STUDENTS' PERCEPTIONS TOWARD GAMIFICATION APPLIED IN ENGLISH LANGUAGE EDUCATION FKIP UIR

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education Universitas Islam Riau

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UNIVERSITAS ISLAM RIAU

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Judul Tugas Akhir (Bahasa Inggris) : Students' Perceptions Toward Gamification Applied in English Language Education FKIP UIR
Lembar Ke : .....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	30 Desember 2021	Pengajuan Judul	Judul diterima	
2.	6 maret 2022	Bab I dan Bab II	Revisi bab I dan bab II	
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4.	11 maret 2022	proposal yang telah direvisi	proposal diterima dan diizinkan mengikuti ujian Proposal	
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I hereby declare that this thesis is definitely in my own ideas, except for some quotation (directly or indirectly) that were adapted or taken from various sources and mentioned scientifically. The researcher is responsible or the truthfulness of the data provided in this paper.

Pekanbaru, June 2022

The researcher

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Finally, this thesis is expected to be able to provide useful insight and information to the readers. The researcher is pleased to accept more suggestion, comment, and supportive feedback for the improvement of this thesis.

Pekanbaru, June 2022

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ABSTRACT

Fermita Yuliasma, 2022. **Students' Perception Toward Gamification Applied in English Language Education FKIP UIR.** English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau. Advisor: Fauzul Etfita, S.Pd., M.Pd.
Keywords: Gamification, Perception, English Language

Gamification is a learning approach that uses element from games or video games to motivates students in the learning process and enhance feelings of enjoyment and engagement with the learning process. This research aimed to investigate the students' perception toward gamification applied in English Language Education.

This research was conducted at Universitas Islam Riau, and the sample was 47 students of the sixth semester. This research used quantitative research, and the instrument is questionnaire. The questionnaire consists of 35 question, divided into 7 indicators. The results of this study were processed quantitatively using the Likert scale formula.

The result of this research indicates that students were dominant agree with the 35 statement of 7 indicators about gamification. The research found that the 1st indicator were agree with index 68.65%, 2nd indicator were agree with index 71.47%, 3rd indicator were agree with index 68.65%, 4th indicator were agree with index 67.16%, 5th indicator were agree with index 71.1%, 6th indicator were agree with index 71.7%, and 7th indicator were agree with index 70.8%. Therefore, Gamification is a platform that suitable for teachers and students in the learning process, especially in learning English.

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CHAPTER I
INTRODUCTION

1.1 Background of the Research

English is the primary language in most countries around the world, it is known as a universal language. Furthermore, English is an important international language that must be learned or mastered. Although English is a foreign language in Indonesia, it plays a significant role in our society's daily life. This is obvious in the Indonesian educational system. English is a subject that is taught to students at all levels, from elementary to college. Teachers teach English in a simple way during the teaching and learning process so that students can understand what is being explained.

In teaching, teachers should be ready in materials, techniques, and learning media. Nowadays, there are many learning media that can be used. Not only using book, technology also can be a learning media. Technology has always contributed a lot in the teaching and learning process. It is an important aspect of the teaching profession that teachers can use it to facilitate learning. Technology has become part of the learning and teaching process, in this case help improving students' and teachers' learning and teaching experience. Solanki, D., Shyamlee1 (2012) agreed that technology has affected language teaching methods.

Students must be able to manage their learning process when they use technology, and it is also easier for them to find information on lessons that are not discussed by the teacher. Technology plays an important role in encouraging students to participate in activities and has a significant impact

on teachers' instructional approaches. Teachers will never be able to stay up with technology if they do not use it in their classroom.

In traditional classrooms, teacher stand in front of students and use a whiteboard to deliver lectures, explanation, and instruction. With the advancement of technology, these methods can be modified. For students, technology is a useful tool. Technology can be a fundamental component of the learning process. Teacher should demonstrate how to use technology to enhance the curriculum so that students can use technology to improve their language abilities. The usage of technology in human daily life, particularly in the field of education, has had an impact on instructional design. This effect has grown with approaches like gamification, which have been employed in education for a long time and have broadened the boundaries of e-learning, which emerged as a result of technology improvements but was previously though to lack emotional interaction.

Gamification is a learning approach that uses elements from games or video games to motivate students in the learning process and enhance feelings of enjoyment and engagement with the learning process. This type of media can also be utilized to record things that kids are interested in and motivate them to keep learning. Glover (2013) conclude that Gamification gives additional motivation for student to finish all of their learning activities.

Furthermore, Gamification is the concept of using play and passion to increase interaction in an activity. It is based on the idea of games, in which

"plays engage in an artificial conflict, defined by rules, that results in a quantifiable consequence"(Khosrow-pour et al., 2011). Gamification is not about converting tasks into games, but about using game mechanics to structure work processes for a more engaging experience. Students are already familiar with gamification. Students often use gamification as an assessment tool.

Gamification in education has a significant impact on the learning process. Gamification is being used as an assessment tool at Universitas Islam Riau. Because it is simple to use and enjoyable, students use gamification as a form of assessment. There are several Gamification platforms, Kahoot!, Quizizz, Socratives (Dwi, 2020), Duolingo (Bende, 2017), Mentimeter (Gokbulut, 2020), VivoMiles, Youtopia, Uboost, Cdedly, OpenBadges.me, ClassDojo and ClassBadges (Rajšp et al., 2017).

Based on the explanation above, the researcher wants to find out about students' perception of Gamification. The researcher has the motivate to conduct the research with the title **"Students' Perceptions Toward Gamification Applied In English Language Education FKIP UIR."**

1.2 Identification of the Research

Based on the background of the research, the phenomenon is found as follow: students in Universitas Islam Riau have used gamification as an assessment, because gamification is very easy to use and fun for students. Therefore, it necessary to determine the students' perception toward gamification applied in English Language Education FKIP UIR.

1.3 Focus of the Research

This research focuses on the students' perceptions toward Gamification applied, especially in perceived utility, knowledge, engagement, enjoyment, motivation, and ease of use.

1.4 Research Question

Based on the background of the problem, the researcher formulates the question related to the problem as follow:

1. What are the students' perceptions toward Gamification applied in English Language Education FKIP UIR?

1.5 Objective of the Research

In line with research question, the researcher formulates the objective if the research as follow:

1. To analyze the students' perceptions toward Gamification applied in English Language Education FKIP UIR.

1.6 Significance of the Research

This researcher hoped will give the contribution practically and theoretically for the researcher, the student, the educator, and other researchers.

1. Theoretically

   The finding of this research expected can support and complete previous theories related to Gamification, especially on the students' perception.

