



<http://e-conf.usd.ac.id/index.php/ucpbi/UC>
Undergraduate Conference on ELT, Linguistics and Literature
English Language Education, Sanata Dharma University, Yogyakarta

IMPROVING READING SKILL USING QUIZIZZ FOR 8 GRADERS IN JOANNES BOSCO JUNIOR HIGH SCHOOL: A CASE STUDY

Laurensius Chandra Yuniarto

Sanata Dharma University, Indonesia

laurensiuschandra375@gmail.com

DOI: <https://doi.org/10.24071/uc.2021.08>

received 18 May 2021; accepted 11 August 2021

Abstract

The millennial generation has a high level of technology literacy in today's age. This literacy, combined with recent technological advancements, has resulted in an increase in educational opportunities. The millennial generation, which includes the students in today's classrooms, has distinct characteristics and interests in learning activities. If the teachers want to be involved in students' learning activities, technology needs to be incorporated in today's education. This research focuses on the use of gamification in the classroom for eight grade students of Joannes Bosco Junior High School Yogyakarta. This research employed case study procedures using observation, questionnaire, and interview as its instruments. This study aims to answer two research questions which are: how is the gamification concept implemented in the classroom for eighth grade students of Joannes Bosco Junior High School Yogyakarta. Second research question is what are the advantages and disadvantages of implementing the gamification concept in the classroom for eighth grade students of Joannes Bosco Junior High School Yogyakarta. The result of this study showed that the use of Quizizz as a learning media in a class can make students enthusiastic to engage in the classroom. The concept of maximum learning helps the students to improve their reading comprehension skill in English learning. Thus, it is expected that later on it can improve the students' learning outcomes.

Keywords: case study, gamification, Quizizz, reading skill

Background of The Study

Nowadays, teaching has become more developed. In terms of teaching English language, it will no longer be relevant if teachers are still using the traditional methods. The problem is that most of the teachers are digital immigrants, and that will be quite difficult when those types of teachers have to teach digital native. There is insufficient number of studies on explaining or going in depth on implementing the gamification concept. This research will go in depth on one class that lacks digital literacy in today's era. The application of gamification concepts such as Quizizz, in the learning activities may offer a solution to bridge the gap between the teacher and the students. There are some elements in Gamification to

support the concept such as, “goals, rules, rewards, dynamics, and emotions.” (Hunicke, LeBlanc, Zubek, 2004) as cited in (Healey, 2019).

By implementing the gamification concept, one English skill that is critical to have is reading skill. Reading is a mechanism influenced in part by the text, in part by the context of the reader, and in part by the situation in which the reading takes place (Hunt, 2004, p. 137). Reading an academic text does not simply require finding the text itself with details. Instead it is a phase of interacting with the document. The reader recreates the context of the text, along with the speaker, while reading an academic text.

Gamification has certain applications which can be applied to help the learning process in English education. For example, Quizizz is one of many great applications which can be used to teach English language. Quizizz is an application that can be used as a learning platform, in other words, it is a game-based educational app, which can deliver the materials related to the subject matter. In the past, there were not many studies about gamification concepts, especially the one that discussed Quizizz. Thus, in this research the researcher tries to find out whether the use of gamification concepts can help to improve the reading skill of the students. It is great when using the game-based application such as Quizizz because “It allows students to be more productive when receiving or constructing the materials which are related to their mobile phone” (Wagner, 2008). It can be seen that in the previous statement that Quizizz can reduce the students’ anxiety when doing their tests, it can cause a big impact on the students’ scores throughout the semester.

In the current pandemic situation, the learning process is carried out in an online mode using applications like WhatsApp and Zoom. The normal online learning for the students in Joannes bosco Junior high school is that the teacher presents the materials from a PowerPoint. Thus, there are no gamified apps that have been introduced in the class. Hence, the researcher wants to find out what if the gamification were to be applied in the 8 grades class. By conducting this study, hopefully this thesis can be able to give the information to the readers whether or not the use of gamification concepts can be beneficial.

