me excited to learn."*	Attitude
SP 05	*"With Educaplay we can play while learning. And that*	Attitude

	makes the classroom feel more vibrant."	

Based on the overall data, it can be concluded that students' emotional engagement in English language learning through Educaplay includes a range of positive emotional expression such as happiness, enthusiasm, confidence, and motivation. Their attitudes toward this approach are also highly supportive, as reflected in their preference for using games over textbooks. Thus, digital game based learning not only enrich students and the learning content, ultimately enhancing their learning outcomes.

2. Primary Students' Comprehension, Speaking, and Reading Abilities When Interacting with Digital Gaming Platforms in English Lessons.

After describing how students demonstrated emotional engagement while using the Educaplay platform, this section explores in greater depth the forms of English language abilities shown by students during the learning process. The main focus of these findings includes three fundamental skills: comprehension,

speaking, and reading, each of which was observed and analyzed through classroom sessions and in depth student interview.

In the conventional teaching process conducted prior to the introduction of games, many students exhibited confusion, passivity, and difficulty in understanding basic concepts such as degrees of comparison and superlative degree. However, after the introduction of Educaplay, the classroom situation changed significantly. Students became more engaged, focused, and active in understanding the material. Game visualizations, question repetition, and immediate feedback provided by the platform were key supporting factors that helped students absorb the content more effectively.

a. Comprehension

Most students showed a significant improvement in comprehension when learning through games. They understood instructions, questions, and vocabulary more quickly because everything was presented in an enjoyable and visual format. Some students were able to understand

comparative structures such as “tall – taller – tallest” after playing, and even identified that words like “bigger” and “biggest” have different meanings.

In the interviews, students give various positive statements related to their improved comprehension. One student said, *“I understand that there is a word that is used to compare two things.”* Another students shared, *“I used to be confused about meanings, but now I understand about comparison degree and superlative degree better.”* These expression indicate that games helped students not only memorize but also understand concepts in context.

Observations also supported the students’ statements. Students who were previously unsure in answering questions directly became quicker and more accurate when the material was presented in game format. Most students completed the game tasks successfully without teacher assistance. This proves that their comprehension of the material improved significantly due to the gamification approach.

b. Speaking

Students speaking abilities also showed progress, although still at an early stage. Some students began attempting to pronounce or repeat the words thaht appeared in the game. The more relaxed and informal classroom atmosphere made them feel comfortable trying to speak, even with imperfect pronunciation.

Several students expressed that they felt more confident speaking while using Educaplay. One student stated, “I’m not afraid to say the wrong thing because the game is fun.” Another said, “Compared to when I was studying using textbooks, I am more confident in speaking English when I study while playing games.” These statements indicate that their confidence grew along with the relaxed learning environment.

Observations revealed that most students were in the “moderate” category in terms of speaking ability. They tried to answer questions or pronounce words, but often only after their peers do it first. Only a few students remained reluctant to speak, and none were categorized as fully “active.” This suggest that although the gamified

atmosphere was supportive, further teacher led strategies are needed to strengthen students' oral language skills.

c. Reading

In terms of reading, some students demonstrated adequate reading skills, while others continued to struggle, particularly with pronunciation and fluency. The Educaplay game provided a positive incentive because it presented text that needed to be read in the context of engaging challenges. This encouraged students to attempt reading, even if pronunciation errors occurred.

Students said that they preferred reading in games rather than in books because they did not get bored quickly. One student expressed, *"I like reading because while playing, I don't get bored."* Another said, *"I still have trouble in reading some English words in games because I don't know how to pronounce it."* This indicates that although motivation increased, there is still a need for support in pronunciation and fluency.

Observational data showed that most students were at a "fair" level, meaning they could read reasonably well despite hesitations and minor mistakes. Meanwhile,

those categorized as “struggling” still frequently mispronounced words and required additional support to fully comprehend the text.

Overall, the findings revealed that English language learning through gamified platforms like Educaplay effectively facilitated a significant improvement in students’ core language skills. In terms of comprehension, students showed enhanced abilities in understanding instructions, vocabulary, and grammatical concepts. In speaking although not all students were active, the game based environment encouraged them to speak with greater confidence. As for reading, gamification proved to be effective in fostering reading interest and helping students gain the courage to engage with English texts.

These findings highlight the importance of fun, interactive, and adaptive learning approaches for primary school students. While gamification is not a one size fits all solution, it has proven to be an effective entry point in developing stronger English language skills among beginner level learners.