2. Practically

The researcher expects that the finding of the researcher can be useful for:

a. Students

The result of this research can use as it can give information and knowledge to students about Gamification. It helps them to know more about the use of Gamification in learning.

b. Educator

The result of this research is expected to provide information to an educator about students' perception on the use of Gamification. Therefore, the teachers can adjust the strategies and learning style that can be done with Gamification as an assessment.

c. Others researcher

This research expected will be useful for those interested in conducting the related study with these various research object, especially the students who want to find out the students' perception on the use of Gamification.

1.7 Definition of the Key Terms

In order to avoid misunderstanding, the researcher defined the key term below:

1. Perception

Perception is the process of resuming and interpreting information in order to experience objects, event, and relationships (Agung et al., 2020). In this research, perceptions mean how the students' responses to the phenomena of the implementation toward Gamification applied in English Language Learning.

2. Gamification

Gamification is the use of game design concepts in non-game contexts with the goal of injecting fun, play, and enthusiasm into tasks and processes (Deterding et al., 2011). The gamification here are Duolingo, Kahoot!, Mentimeter, Quizizz.

CHAPTER II
REVIEW AND RELATED LITERATURE

2.1 Perceptions

Perception is the result of one's thoughts from a certain situation (Tarmiji et al., 2016). In addition, Yunita & Maisarah (2020) defined that a response or judgment about an object based on experience and knowledge is also referred to as perception. As a result, perception is a person's opinion about something based on an experience captured by the senses and recorded in the mind.

According to Suwarto & Fajri (2018) perception's nature as something connected to feelings and experiences was owned. The perception becomes more and stronger as a person's experience and knowledge grows. Perception is influenced by need and psychology in addition to knowledge and experience. Furthermore, Sudewi (2021) stated that perception is thought to be the outcome of both mental and physical action. People analyse a word, gather information, and know more about an object. The perception of human action is based on a variety of sources of data, including sensorimotor, emotional, and motor processes.

Perception is the process of persons receiving information in the form of object, qualities, and correlations between symptoms and event until the stimuli are realized and understood (Irwanto in Hammi, 2017). Students' perceptions include how they comprehend how to interact with variety of experiences, including past learning experiences. However, it is possible to

argue that students' views are influenced by their cognitive impressions, which are developed as a result of their studies.

Furthermore, technology acceptance is defined as an individual's voluntary acceptance of new technology. The willingness of users is a critical aspect in the successful adoption and use of technology. Other researchers have produces numerous models to analyse the characteristics of technology acceptance among users during the previous few decades. These models have been tasted several times to determine their usefulness in a variety of IT-related application (Ayesha et al., 2020). However, Technology Acceptance Model (TAM) by Davis is the most well established and substantial framework for technology acceptance to date (Lemuria Carter & France Belanger in Ayesha et al., 2020).

Davis et al., (1989) stated that Technology Acceptance Model (TAM) is a modified version of the Theory of Reasoned Action (TRA) that is designed to represent user adoption of information systems. TAM is a well-known model of technology acceptance and use that has shown significant promise in understanding and predicting information technology user behaviour. TAM has been used to investigate innovation acceptance in a variety of settings (Kim, 2015). This model is a useful place to start when looking at customer attitudes toward new technologies and how they embrace them quantitatively (Nikou, 2019).

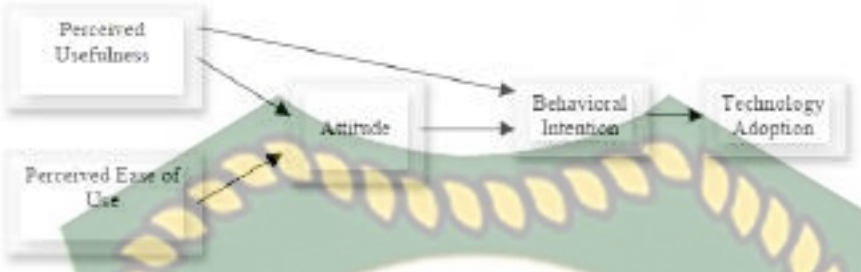
Furthermore, Moores (2012) stated that TAM is based on two key components: perceived ease of use (PEOU) and perceived usefulness (PU). System design and features are the major mechanisms supporting perceived ease of use, while the basic mean behind user acceptance is effort reduction. TAM was first introduced by Davis in his Ph.D thesis in 1986, and three years later, Davis (1989) developed TAM to explain why users accept or reject information technology by integrase TRA.

Figure 1 Theory of Reasoned Action

Fishbein (1967) argue that by connecting the relationships between beliefs, attitudes, intentions, and behaviour, the relationship between intention and behaviour can be better understood. Individual attitudes and subjective norms of the behaviour in issue, according to TRA, are one of the functions of behaviour intentions, which is one of the functions of individual attitudes and subjective norms of the behaviour in questions (Davis, 1989).

TAM has been used to investigate user acceptance of information technology in a variety of situations and industries, include the World Wide Web (Lederer et al., 2000), mobile banking (Lule et al., 2012), multimedia

(Lau & Woods, 2008), and healthcare (Chau & Hu, 2002). The majority of technology acceptance models were created and adapted in Western



countries, particularly in Europe and South America (Kripanont, 2006).

Figure 2Technology Acceptance Model

TAM components are shown in relation to one other. This suggest that perceived usefulness (PU) and perceived ease of use (PEOU) both influenced how people feel about using technology (ATU). The user's behavioural intention (BI) in using technology is also influenced by perceived usefulness (PU). The actual use of technology is also determined by the intention to use (ITU) (Al-Adwan et al., 2013). There is development on TAM, the development of TAM is Unified Theory of Acceptance and Utilization of Technology (UTAUT).

Venkates et al (2003) developed UTAUT, one of the most recent technology acceptance models. UTAUT is a theory that integrates the best aspects of eight popular technology acceptance theories into one model. Theory of reasoned action (TRA), technology acceptance model (TAM), motivational model (MM), theory of planned behaviour (TPB), combined

TAM and TPB, model of PC utilization (MPTU), innovation diffusion theory (IDT), and social cognitive theory (SCT) are the eight key theories put together in UTAUT.

The UTAUT model has Outperformed the other eight technology acceptance theories in terms of explaining up to 70% of user variance (Taiwo & Downe, 2013). In other hand, Venkates et al (2003) found seven factors that appear to be important direct factors of behaviour intention or use behaviour in one or more of the eight models after analysing them. Performance expectancy, effort expectancy, social influence, facilitating conditions, attitude toward using technology, and self-efficacy are the constructs. After more testing, it was shown that four primary components, namely performance expectancy, effort expectancy, social influence, and facilitating factors, play an important role as direct determinants of behavioural intention and use behaviour.

2.2 Gamification

2.2.1 Concept of Gamification

Gamification is described as the use of game design concepts to non-game situation (Deterding et al., 2011). Gamification is a learning approach that uses elements from games or video games to motivates students in the learning process and enhance feelings of enjoyment and engagement with the learning process. This media can also be used to capture things that students are interested in and inspire them to keep learning (Jusuf, 2016).

According to Hussain et al (2014) in the context of education, the inclusion of game element in the gamification approach can stimulate and encourage users, allowing for the integration of instruction in the form of games. Hakulinen & Auvinen (2014) stated that gamification raises student engagement, retention, knowledge, and cooperation levels. Students are more likely to engage in a meaningful learning experience if game features that spark their interests and motivations are included.

Gamification gives teacher new techniques to push their pupils to learn the target language in the most effective way (Garland, 2015). Similarly, Filippou et al (2018) argue that gamification is a term used to describe an educational movement that aims to make learning setting more enjoyment, (Acosta-Medina et al., 2020) enhancing motivation, dedication, and academic performance, and also significantly contributing to the growth of teaching and learning process.

Games that allow players to restart or replay, as well as make mistakes that may be addressed, help players overcome their fear of failure and improve their attachment to the game. Gamification works by making technology more interesting to users, motivating them to engage in desirable behaviour, demonstrating the way to mastery and autonomy, contributing in problem solving rather than being a

distraction, and exploiting the human psychological impulse to play games (Jusuf, 2016).

Gamification is method of turning an activity into a game in order to stimulate students' participation and involvement in learning. Bunchball (2010) separated the game aspects into two categories: mechanics and dynamics. Mechanics game can be characterized as a framework for how a game is played, with different actions, behaviours, and control mechanisms in the game using points, levels, challenges, leaderboards, and gift. While dynamic play refers to action that affect players during play (Cheng et al., 2013).

According to Jusuf (2016), the steps for gamification in learning are as follow:

1. Break the subject into distinct sections. Give a quiz at the end of each section, and if students pass the quiz, give them an award or a gift in the form of virtual badge.
2. Separate the material into several levels with various ranks. As a result, pupils receive badges and higher levels are unlocked, allowing them to master new content.
3. Make note of the result in each section. This is to motivate pupils to concentrate on raising their overall score.
4. Make the levels date or time sensitive, so the students have to check for new challenges every day, week, or month.

5. Create task groups so students can work together to finish projects.
6. Introduce the concept of a ‘quest’ or a ‘epic meaning’, where students can submit material that will help to reinforce learning or cultural values.
7. Enable students to discuss and comment on one another’s work. This promotes a culture of knowledge sharing.
8. Use ‘countdown’ on various quizzes to give a false stress. Students will face deadlines as a result of this strategies.
9. To stimulate the spirit of competition and collaboration, a leaderboard is shown that reflect the performance of all pupils.
10. Students should be rewarded with presents for their achievement.

Gamification’s major goal is to encourage students and stimulate their interest (Kiili et al., 2014), offer engaging experiences for players (Schell, 2014), improve learning and problem solving (McGrath & Bayerlein, 2013), and increase competency at each level.

2.2.2 Types of Gamification

In education, we can implement a variety of gamification systems. The research will discuss several Gamification used in English Language Education FKIP UIR, such as:

1. Kahoot!

Kahoot! Is a digital game-based students response system that allows teachers and students in classrooms to interact through competitive knowledge games while utilizing current infrastructure. Wang et al (2016) pointed out that Kahoot! represents a new generation of student response systems that use gamification to increase student motivation and engagement.

According to Wang (2015) Kahoot! Is a game-based student response system (GSRS) in which the classroom is immediately changed into a game show, with the teacher as the presenter and students as contestants. This platform is ideal for improving motivation and engagement among students, as well as assessing their comprehension of a lesson. Gamification also improve learners' metacognitive abilities, increases empathy, and develops teamwork (Tan et al., 2018).

Game, quizzes, discussions, and surveys are the four aspects of Kahoot!. For games, you can choose the type of question, the answer, and the amount of time it takes to answer it. The answers will be displayed by visuals and colour in a unique way. The correct answer is represented by a colour or picture, which the participants must choose. All of the features of Kahoot! Can be accessed and used for free.

To play this game, you must have access to the internet (Bahar et al., 2020).

2. Duolingo

Duolingo is a free online language learning platform that includes translation tasks for learning vocabulary and grammar, as well as pronunciation and listening exercises (Bende, 2017). The objective of Duolingo is to help people learn language by using their learning exercises on the web and in apps. This program employs a variety of strategies and is up to date in terms of language acquisition. Because it creates the sense of learning while in the learning process, this can make it easier for learners to understand, be interested in, and enjoy learning. Language learners can choose from a variety of language on Duolingo, including English, Arabic, Spanish, French, Dutch, and other languages. Duolingo also gives you information like points gained, a course overview tree, doodles, and time spent (Garcia, 2013).

Users do not to need register an account to participate in activities. On the other hand, user can only save their progress if they create an account. Users can choose a language to study and begin activities right away after registering an account. Users who have previous knowledge

of the target language can take a placement exam for move to more advanced sections. The learning experience is divided into themed units that begin with “Basic” and can include everything from thematic vocabulary sections like “Food” or “Family” to difficult grammar topics like “Past Perfect” and “Subjunctive Past” (Teske, 2017).

3. Quizizz

Quizizz is game-based educational app that introduces multiplayer activities to classrooms and makes in-class exercises more dynamic and enjoyable. Students can use Quizizz to complete in-class exercises on their mobile devices. Unlike other educational apps, Quizizz integrates gaming elements such as avatars, themes, memes, and music to make learning fun. Quizizz also motivates pupils to study by allowing them to compete with one another. Students take the quiz in class at the same time and track their progress on the leaderboard. Instructors may keep track of the process, once the quiz is over, get the report to assess students’ performance (Zhao, 2019)

Furthermore, Basuki & Hidayati (2019) stated that Quizizz is an online game that may be used as a formative assessment tool in the classroom. Quizizz is simple to use, compiled Quizizz can be directly added, where they can be

customized with images, backdrops, and other choices. Students can be given codes to take quizzes. This application also offers statistical data based from student quiz scores, which may be downloaded as an Excel spreadsheet. Because the administration of the quiz has a time limit, Quizizz can be used in a variety of ways.

4. Mentimeter

Mentimeter is a Web 2.0 tool that may be used to create interactive and engaging presentations, as well as to add surveys, quizzes, word clouds, photos, and graphics. Mentimeter allows for fun and involvement in presentation settings, with the added benefit of offering quick feedback through smartphone, tablet, and computer (Gokbulut, 2020).

Lusiani (2021) stated that Mentimeter is a web-based tool that can be downloaded quickly and used in teaching and learning activities on mobile phone and PC. Because the Mentimeter application is an interactive presentation tool, students can respond to material from the lecturer right away by sending responses from their mobile phone that have the Mentimeter program loaded on them.