B. Discussion

The results of this study demonstrate that the integration of the Educaplay as digital gaming platform in primary level English language learning significantly enhances students' emotional engagement, both in terms of feelings and attitudes. Observations revealed a clear transformation prior to using Educaplay, students were generally passive, less motivated, and showed minimal participation. After the introduction of Educaplay, students displayed visible excitement and curiosity, actively participated in game based activities, and expressed genuine pleasure and interest evidence by cheerful expression, laughter and spontaneous remarks. Students' feelings of satisfaction were apparent when they completed tasks or achieved high scores, often celebrating their achievements with peers. Even initially shy students became more active and confident, indicating that the interactive and enjoyable nature of Educaplay reduced anxiety and fostered a more positive classroom climate.

In terms of attitudes, students consistently demonstrated high acceptance and appreciation for gamified learning. They volunteered to participate supported, and encouraged their peers, and embraced friendly competition in a positive manner. The collective classroom atmosphere became more dynamic and collaborative, with students showing increased trust in the teacher's use of digital games and a willingness to try new activities. Interview data reinforced these findings students described game based learning as fun, interesting and less stressful, less boring and reported feeling more relaxed, confident, and motivated to participate. They valued both personal and shared success, developed a supportive attitude, and expressed hope that such activities would continue in future lessons.

In terms of learning outcomes, the gamification approach proved effective in supporting the development of students' English language skills. In the area of comprehension, students showed that clear understanding of the lesson material when it was delivered through game based tasks. After playing the games, students were able to answer written questions with high accuracy, which

indicates not only increased engagement but also improved mastery of the concepts. This finding is in line with Dewi, who noted that gamification enhances students' comprehend of learning content through interactive delivery.

In the aspect of speaking, many students demonstrated increased willingness to pronounce English words aloud during the game. Although some learners were still hesitant, the relaxed classroom atmosphere created by the game helped reduce the fear of making mistakes. This atmosphere mirrors the low pressure context emphasized by Zicherman and Cunningham, where learners are more likely to take risks and try using the target language.

Similarly, the reading skills of students also showed improvement in terms of willingness and effort. While not all students demonstrated fluency, many were more motivated to read aloud and practice pronunciation within the game context. Although a few students still required additional support, the majority benefited from repeated exposure to vocabulary and sentence structures in an engaging format.

These findings are also supported by several previous studies. Suryani found that the game based platforms like Quizzes improve student participation and enjoyment in English lessons, while Putri highlighted that educational games increased students' confidence in language practice. The present study reinforces those findings and provides additional evidence from a primary school context.

Gamification through Educaplay has proven to be valuable tool in both enhancing the learning experience and supporting the development of comprehension, speaking and reading skills in primary school English learners. It creates a dynamic and interactive classroom atmosphere that fosters enjoyment, reduces fear and encourages students to participate more fully in language learning.

The comparison with previous research, these result are consistent with previous studies highlighting the positive impact of gamification on students' engagement and motivation. Hamari, koivisto and Sarsa found(Hamari et al., 2014) that games elements such as points, badges,

and leaderboards increase user engagement by making learning activities more enjoyable and interactive.

The improvement in students attitudes marked by openness, support, and trust aligns with research by Pekrun(Pekrun, 2019), who emphasized that positive attitudes are essential for active participation and llong term learning success. The collaborative classroom environment fostered by Educaplay echoes findings from Plass, Homer and Kinzer, who noted that gamified learning promotes social interaction and a sense of community.

However, in this study extends previous research by providing detailed qualitative evidence of how gamification can transform even initially passive or anxious students into active participants, highlighting the potential of digital games to reduce classroom anxiety and build confidence. While many prior studies focused on behavioral engagement or general motivation, this research provides a nuanced analysis of emotional engagement by distinguishing between feelings and attitudes.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study, it can be concluded that the use of digital game based platforms such as Educalay has a positive impact on students' emotional engagement as well as the development of their English language skills. Students demonstrated feelings of enjoyment, enthusiasm, and motivation when engaging in gamified learning. They showed a positive attitude toward this method, as reflected in their preference for games over traditional textbooks.

In terms of language skills, students improved their comprehension of vocabulary and grammar structures, began to speak English more confidently, and became more engaged in reading texts. The enjoyable trying and participating without fear of making mistakes.