Gokbulut (2020) also explained that learners must log in with their pin code on www.menti.com on order to access the system and engage in the application. The system can

only be accessed with a pin code, and no additional information about the student is stored in it. When students connect in to the system, the teacher and their classmates can immediately see the answers they provide in the application. Because no personal information about the student is displayed on the system screen, active involvement and enthusiasm in the classroom are increased by allowing students who are passive, shy, or peer shy to participate in the class.

2.3 Previous Research

There are some researchers who have been doing research on Gamification.

a. First, research done by Acosta-Medina et al with the tittle "Students' preference for the use of gamification in virtual learning environments" (2021), with the finding virtual education confronts multiple challenges, including a lack of desire and a high dropout rate. However, incorporating digital pedagogical tactics based on gamification, which stimulate interest, facilitate the learning process, and help to reduce dropout, is one answer to this problem. In this case, the researcher used a quantitative methodology using structural equation models to assess the students' preference for using the gamified application Didactic

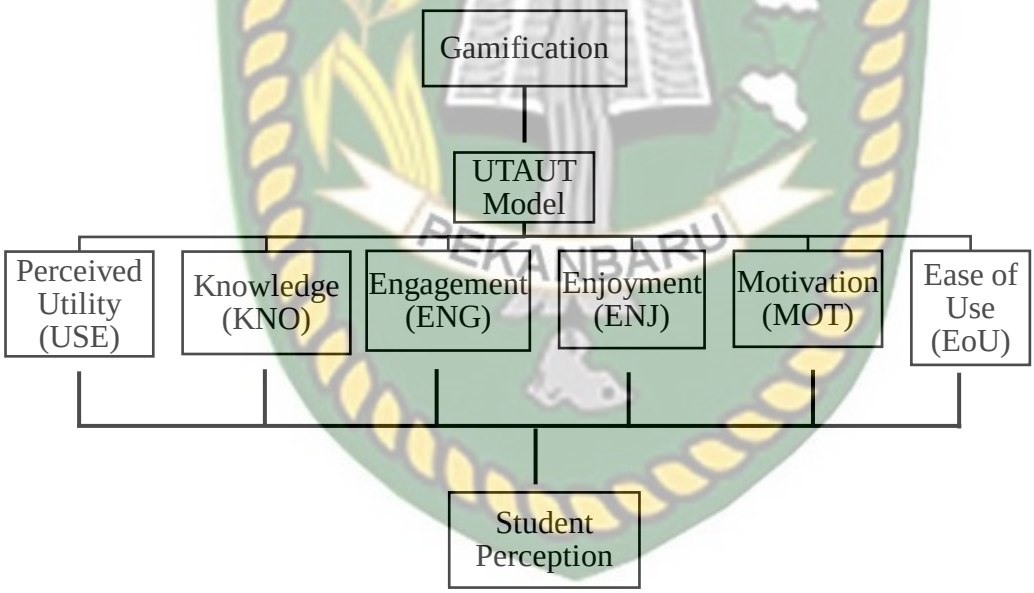
City. Utility, knowledge, engagement, enjoyment, motivation, and ease of use were all important elements in this decision.

b. Second, research done by Ma. Elma D. Cuario et al with the tittle "Students' Perception on the Use of Gamification for English as a Second Language (ESL) Learning" (2021) with the finding the researchers attempted to examine the perceived benefits of gamification for ESL leaning in terms of students' motivation, based on both B.F. Skinner's Behaviourism and Stephen Krashen's Theory of Second Language Acquisition. In addition, the researchers wanted to gather the opinions of 100 BSED Filipino collage students at the University of Makati on how they would use this invention in term of its aspects, such as point systems, badges, and leaderboards. The information gathered was primarily based on the findings of the adapted survey questionnaire. The study's findings demonstrated that gamification has a beneficial impact on respondents' motivation through its aspects, which were based on their collective view and perceived benefits. The outcomes of the study were used to give significant information on the use of gamification in second language education based on the perceptions of the students, which was critical in determining its overall effects in the teaching-learning process.

2.4 Conceptual Framework

In general, the researcher analysed the students' perception toward gamification applied in English language education FKIP UIR. The factors considered are; perceived utility, knowledge, engagement, enjoyment, motivation, and ease of use.

Figure 3 Conceptual Framework



CHAPTER III
RESEACH METODOLOGY

3.1 The Research Design

Based on the research title that has been chosen, the researcher used quantitative method. There are several definitions from experts about quantitative method, according to Suryani & Hendryadi (2015) quantitative research is research that employs numeric/numerical data analysis. Basically, this approach describes data using numbers.

3.2 Location and Time of the Research

The location of the research was at Universitas Islam Riau. It is located at Jl. Kaharuddin Nasution, Simpang Tiga, Kec. Bukit Raya, Pekanbaru, Riau. The time of the research was on April 2022

3.3 Population and Sample

3.3.1 Population of the Research

The population of this research was the sixth semester students from English Education FKIP Universitas Islam Riau. The sixth semester divided into 2 classes, class A and class B.

Table 3.1 The Population of the Research

No.	Classes	Total of students
1.	A	45
2.	B	45

3.3.2 Sample of the Research

The researcher decided to conduct this research using random sampling in the sixth semester of English education Universitas Islam

Riau. According to Arikunto (2006) if the subject is fewer than 100 people, everyone should be taken, if the subject more than 100 people, 10-15%, 20-25% or more should be taken. There are 90 students from sixth semester of class A and class B, which mean that the sample to be taken is all students from sixth semester of class A and B. However, only 47 students filled out the questionnaire.

3.4 Research Instrument

The instrument used in this research was questionnaire. The questionnaire was adapted from Acosta-Medina et al (2021). The questionnaire consists of 35 questions and divides into 7 indicaators of UTAUT model. The indicators are perceived utility consist of 4 questions, knowledge consist of 4 questions, engagement consist of 6 questions, enjoyment consist of 5 questions, motivation consist of 7 questions, ease of use consist of 6 questions, and use preference consist of 3 questions. This questionnaire measured on five Likert scale which range from 1 (strongly disagree) to 5 (strongly agree).

Table 3.2The Blueprint of Questionnaire

No.	Indicator	Items
1.	Perceived Utility	1,2,3,4
2.	Knowledge	5,6,7,8
3.	Engagement	9,10,11,12,,13,14
4.	Enjoyment	15,16,17,18,19

5.	Motivation	20,21,22,23,24,25,26
6.	Ease of Use	27,28,29,30,31,32
7.	Use preference	33,34,35

3.5 Data Collection Technique

The Main step of the research is to get the data. In this research, the researcher worked with questionnaire that shared by Google form. The questionnaire was collected through an internet survey. Ary et al (2010) stated that researcher places the questionnaire on a website that the researcher has created, and the responder can then answer the questions and submit the questionnaire online. The questionnaire question contains about students' perception toward gamification applied in English language education. The researcher being intived by the chairman in the WhatsApp group class created by the chairman, the researcher join with the permission of the students, and then the researcher share the Google form link containing questionnaires which accessed by students and students answered and submitted the questionnaire by entering their name and class.

3.6 Data Analysis Technique

Each student was given a questionnaire through the Google Form media to facilitate filling. The data achieved through questionnaire and analysed by describing students' perception toward gamification applied in English language education. For the first time, after the researcher get the data, the researcher looked into the Google form to see the percentage of the

questionnaire. This research was conducted to determine the percentage of students' scores in gamification applied. In this research, the researcher calculated the students' individual score from the questionnaire use the following formula of Likert scale:

$$T \times Pn$$

Description:

T: The total number of respondents who voted

Pn: Likert scale score numbers selection

In addition, to categorize each items of questionnaire the researcher use formulation as follows:

Total score: the sum of the result of each TxPn

Maximum score: number of respondents x highest Likert score

Minimum score: number of respondents x lowest Likert score

Indeks (%): (Total score/ Maximum score) x 100

After calculating the data by using Likert scale formula, the researcher used the scale formula to interpret the finding:

Table 3.3 Interval Scale (Pranatawijaya et al, 2019)

Option	Percentage
Strongly Disagree	0%-19.99%
Disagree	20%-39.99%

Neutral	40%-59.99%
Agree	60%-79.99%
Strongly Agree	80%-100%

Table 3.3 show that the interval score of Likert scale. If the statement gets 0%-19.99%, it means that the statement categorized as strongly disagree, 20%-39.99% it categorized as disagree, 40%-59.99% categorized as neutral, 60%-79.99% categorized as agree, and if the statement get 80%-100% it means that the statement categorized as strongly agree.

CHAPTER IV
RESEACH FINDINGS

4.1 Data Presentation

This research was undertaken in quantitative research. The purpose of this study is to know students' perception toward gamification applied. Data presentation obtained from students' perception toward gamification applied which is taken through the questionnaire. Then, the data was taken from the sixth semester students from English Education FKIP Universitas Islam Riau, the researcher took data by used random sampling and got 47 students as the sample of 90 students as the population. After obtaining the data, the researcher indicates the data according to the response to the statement from the questionnaire that has been distributed via a Google form.

4.2 Questionnaire Result Presentation

The researcher used the questionnaire that adapted from Acosta-Medina et al (2021) to collect the data on the students perception toward gamification applied. There are 7 indicators in this questionnaire. After collecting the questionnaire data, the statement was analyzed by classifying the frequency into percentage.

A. Perceived Utility

1. Using gamification increases my performance in classroom competences

Table 4. 1The Percentages of Students' Answer to the 1st Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	3	1	3
Disagree	1	2	2
Neutral	18	3	54
Agree	21	4	84
Strongly Agree	4	5	20
Total Score			163

Total score : 163

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{163}{235}$ × 100 = 69.3% (Agree)

Table 4.1 shows that the total score is 163, and maximum score is 235. After calculating the data using Likert scale formula, the percentage of index is 69.3%. According to the rating interval, 69.3% is Agree, it means the students agreed with the statement number one.

2. Gamification would help me to get better result in the learning tests

Table 4. 2 The Percentages of Students' Answer to the 2nd Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	2	2	4
Neutral	19	3	57
Agree	24	4	96
Strongly Agree	2	5	10
Total Score			167

Total score : 167

Maximu

m score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{167}{235}$ × 100 = 71% (Agree)

Table 4.2 show the total score is 167, and maximum score is 235. After calculating the data, the percentage of index is 71%. According to the rating interval 71% is agree, it means the students agreed with the statement number two.

3. Gamification is more effective compared to other teaching and learning strategies

Table 4.3

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	3	2	6
Neutral	24	3	72
Agree	16	4	64
Strongly Agree	4	5	20
Total Score			162

The Percentages of Students' Answer to the 3rd Statement

Total score : 162

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{162}{235}$ × 100 = 68% (Agree)

The total score is 162, and the maximum score is 235, as shown in the table 4.3. after calculating the data, the proportion of the index

is 68%. According to the rating interval 68% is agree, it means the students agreed with the statement number three.

4. I think gamification is a useful tool

Table 4.4 The Percentages of Students' Answer to the 4th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	20	3	60
Agree	22	4	88
Strongly Agree	4	5	20
Total Score			170

Total score : 170

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{170}{235}$ × 100 = 72.3% (Agree)

Table 4.4 show the total score is 170, and maximum score is 235. After calculating the data, the percentage of index is 72.3%. According to the rating interval 72.3% is agree, it means the students agreed with the statement number four.

B. Knowledge

1. Gamification increases my knowledge in learning competencies

Table 4. 5 The Percentages of Students' Answer to the 5th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	18	3	54
Agree	27	4	108
Strongly Agree	2	5	10
Total Score			172

Total score : 172

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{172}{235}$ × 100 = 73% (Agree)

Table 4.5 shows that the index percentage is 73%. It construes that most of the students agreed with the statement. It means that gamification increases their knowledge in learning competencies.

2. I use previous knowledge and competencies when I play gamification

Table 4.6

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	2	2	4
Neutral	24	3	72
Agree	16	4	64
Strongly Agree	5	5	25
Total Score			165

The Percentages of Students' Answer to the 6th Statement

Total score : 165

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{165}{235}$ × 100 = 70% (Agree)

Table 4.6 show the total score is 165, and maximum score is 235. After calculating the data, the percentage of index is 70%. According to the rating interval 70% is agree, it means the students agreed with the statement number two in this indicator.

3. I am interested in learning anything with gamification

Table 4.7

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	22	3	66
Agree	18	4	72
Strongly Agree	7	5	35
Total Score			173

The Percentages of Students' Answer to the 7th Statement

Total score : 173

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{165}{235}$ × 100 = 73.6% (Agree)

Table 4.7 shows that the index percentage is 73.6%. It construes that most of the students agreed with the statement. It means that the students interested in learning anything with gamification.

4. I am motivated to use the acquired knowledge of gamification competences in daily life

Table 4. 8 The Percentages of Students' Answer to the 8th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	27	3	81
Agree	15	4	60
Strongly Agree	4	5	20
Total Score			163

Total score : 163

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{165}{235}$ × 100 = 69.3% (Agree)

Table 4.8 show the total score is 163, and maximum score is 235. After calculating the data, the percentage of index is 69.3%. According to the rating interval 69.3% is agree, it means the students agreed with the statement number four.