The findings of this study directly address the research objectives. The emotional engagement demonstrated by students such as feelings of joy, enthusiasm and positive attitudes toward digital game based learning has been clearly described. Likewise, the forms of students' comprehension,

speaking, and reading abilities have also been thoroughly identified and analyzed.

Gamification has proven to be effective in creating a conducive learning atmosphere that supports the holistic development of language skills. With teacher support and consistent implementation, this method holds great potential for wider application in primary level English learning contexts.

B. Suggestion

1. For Teachers

It is recommended to utilize digital game based platforms as an alternative fun and engaging learning method. The use of games can enhance student engagement, reinforce content comprehension, and help build their confidence n using English

2. For Future Research

Future research is suggested to conduct follow up studies with a broader scope and longer duration, while integrating gamification with the development of writing and listening skills. This would provide a

more comprehensive understanding of the effectiveness of gamification in English language acquisition.

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APPENDIXES

APPENDIX 1

A. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

School's Name : SDN PLALANGAN 02
Subject : English Language
Class/Semester : V/ Even Semester
Material : Superlative Degree (The greatest of all)
Time allocation : 2 x 35 minutes

a. Phase C Learning Outcomes

Capaian Pembelajaran Fase C	
Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.	
Elemen Menyimak – Berbicara	Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi

	sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar. *By the end of Phase C, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to classroom procedures and learning activities.*

Elemen Menulis – Mempresentasikan	Pada akhir Fase C, peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar seperti menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.

	By the end of Phase C, students communicate their ideas and experience through *copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers' support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments, and use basic strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word.*

b. Learning Objectives

After learning about superlative degree, students be able to:

1. The students are able to use superlative adjectives to describe characteristics of people, animals and other objects.

c. Learning Tools and Media

1. Learning Tools

   Educaplay, superlative degree questions

2. Tools

   Laptop, LCD, Pen, Whiteboard, LKS

d. Learning Material

1. What is a superlative degree?

   It is an adjective to compare the quality of three things or more.

2. How do you compose a superlative degree?
   a. We add the article the before the adjectives and *–est* after the adjectives.
      For the example:
      - The giraffe is the tallest of all.
      - The jackfruit is the biggest of all.
      - Kapuas is the longest river in Indonesia.

   b. We add the *most* before the adjectives. It applies to adjectives that have more than two syllables.
      For the example:
      - Bali is the most popular destination.

e. Learning Method

Discovery Learning

f. Learning Activity

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	➢ Guru memberi salam pembuka dan berdoa untuk memulai pembelajaran *Teacher gives opening greetings and prays to start the lesson* ➢ Guru memberikan pertanyaan seputar materi superlative degree *The teacher asks questions about the superlative degree material* ➢ Guru memberitahukan tentang tujuan pembelajaran *The teacher tells about the learning objectives*	10 menit *10 minutes*
Kegiatan inti	➢ Stimulasi : *Stimulation:* - Guru mecontohkan perbandingan 3 benda yang ada disekitar. (Contoh: tiga benda dengan berbeda ukuran)	55 menit *55 minutes*

	The teacher models the comparison of 3 objects around. (Example: three objects of different sizes) - Guru bertanya: *Teacher ask:* "Which one is the biggest of all?" "Which one is the fastest?" ➢ Identifikasi Masalah : *Problem Identification:* - Guru menuliskan kalimat di papan tulis The teacher writes the sentence on the whiteboard • The elephant is the biggest	

	anima l • She is the most beauti ful girl in the class - Guru bertanya: *Teacher ask:* "Why do we add *–est* or use *the most?"* - Siswa diajak mengamati pola pada kalimat tersebut. *Students are invited to observe the pattern in the sentence.* ➢ Pengumpulan Data : *Data Collection:* - Guru menampilkan permainan Froggy Jump dari Educaplay melalui layar	

		di depan kelas. *The teacher displays the Froggy Jump game from Educaplay on the screen in front of the class.* - Siswa bersama-sama mengamati dan menyimak dan menjawab permainan tersebut, dimana karakter katak harus melompat pada jawaban superlative adjective yang benar. *Students observe and answer the game, where the frog character must jump to the correct superlative*	

		adjective answer. - Setiap pertanyaan ditampilkan dilayar, dan siswa diminta berdiskusi secara lisan untuk memilih jawaban yang tepat sebelum guru mengklik pilihan jawaban. *Each question is displayed on the screen, and students are asked to discuss orally to choose the right answer before the teacher clicks on the answer choice.* - Guru membimbing siswa untuk dalam menjawab pertanyaan.	