C. Engagement

1. The activities that I can do in gamification keep me interested all the time

Table 4.9

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	2	1	2
Disagree	1	2	2
Neutral	23	3	69
Agree	20	4	80
Strongly Agree	1	5	5
Total Score			158

The Percentages of Students' Answer to the 9th Statement

Total score : 158

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{158}{235} \times 100 = 67\%$ (Agree)

Table 4.9 shows that the index percentage is 67%. It construes that most of the students agreed with the statement. It means that the students always interested in all activities in gamification.

2. Gamification activities encourage me to use the tool more frequently

Table 4. 10 The Percentages of Students' Answer to the 10th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	1	1	1
Disagree	1	2	2
Neutral	25	3	75
Agree	14	4	56
Strongly Agree	6	5	30
Total Score			164

Total score : 164

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{164}{235} \times 100 = 69.7\%$ (Agree)

Table 4.10 show the total score is 164, and maximum score is 235. After calculating the data, the percentage of index is 69.7%. According to the rating interval 69.7% is agree, it means the students agreed with the statement.

3. When I played, I was talking to myself in a loud voice

Table 4. 11 The Percentages of Students' Answer to the 11th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	1	1	1
Disagree	7	2	14
Neutral	18	3	54
Agree	19	4	76
Strongly Agree	2	5	10
Total Score			155

Total score : 155

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{155}{235} \times 100 = 65\%$ (Agree)

Table 4.11 show the total score is 164, and maximum score is 235. After calculating the data, the percentage of index is 65%. According to the rating interval 65% is agree, it means the students agreed with the statement.

4. I am curious to play all the levels of gamification

Table 4. 12The Percentages of Students' Answer to the 12th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	1	1	1
Disagree	4	2	8
Neutral	18	3	54
Agree	22	4	88
Strongly Agree	2	5	10
Total Score			161

Total score : 161

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{161}{235}$ × 100 = 68.5% (Agree)

Table 4.12 show the total score is 161, and maximum score is 235. After calculating the data, the percentage of index is 68%. According to the rating interval 68% is agree, it means the students agreed with the statement.

5. I am sure what I can find in the next level of gamification and that causes more interest

Table 4. 13The Percentages of Students' Answer to the 13th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	26	3	78
Agree	18	4	72
Strongly Agree	2	5	10
Total Score			162

Total score : 162

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{162}{235}$ × 100 = 68.9% (Agree)

Table 4.13 show the total score is 162, and maximum score is 235. After calculating the data, the percentage of index is 68%. According to the rating interval 68% is agree, it means the students agreed with the statement.

6. I feel time passes quickly when using gamification

Table 4. 14 The Percentages of Students' Answer to the 14th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	1	1	1
Disagree	2	2	4
Neutral	16	3	48
Agree	22	4	88
Strongly Agree	6	5	30
Total Score			171

Total score : 171

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{171}{235}$ × 100 = 72.7% (Agree)

Table 4.14 shows that the index percentage is 72.7%. It construes that most of the students agreed with the statement. It means that the students feel time passes quickly when using gamification.

D. Enjoyment

1. I feel happy when used gamification

Table 4. 15 The Percentages of Students' Answer to the 15th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	14	3	42
Agree	23	4	92
Strongly Agree	10	5	50
Total Score			184

Total score : 184

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{184}{235}$ × 100 = 78.2% (Agree)

The index percentage is 78.2%, as shown in the table 4.15. it that most of students agreed with the statement. It means that when gamification is used, the pupils are happy.

2. I feel bored when using gamification

Table 4. 16 The Percentages of Students' Answer to the 16th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	5	1	5
Disagree	26	2	52
Neutral	14	3	42
Agree	2	4	8
Strongly Agree	0	5	0
Total Score			107

Total score : 107

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{107}{235}$ × 100 = 45.5% (Neutral)

Table 4.16 show the total score is 107, and maximum score is 235. After calculating the data, the percentage of index is 45.5%. According to the rating interval 45.5% is neutral, it means the students neutral with the statement.

3. I feel tired when I was finish used gamification

Table 4. 17 The Percentages of Students' Answer to the 17th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	12	2	24
Neutral	25	3	75
Agree	10	4	40
Strongly Agree	0	5	0
Total Score			139

Total score : 139

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{139}{235}$ × 100 = 59% (Neutral)

Table 4.17 show the total score is 139, and maximum score is 235. After calculating the data, the percentage of index is 59%. According to the rating interval 59% is neutral, it means the students neutral with statement number 3 in this indicator.

4. I find the experience of using gamification very pleasant

Table 4. 18 The Percentages of Students' Answer to the 18th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	2	2	4
Neutral	16	3	48
Agree	24	4	96
Strongly Agree	5	5	25
Total Score			173

Total score : 173

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{173}{235}$ × 100 = 73.6% (Agree)

The index percentage is 73.6%, as shown in table 4.18. It means that a lot of students agreed with the statement. It suggests that the students enjoy the gamification experience.

5. I find the experience of using gamification very interesting

Table 4. 19 The Percentages of Students' Answer to the 19th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	13	3	39
Agree	22	4	88
Strongly Agree	12	5	60
Total Score			187

Total score : 187

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{187}{235}$ × 100 = 79.5% (Agree)

Table 4.19 show the total score is 187, and maximum score is 235. After calculating the data, the percentage of index is 79.5%. According to the rating interval 79.5% is agree, it means the students agreed with this statement.

E. Motivation

1. I am motivated to complete all the levels

Table 4. 20 The Percentages of Students' Answer to the 20th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	2	1	2
Disagree	0	2	0
Neutral	16	3	48
Agree	22	4	88
Strongly Agree	7	5	35
Total Score			173

Total score : 173

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{173}{235}$ × 100 = 73.6% (Agree)

Table 4.20 shows that the index percentage is 73.6%. It construes that most of the students agreed with the statement. It means that the students are motivated to complete all the levels.

2. Gamification make me feel enthusiastic

Table 4. 21 The Percentages of Students' Answer to the 21st Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	16	3	48
Agree	26	4	108
Strongly Agree	4	5	20
Total Score			178

Total score : 178

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{178}{235}$ × 100 = 75% (Agree)

Table 4.22 shows that the index percentage is 75%. It construes that most of the students agreed with the statement. It means that gamification makes the students feel enthusiastic.

3. When I get badges in gamification, I feel good

Table 4. 22 The Percentages of Students' Answer to the 22nd Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	2	2	4
Neutral	21	3	63
Agree	18	4	72
Strongly Agree	6	5	30
Total Score			169

Total score : 169

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{169}{235} \times 100 = 71.9\%$ (Agree)

Table 4.22 show the total score is 169, and maximum score is 235. After calculating the data, the percentage of index is 71.9%. According to the rating interval 71.9% is agree, it means the students agreed with this statement.

4. The moral dilemmas of gamification called out my attention

Table 4. 23 The Percentages of Students' Answer to the 23rd Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	1	1	1
Disagree	2	2	4
Neutral	24	3	71
Agree	18	4	72
Strongly Agree	2	5	10
Total Score			159

Total score : 159

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{159}{235}$ × 100 = 67.6% (Agree)

Table 4.23 show the total score is 159, and maximum score is 235. After calculating the data, the percentage of index is 67.6%. According to the rating interval 67.6% is agree, this suggests that the students approve with the statement.

5. The problem situation of gamification called out my attention

Table 4. 24 The Percentages of Students' Answer to the 24th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	2	2	4
Neutral	28	3	84
Agree	13	4	52
Strongly Agree	4	5	20
Total Score			160

Total score : 160

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{160}{235}$ × 100 = 68% (Agree)

Table 4.24 shows that the index percentage is 68%. It construes that most of the students agreed with the statement. It means that gamification problem situation attracts students' attention.

6. Gamification completely got my attention

Table 4. 25The Percentages of Students' Answer to the 25th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	17	3	51
Agree	27	4	108
Strongly Agree	3	5	15
Total Score			174

Total score : 174

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{174}{235}$ × 100 = 74% (Agree)

The index percentage, as shown in table 4.25, is 74%. It implies that the majority of students agreed with the statement. Gamification effectively attracts the interest of students.

7. I feel curious about the learning test question from gamification

Table 4. 26The Percentages of Students' Answer to the 26th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	24	3	72
Agree	19	4	76
Strongly Agree	3	5	15
Total Score			165

Total score : 165

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{165}{235}$ × 100 = 70% (Agree)

Table 4.26 show the total score is 165, and maximum score is 235. After calculating the data, the percentage of index is 70%. According to the rating interval 70% is agree, this suggests that the students approve with the statement.

F. Ease of Use

1. It is easy to understand how gamification works

Table 4. 27 The Percentages of Students' Answer to the 27th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	18	3	54
Agree	25	4	100
Strongly Agree	3	5	15
Total Score			171

Total score : 171

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{171}{235}$ × 100 = 72.7% (Agree)

Table 4.27 shows that the index percentage is 72.7%. It construes that most of the students agreed with the statement. It means that students easy to understand how gamification works.

2. Gamification did not demand a greater mental effort to understand how it works

Table 4. 28 The Percentages of Students' Answer to the 28th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	26	3	78
Agree	18	4	72
Strongly Agree	2	5	10
Total Score			162

Total score : 162

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{162}{235}$ × 100 = 68.9% (Agree)

Table 4.28 show the total score is 162, and maximum score is 235. After calculating the data, the percentage of index is 68.9%. According to the rating interval 68.9% is agree, this suggests that the students approve with the statement.

3. The interaction with gamification is clear and understandable

Table 4. 29 The Percentages of Students' Answer to the 29th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	14	3	42
Agree	27	4	108
Strongly Agree	5	5	25
Total Score			177

Total score : 177

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{177}{235}$ × 100 = 75.3% (Agree)

Table 4.29 shows that the index percentage is 75.3%. It construes that most of the students agreed with the statement. It means that interaction with gamification is clear and understandable.

4. I consider it easy to level up in gamification

Table 4. 30 The Percentages of Students' Answer to the 30th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	1	1	1
Disagree	1	2	2
Neutral	28	3	84
Agree	15	4	60
Strongly Agree	2	5	10
Total Score			157

Total score : 157

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{157}{235} \times 100 = 66.8\%$ (Agree)

Table 4.30 show the total score is 157, and maximum score is 235. After calculating the data, the percentage of index is 66.8%. According to the rating interval 66.8% is agree, this suggests that the students agreed with this statement.

5. I find it easy to interaction with gamification

Table 4. 31 The Percentages of Students' Answer to the 31st Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	17	3	51
Agree	26	4	104
Strongly Agree	3	5	15
Total Score			172

Total score : 172

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{172}{235}$ × 100 = 73% (Agree)

The index percentage, as shown in table 4.31, is 73%. It implies that the majority of students agreed with the statement. It means that the students find it easy to interact with gamification.

6. I consider gamification easy to use

Table 4. 32 The Percentages of Students' Answer to the 32nd Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	18	3	54
Agree	22	4	88
Strongly Agree	6	5	30
Total Score			174

Total score : 174

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{174}{235}$ × 100 = 74% (Agree)

Table 4.32shows that the index percentage is 74%. It construes that most of the students agreed with the statement. It means that the students consider gamification easy to use.

G. Use Preference

1. If I could choose, I would choose a course where this tool was used

Table 4. 33 The Percentages of Students' Answer to the 33rd Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	19	3	57
Agree	21	4	84
Strongly Agree	4	5	20
Total Score			163

Total score : 163

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{163}{235}$ × 100 = 69.3% (Agree)

Table 4.33 show the total score is 163, and maximum score is 235. After calculating the data, the percentage of index is 69%. According to the rating interval 69% is agree, this suggests that the students agreed with statement number one in this indicator.

2. If I had to vote, I would vote to use gamification in virtual courses

Table 4. 34 The Percentages of Students' Answer to the 34th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	2	2	4
Neutral	24	3	72
Agree	25	4	60
Strongly Agree	6	5	30
Total Score			166

Total score : 166

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{166}{235}$ × 100 = 70.6% (Agree)

Table 4.34 show the total score is 166, and maximum score is 235. After calculating the data, the percentage of index is 70%.

According to the rating interval 70% is agree, this suggests that the students agreed with this statement.

3. I am enthusiastic about using gamification in virtual courses

Table 4. 35 The Percentages of Students' Answer to the 35th Statement

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	20	3	60
Agree	21	4	84
Strongly Agree	5	5	25
Total Score			171

Total score : 171

Maximum score : 47 × 5 = 235

Minimum score : 47 × 1 = 47

Index : $\frac{171}{235}$ × 100 = 72.7% (Agree)

Table 4.35 show the total score is 171, and maximum score is 235. After calculating the data, the percentage of index is 72.7%. According to the rating interval 72.7% is agree, this suggests that the students agreed with the statement.

4.3 Discussion

The outcome of seven indicators in the questionnaire in this research includes perceived utility, knowledge, engagement, enjoyment, motivation, ease of use, and use preference. The result took from questionnaire in the Google form and researcher processing the data using Likert scale formula. The data processed and the result as explained as follows.