	The teacher guides students in answering the questions. ➢ Pengolahan Data : *Data Processing:* - Siswa diminta untuk mengerjakan worksheet berisi kalimat rumpang. Mereka diminta mengisi dengan superlative adjective yang benar berdasarkan petunjuk gambar dan konteks kalimat. *Students are asked to work on a worksheet on the book containing a hollow sentence. They are asked to fill in with the*	

	correct superlative adjective based on picture clues and sentence context. ➢ Pembuktian : *Proof:* - Guru dan siswa bersama-sama membahas jawaban. *The teacher and students discuss the answers together.* - Guru menegaskan pola pembentukan superlative adjective. *The teacher emphasizes the superlative adjective formation pattern.* ➢ Menarik Kesimpulan : *Conclusions :* - Para siswa menyimpulka	

	n secara singkat mengenai materi pembelajaran. *Students briefly summarize the learning material.*	
Penutup	➢ Guru mengakhiri pembelajaran dan memimpin doa setelah pembelajaran. *The teacher ends the lesson and leads the post-learning prayer.*	5 menit *5 minutes*

B. Research Permit

PEMERINTAH KOTA SEMARANG
SATUAN PENDIDIKAN KECAMATAN GUNUNGPATI
SEKOLAH DASAR NEGERI PLALANGAN 02
Alamat : Jl. Raya Terwidi Kel. Plalangan Kec. Gunungpati Kota Semarang Kode Pos 50225

Hal : SURAT KETERANGAN
Nomor : 421.2/285/V/2025

Yang bertanda tangan di bawah ini Kepala sekolah SD Negeri Plalangan 02 Kecamatan Gunungpati menerangkan bahwa :

NO	NAMA	NIM	PRODI
1	AURA NABILA DESWITA NINGTYAS	2103046139	PENDIDIKAN BAHASA INGGRIS

Mahasiswa tersebut telah selesai melaksanakan penelitian skripsi di SDN Plalangan 02 Kecamatan Gunungpati dengan judul penelitian "Digital Gaming Platforms (Gamification) for English Language Learners" dari tanggal 13 Mei – 20 Mei 2025
Demikian surat keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 28 Mei 2025
Kepala SDN Plalangan 02

Muhamad Sururi,S.Pd
Nip. 196606091991021001

APPENDIX 2

List of Interview Question

Interview Questions
1. What do you feel when you play educational games Educaplay? 2. Do you enjoy learning English using Educaplay? 3. Do games like this make you more excited to learn English? 4. Do you feel more confident to speak English after playing the game? 5. Do you think learning through games is more fun than through books? 6. Did you find it easier to understand the meaning of English words after you played the game? 7. What new things did you learn in English after playing the game?

Result of Interview

Question	Student Participant	Answer
1. What do you feel when you play educational games Educaplay?	SP 01	*"I am really happy,enthusiastic, and learned some new vocabulary when educaplay as a digital gaming platform for English learning"*
	SP 02	*"I am very happy when learning English using educaplay"*
	SP 03	*"I am very enthusiastic when learning English using Educaplay"*
	SP 04	*"I am very enthusiastic when learning English using Educaplay"*
	SP 05	*"I am very enthusiastic when learning English using Educaplay"*
	SP 06	*"I am very challenged when learning English using Educaplay"*
	SP 07	*"I am happy when learning English using Educaplay"*
	SP 08	*"I am happy when learning English using Educaplay"*
	SP 09	*"I am happy when learning English using Educaplay"*
	SP 10	*"I am happy when learning English using Educaplay"*

	SP 11	*"I am happy when learning English using Educaplay"*
	SP 12	*"I am happy when learning English using Educaplay, because playing educational games feels more fun"*
	SP 13	*"I really happy and excited when educaplay as a digital gaming platform for English learning"*

Question	**Student Participant**	**Answer**
2.Do you enjoy learning English using Educaplay?	SP 01	*"I really enjoy learning with games because I don't get bored."*
	SP 02	*"It feels really good, especially when I can answer the questions correctly."*
	SP 03	*"I'm happy because I can play while learning."*
	SP 04	*"I really like playing games during lessons, because it's fun."*
	SP 05	*"I'm happy because the lessons don't makes me sleepy."*
	SP 06	*"I get excited when I play the game, the lessons become less boring."*
	SP 07	*"Playing a game like that*

		makes me excited and want to try it again soon."
	SP 08	*"I'm happy when I play the game, it's like learning while playing."*
	SP 09	*"I'm excited to learn because I want to get a good score from the game."*
	SP 10	*"I feel really happy when I play Educaplay, because I can learn while playing."*
	SP 11	*"Learning becomes more fun when using games like that."*
	SP 12	*"I like it when there are games, it makes me more enthusiastic about the lesson."*
	SP 13	*"I feel challenged when I play Educaplay, I want to be able to answer all the questions correctly."*

Question	**Student Participant**	**Answer**
3. Do games	SP 01	*"It motivates me to learn English so I can win when I*

like this make you more excited to learn English?		*play the game."*
	SP 02	*"When I study with games, I feel more excited and want to understand all the questions."*
	SP 03	*"Games like this make me more excited because they are fun and not boring like usual lessons."*
	SP 04	*"Educaplay's game-based learning makes me more excited to learn English, it doesn't feel like learning as usual."*
	SP 05	*"Game-based learning through educaplay makes me more motivated to learn English."*
	SP 06	*"I like it when there are challenges like in games, so I want to learn more."*
	SP 07	*"I like learning English with games because it makes me want to join and not feel sleepy."*
	SP 08	*"When I study with games, I feel more excited and want to understand all the questions and the subject."*
	SP 09	*"Game based learning using Educaplay makes me want to know the meaning of English*

		words that I just met in the questions in the game."
	SP 10	*"I'm excited to learn English because the games in Educaplay are really fun, like playing while learning."*
	SP 11	*"When learn with gamification activities, I don't get bored quickly. So I want to keep playing while learning new words."*
	SP 12	*"It's easy for me to memorize English words through games activity, because I learn while having fun."*
	SP 13	*"Game-based learning makes me remember new vocabulary quickly, so learning doesn't feel difficult."*

Question	**Student Participant**	**Answer**
5. Do you think learning through	SP 01	*"Yes, it's more fun to use Educaplay, because while playing I can understand the lessons."*

games is more fun than through books?	SP 02	*"Learning through Educaplay felt more enjoyable, interactive, and less boring compared to reading from textbooks."*
	SP 03	*"I get sleepy when I read books,but gamification make me excited to learn."*
	SP 04	*"Learning with gamification doesn't feel like you're learning, but instead, I understand more quickly."*
	SP 05	*"I preferred learning through books, it allowed me to focus more easily and take notes at my own pace."*
	SP 06	*"I prefer learning with games based activity because I can see the pictures and feel more challenged."*
	SP 07	*"Game based learning makes learning less boring, unlike books with lots of writing."*
	SP 08	*"The game based activities makes me excited to the lesson, the book sometimes makes me confused."*
	SP 09	*"I understand better with game based learning because I can immediately see if the*

		answer is right or wrong."
	SP 10	*"If I learn using gamification, I understand faster, because it's hands-on."*
	SP 11	*"Learning with gamification is fun, like a competition, so I want to win and learn more."*
	SP 12	*"Using game based learning more understandable than through textbooks."*
	SP 13	*"Learning using gamification is fun, it's like a competition, besides that, can get new vocabulary hat is not in the textbook"*

Question	**Student Participant**	**Answer**
6. Did you find it easier to understand the meaning of English words after you	SP 01	*"The game helps me remember the words better."*
	SP 02	*"I understand the meaning of English words better during learning English through game"*
	SP 03	*"Learning English using Educaplay makes t easier for me to remember new words."*

played the game?	SP 04	*"I know more new vocabulary and understand about the adjective degree of comparison and superlative degree"*
	SP 05	*"I used to be confused about meanings, but now I understand about comparison degree and superlative degree better."*
	SP 06	*"I can understand the meaning of words because they often appear in the game."*
	SP 07	*"When I see a word in a game question, I usually immediately know what it means."*
	SP 08	*"The game based learning through Educaplay makes me know the difference between comparison degree and superlative degree."*
	SP 09	*"Because of the game I understand about the vocabulary in comparison degree and superlative degree.*
	SP 10	*"I know the meaning of the question, this ease me to understand the question."*
	SP 11	*"I understood the meaning of the words because I saw the*

		picture and the questions in the game"
	SP 12	*"After playing, I am no longer confused about the meanings."*
	SP 13	*"When I played, the words were explained with examples so I understand better."*