Table 4. 36 Questionnaire data processed

No.	Indicator	Statement	Total score	Percentage	Rating interval
1.	Perceived utility	Using gamification increases my performance	163	69.3%	Agree
2.		Gamification would help me to get better result in the learning test	167	71%	Agree
3.		Gamification is more effective compared to other teaching and learning strategies	162	68%	Agree
4.		I think gamification is a useful tool	170	72.3%	Agree
MEAN			**165.5**	**70.15%**	**Agree**
5.	Knowledge	Gamification increases my knowledge in learning competencies	172	73%	Agree
6.		I use my previous knowledge and competences when I play gamification	165	70%	Agree
7.		I am interested in learning anything with gamification	173	73.6%	Agree
8.		I am motivated to use the acquired knowledge of gamification competences in daily life	163	69.3%	Agree
MEAN			**168.25**	**71.47%**	**Agree**
9.		The activities that I can do in gamification keep me interested all	158	67%	Agree

		the time			
10.	Engagement	Gamification activities encourage me to use the tool more frequently	164	69.7%	Agree
11.		When I played, I was talking to myself in a loud voice	155	65%	Agree
12.		I am curious to play all the levels of gamification	161	68.5%	Agree
13.		I am not sure what I can find in the next level of gamification and that causes more interest	162	68.9%	Agree
14.		I feel time passes quickly when using gamification	171	72.8%	Agree
MEAN			**161.8**	**68.65%**	**Agree**
15.	Enjoyment	I feel happy when used gamification	184	78.2%	Agree
16.		I feel bored when using gamification	107	45.5%	Neutral
17.		I feel tired when I was finished using gamification	139	59%	Neutral
18.		I find experience of using gamification very pleasant	173	73.6%	Agree
19.		I find the experience of using gamification very interesting	187	79.5%	Agree
MEAN			**158**	**67.16%**	**Agree**
20.		I am motivated to complete all the levels	173	73.6%	Agree
21.		Gamification makes me feel enthusiastic	178	75%	Agree
22.		When I get badges	169	71.9%	Agree

		in gamification, I feel good			
23.	Motivation	The moral dilemmas of gamification called out my attention	159	67.6%	Agree
24.		The problem situations of gamification called out my attention	160	68%	Agree
25.		Gamification completely got my attention	174	74%	Agree
26.		I feel curious about the learning test question from gamification	165	70%	Agree
MEAN			**168.2**	**71.1%**	**Agree**
27.	Ease of Use	It is easy to understand how gamification works	171	72.7%	Agree
28.		Gamification did not demand a greater mental effort to understand how it works	162	68.9%	Agree
29.		The interaction with gamification is clear and understandable	177	75.3%	Agree
30.		I consider it easy to level up in gamification	157	66.8%	Agree
31.		I find it easy to interaction with gamification	172	73%	Agree
32.		I consider gamification easy to use	174	74%	Agree
MEAN			**168.8**	**71.7%**	**Agree**
33.		If I could choose, I would choose a	163	69.3%	Agree

	Use Preference	course where this tool was used			
34		If I had to vote, I would vote to use gamification in virtual courses	166	70.6%	Agree
35.		I am enthusiastic about using gamification in virtual courses	171	72.7%	Agree
MEAN			**166.6**	**70.8%**	**Agree**

Based on the percentage index result from 35 statement, almost all statements were categorized as agree. Which are "agree" categories frequency is 33 and "neutral" categories is 2. There are 33 statements that into agrees' categorized, which are the first statement (Using gamification increases my performance in classroom competences), second statement (Gamification would help me to get better result in the learning tests), third statement (Gamification is more effective compared to other teaching and learning strategies), fourth statement (I think gamification is a useful tool), fifth statement (Gamification increases my knowledge in learning competencies), sixth statement (I use my previous knowledge and competences when I play gamification), seventh statement (I am interested in learning anything with gamification), eighth statement (I am motivated to use the acquired knowledge of gamification competences in daily life), ninth statement (the activities that I can do un gamification keep me interested all the time), tenth statement (Gamification activities encourage me to use the tool more frequently), eleventh statement (when I played, I was talking to myself in a loud voice), twelfth statement (I am curious to play all the levels

of gamification), thirteenth statement (I am not sure what I can find in the next level of gamification and that causes more interest), fourteenth statement (I feel time passes quickly when using gamification).

Furthermore, Fifteenth statement (I feel happy when used gamification), eighteenth statement (I find the experience of using gamification very pleasant), nineteenth statement (I find the experience of using gamification very interesting), twentieth statement (I am motivated to complete all the levels), twenty first statement (Gamification makes me feel enthusiastic), twenty second statement (when I get badges in gamification, I feel good), twenty third statement (the moral dilemmas of gamification called out my attention), twenty fourth statement (the problem situations of gamification called out my attention), twenty fifth statement (Gamification completely got my attention), twenty sixth statement (I feel curious about the learning test question from gamification), twenty seventh statement (It is easy to understand how gamification works), twenty eighth statement (Gamification did not demand a greater mental effort to understand how it works).

Twenty ninth statement (The interaction with gamification is clear and understandable), thirtieth statement (I consider it easy to level up in gamification), thirty first statement (I find it easy to interaction with gamification), thirty second statement (I consider gamification easy to use), thirty third statement (If I could choose, I would choose a course where this tool was used), thirty fourth statement (If I had to vote, I would vote to use

gamification in virtual courses), thirty fifth statement (I am enthusiastic about using gamification in virtual courses). There are 2 statements that into Neutrals' categorized, which are the sixteenth statement (I feel bored when using gamification), and seventeenth statement (I feel tired when I was finished using gamification).

CHAPTER V

CONCLUSION AND SUGESTION

5.1 Conclusion

The conclusion of this research based on data analysis and the result of this research it can conclude as followed:

Based on the result of questionnaire, from 47 students and 35 questions of the questionnaire showed that most of the questions categorized into agree and neutral, which are 33 agrees and 2 neutrals. It means that the students feel agree with the statement of the questionnaire. Overall, the Gamification applied in Universitas Islam Riau brings several advantages in learning English, such as the students felt that using gamification increases their performance in classroom competences and gamification help them to get better result in the learning test.

5.2 Suggestion

5.2.1 For Student

For the students, may this research bring some benefit to them for increase their knowledge on Gamification in learning. Also, the students may explore their enthusiasm in learning English by using gamification and built their confident in learning English.

5.2.2 For Teacher

The result of this research hopes that teacher more understand about students' perception toward gamification. The teacher hopefully

know about students' ability of their learning during use gamification. So, the teacher can create and get more creativity by using gamification in teaching and learning process, also the teacher can encourage students' interest and enthusiastic in learning English.

5.2.3 For Other Researcher

For the other researcher, due to the research's title, the researcher hopes that this research can help the other researcher to make deeper research that related to this research and can help them conduct further research to their research to be conducted easily.

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