Question	**Student Participant**	**Answer**
7.What new things did you learn in English after playing the game?	SP 01	*"I understand that there is a word that is used to compare two things"*
	SP 02	*"After learning English using Educaplay, I know the difference between tall and taller."*
	SP 03	*"I learned a lot of new word that is used to compare two things."*
	SP 04	*"I understand that there is a word that is used to compare somethings"*
	SP 05	*"I know that if there's a word that ends with –est, it means most."*
	SP 06	*"I can understand the meaning of words that ends with*

	SP 07	*"I just found out that the word used –est and most is called adjective superlative."*
	SP 08	*"Before the game based learning. I didn't know that bigger was used to compare two things."*
	SP 09	*"I know what smarter, fastest mean."*
	SP 10	*"I know the words bigger and biggest mean."*
	SP 11	*"I just found out that good turns out into better, not gooder, and bad turns out worst,"*
	SP 12	*"From game based learning I know the words that change to compare something"*
	SP 13	*"I understand about the structure to compare something."*

List of Observation

No	Aspect Observed	Indicators	Assessment Category	Note
A. Enhancing Students' Learning Experiences				
1.	Students Feelings (FEEL)	Students show positive feelings (pleasure, enthusiasm, interest, and satisfaction)	Very high / High / Moderate/ Low	• Very High: Very active, always show positive feelings throughout the activity • High: Often show positive feelings, minor distractions. • Moderate: Sometim

				es show positive feelings, occasionally passive. • Low: Rarely show positive feelings, mostly passive.
2.	Students Attitudes (ATT)	Students demonstrate mental attitudes toward learning process	Very High / High / Moderate / Low	• Very High: Fully accept, support, and appreciate gamified learning, actively participate. • High: Generally accept

				and appreciate, active most of the time. • Moderate: Sometimes accept, sometimes show indifference. • Low: Mostly indifferent or reject the activity, unwilling to participate.
B. Improvement of English Language Skills				
3.	Comprehension (C)	Students understand the instruction	Excellent / Good	• Excellent: Students consisten

		s and questions presented in the game	/ Fair / Poor	tly and immediately demonstrate a thorough understanding of all game instructions and questions, proceeding to correctly complete tasks or provide accurate answers without hesitation or external assistance. • Good: Students

				understand the game instructions, and questions able to correctly complete most task or provide mostly accurate answers with only minor occasional hesitation or self-correction • Fair: Students understand some game instructio

				ns, and questions but frequently show signs of confusion, require pause, or need minor guidance to grasp the meaning, often leading to occasional incorrect task completion or answer. • Poor: Student demonstrate

				significant difficulty understanding game instructions and questions, often appearing lost or unable to proceed without substantial external assistance, and often provide incorrect or no answer.
4.	Reading Fluency (REF)	Students read English texts	Fluent / Fair / Strug	• Fluent: Students read English

		fluently and accurately within the game	gling / Refused	texts fluently and accurately within the game based learning • Fair: Students read English texts with some hesitations, occasional mispronunciations, but generally conveys meaning. • Strugglin g: Students significa

				nt difficulty, many mispronunciations • Refused: Students actively refuses to read the English texts
5.	Speaking Ability (SA)	Students attempt to speak or repeat words/sentences from the game	Active / Moderate / Rare / Not at All	• Active: Students consistently and confidently attempt to speak or repeat word/sentences presented in the game, often initiating verbal

				responses. • Moderate: Students attempt to speak or repeat words/sentences, but may show occasional hesitation, or primarily repeat when others do so. • Rare: Students seldom attempt to speak or repeat words/sentences,

				doing so only minimally or when strongly prompted. • Not at all: Students do not attempt to speak or repeat words/sentences from the game, preferring remain silent

Result of Observation

No	Student Participant	Feeling assessment
1.	SP 01	Very High: Very active, always show positive feelings throughout the activity
2.	SP 02	Very High: Very active, always show positive feelings throughout the activity
3.	SP 03	Moderate: Sometimes show positive feelings, occasionally passive
4.	SP 04	High: Often show positive feelings, minor distractions.
5.	SP 05	Moderate: Sometimes show positive feelings, occasionally passive
6.	SP 06	High: Often show positive feelings, minor distractions.
7.	SP 07	Very High: Very active, always show positive feelings throughout the activity
8.	SP 08	Very High: Very active, always show positive feelings throughout the activity
9.	SP 09	High: Often show positive feelings, minor distractions.
10.	SP 10	Very High: Very active, always show positive feelings throughout the activity

11.	SP 11	Very High: Very active, always show positive feelings throughout the activity
12.	SP 12	Very High: Very active, always show positive feelings throughout the activity
13.	SP 13	Very High: Very active, always show positive feelings throughout the activity

No	**Student Participant**	**Attitudes Assessment**
1.	SP 01	Very High: Fully accept, support, and appreciate gamified learning, actively participate
2.	SP 02	Very High: Fully accept, support, and appreciate gamified learning, actively participate
3.	SP 03	High: Generally accept and appreciate, active most of the time.
4.	SP 04	High: Generally accept and appreciate, active most of the time.
5.	SP 05	High: Generally accept and appreciate, active most of the time.
6.	SP 06	Very High: Fully accept, support, and appreciate gamified learning, actively participate
7.	SP 07	Very High: Fully accept, support, and appreciate gamified learning, actively participate

8.	SP 08	High: Generally accept and appreciate, active most of the time.
9.	SP 09	High: Generally accept and appreciate, active most of the time.
10.	SP 10	High: Generally accept and appreciate, active most of the time.
11.	SP 11	Very High: Fully accept, support, and appreciate gamified learning, actively participate
12.	SP 12	Very High: Fully accept, support, and appreciate gamified learning, actively participate
13.	SP 13	Very High: Fully accept, support, and appreciate gamified learning, actively participate

No.	**Student participant**	**Comprehension Assessment**
1.	SP01	Excellent: Students participant 01 consistently and immediately demonstrate a thorough understanding of all game instructions and questions, proceeding to correctly complete tasks or provide accurate answers without hesitation or external assistance.
2.	SP02	Excellent: Students participant 02 consistently and immediately

		demonstrate a thorough understanding of all game instructions and questions, proceeding to correctly complete tasks or provide accurate answers without hesitation or external assistance.
3.	SP03	Good: Students participant 03 understand the game instructions, and questions able to correctly complete most task or provide mostly accurate answers with only minor occasional hesitation or self-correction
4.	SP04	Good: Students participant 04 understand the game instructions, and questions able to correctly complete most task or provide mostly accurate answers with only minor occasional hesitation or self-correction
5.	SP05	Good: Students participant 05 understand the game instructions,

		and questions able to correctly complete most task or provide mostly accurate answers with only minor occasional hesitation or self-correction
6.	SP06	Good: Students participant 06 understand the game instructions, and questions able to correctly complete most task or provide mostly accurate answers with only minor occasional hesitation or self-correction
7.	SP07	Excellent: Students participant 07 consistently and immediately demonstrate a thorough understanding of all game instructions and questions, proceeding to correctly complete tasks or provide accurate answers without hesitation or external assistance.
8.	SP08	Excellent: Students participant 08 consistently and immediately demonstrate a thorough

		understanding of all game instructions and questions, proceeding to correctly complete tasks or provide accurate answers without hesitation or external assistance.
9.	SP09	Good: Students participant 09 understand the game instructions, and questions able to correctly complete most task or provide mostly accurate answers with only minor occasional hesitation or self-correction
10.	SP10	Good: Students participant 10 understand the game instructions, and questions able to correctly complete most task or provide mostly accurate answers with only minor occasional hesitation or self-correction
11.	SP11	Good: Students participant 11 understand the game instructions,

		and questions able to correctly complete most task or provide mostly accurate answers with only minor occasional hesitation or self-correction
12.	SP12	Excellent: Students participant 12 consistently and immediately demonstrate a thorough understanding of all game instructions and questions, proceeding to correctly complete tasks or provide accurate answers without hesitation or external assistance.
13.	SP13	Good: Students participant 13 understand the game instructions, and questions able to correctly complete most task or provide mostly accurate answers with only minor occasional hesitation or self-correction

No.	Student participant	Speaking Assessment
1.	SP01	Moderate: Students participant 01 attempts to speak or repeat words/sentences, but may show occasional hesitation, or primarily repeat when others do so
2.	SP02	Moderate: Students participant 02 attempts to speak or repeat words/sentences, but may show occasional hesitation, or primarily repeat when others do so
3.	SP03	Moderate: Students participant 03 attempts to speak or repeat words/sentences, but may show occasional hesitation, or primarily repeat when others do so.
4.	SP04	Rare: Students participant 04 seldom attempts to speak or repeat words/sentences, doing so only minimally or when strongly prompted

5.	SP05	Not at all: Students participant 05 do not attempts to speak or repeat words/sentences from the game, preferring remain silent
6.	SP06	Rare: Students participant 06 seldom attempts to speak or repeat words/sentences, doing so only minimally or when strongly prompted
7.	SP07	Moderate: Students participant 07 attempts to speak or repeat words/sentences, but may show occasional hesitation, or primarily repeat when others do so
8.	SP08	Moderate: Students participant 08 attempts to speak or repeat words/sentences, but may show occasional hesitation, or primarily repeat when others do so
9.	SP09	Moderate: Students participant 09 attempts to speak or repeat words/sentences, but may show

		occasional hesitation, or primarily repeat when others do so
10.	SP10	Rare: Students participant 10 seldom attempts to speak or repeat words/sentences, doing so only minimally or when strongly prompted
11.	SP11	Moderate: Students participant 11 attempts to speak or repeat words/sentences, but may show occasional hesitation, or primarily repeat when others do so
12.	SP12	Moderate: Students participant 12 attempts to speak or repeat words/sentences, but may show occasional hesitation, or primarily repeat when others do so
13.	SP13	Rare: Students participant 13 seldom attempts to speak or repeat words/sentences, doing so only minimally or when strongly prompted

No.	Student participant	Reading Assessment
1.	SP01	Fair: Student participant 01 read English texts with some hesitations, occasional mispronunciations, but generally conveys meaning.
2.	SP02	Fair: Student participant 02 read English texts with some hesitations, occasional mispronunciation, but generally conveys meaning.
3.	SP03	Struggling: Student participant 03 significant difficulty, many mispronunciations
4.	SP04	Fair: Student participant 04 read English texts with some hesitations, occasional mispronunciations, but generally conveys meaning.
5.	SP05	Struggling: Student participant 05 significant difficulty, many mispronunciations

6.	SP06	Struggling: Student participant 06 significant difficulty, many mispronunciations
7.	SP07	Fair: Student participant 07 read English texts with some hesitations, occasional mispronunciations, but generally conveys meaning.
8.	SP08	Fair: Student participant 08 read English texts with some hesitations, occasional mispronunciations, but generally conveys meaning.
9.	SP09	Struggling: Student participant 09 significant difficulty, many mispronunciations
10.	SP10	Fair: Student participant 10 read English texts with some hesitations, occasional mispronunciations, but generally conveys meaning.
11.	SP11	Fair: Student participant 11 read English texts with some hesitations, occasional mispronunciations, but generally conveys meaning.

12.	SP12	Fair: Student participant 12 read English texts with some hesitations, occasional mispronunciations, but generally conveys meaning.
13.	SP13	Struggling: Student participant 13 significant difficulty, many mispronunciations

APPENDIX 3

A. Classroom Activity













B. Interview



Student Participant 01



Student Participant 02



Student Participant 03



Student Participant 04



Student Participant 05



Student Participant 06



Student Participant 07



Student Participant 08



Student Participant 09



Student Participant 10



Student Participant 11



Student Participant 12



Student Participant 13

APPENDIX 4

A. Educaplay Preview

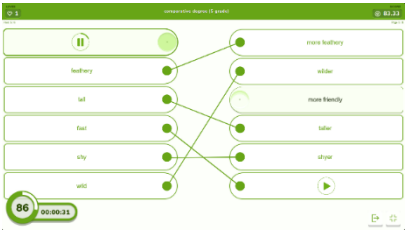












CURRICULUM VITAE

Name : Aura Nabila Deswita Ningtyas

Address : Jl. Rambutan II, RT.O2 RW.04 Terwidi, Plalangan, Gunung Pati, Kota Semarang

Born : Kediri, 01 Desember 2002

Email : auraanabila01@gmail.com

Number : 085792226103

Educational Background

Formal Education

- MI Muhammadiyah 1 Pare 2008-2015
- SMP Islam Sejahtera Badas, Kediri 2016-2018
- MA Sejahtera Pare, Kediri 2019-2021
- English Education Department Walisongo Islamic State University Semarang 2021-sekarang

Informal Education

- Mazro'atul Lughoh Islamic Boarding School 2019-2021