Theoretical Framework

The first research question takes in hand students’ opinions regarding the implementation of gamification, especially the use of Quizizz for students of Joannes Bosco Junior High School Yogyakarta. To address this question, the researcher used the theory of gamification concept as a learning technique from (Landers, 2014) to help the researcher analyze the data from the students. As to address the question about the use of gamified application which was Quizizz, the researcher used the theories from (Zhao, 2019) to help the researcher analyze the data. All other theories that were written in the second chapter were to be used to help the researcher in analyzing both of the research questions.

The second research question focuses on the challenges of implementing the gamification concept in the classroom for eighth grade students of Joannes Bosco Junior High School Yogyakarta. The researcher focused on actual experiences from students to address this question. The researcher used the theory from (Issacs, 2015) to analyze the advantages of implementing gamification. As for the disadvantages of implementing gamification or online learning, the researcher used the theories from (Cakrawati, 2017) to help the researcher to analyze the data.

Research Procedures

The data analysis is done by using qualitative research. It also needs rigor in the choosing of a fitting model for analysis and in the evaluation of the findings of the analysis. Moreover, multiple research methods require different data assumptions. It is suitable using qualitative research because the results of this particular research describe the questionnaire, interview and observation. Furthermore, the researcher describes the advantages and disadvantages, also the reasons for the results.

An understanding of how to form responses from texts and images is needed when processing qualitative results (Creswell, 2012). Therefore, in evaluating and assessing qualitative data, Creswell also listed six steps; preparing and organizing the data, exploring and coding the database, describing findings and themes, representing and reporting findings, interpreting the meaning of the results, and validating the accuracy of the results (2012, p. 236).

The researcher began by preparing the data for analysis. This method is carried out in two steps: data organization and transcription. The researcher continued processing the information by exploring and coding the data after the data had been organized and transcribed. Next, to be analyzed in depth and used in creating themes or large categories of concepts, the researcher uses the code(s) created in the previous phase. Following this, the researcher presented and announced the conclusions. The researcher derived interpretations about the phenomena from the results. Lastly, by triangulation, the investigator can confirm all observations and explanations. The researcher first began preparing the data for study. This method was carried out in two steps: organizing the data and transcribing it. During the interview, the researcher's device was used to record the responses of the participants. The recording was then transcribed, translated, and organized.

Findings and Discussions

The main section of this chapter is the research findings and the discussion, which cover the analysis and the findings. There is the implementation of the concept of gamification for eight grade students. Also, more about the advantages and disadvantages of implementing gamification concepts in the classroom for 8 grade students.

The Gamification Concept Implementation in The Classroom

This research employed case study procedures. Observations, questionnaires, and interviews were conducted in the class to find out the score of the students, and later on the data was to form a theme. The participants were the eighth-grade students at Joannes Bosco Junior High School. There was one class in this research. The research in the class was conducted in two meetings. In this section, the researcher would like to divide the findings based on observation, questionnaire, and interview. The data collection was done from home due to the current pandemic. The researcher conducted the research and taught the class via Zoom application, also known as the online-meeting application.

Table 1. Observation blueprint

Section	Theme	Question
I	Behaviour	<ol style="list-style-type: none"> 1. Were the students engaged in the learning process? 2. What kind of engagement do the students make during the learning process? 3. How do the students solve the problems in the material? 4. Does the teacher give the students positive reinforcement to help the students? 5. How did the students react when they have been given positive reinforcement?
II	Cognitive	<ol style="list-style-type: none"> 1. Can the students understand the material? 2. Do the students know about the social skills of using degrees of comparison in daily life? 3. Can the students explain well when the teacher asks the students questions regarding the material?
III	Metacognitive	<ol style="list-style-type: none"> 1. What does the teacher do at the beginning of the class? 2. What can the teacher do differently? 3. Can the teacher apply the teaching method using the gamification concept to the other class? 4. What worked well for the students?

1. Results of the Observation

Based on the researcher's observation, there were three aspects that affected the average scores. Students' intelligence, students' comprehension about gamified application, and the inability to meet face to face. It is true that (Perry et al., 2006) stated When faced with demanding or stressful learning environments. Students who are able to control their learning do better than those who are unable to do so. Multiple intelligences are a pair of skills that can be used to solve challenges in life. Those cognitive Human Capacities were the most affecting aspect that there was a different score for each student in one class. The Students could understand the material well because when the researcher checked their understanding by asking questions related to the materials, the students could answer it well. Moreover, the researcher could also check the results of the students' work in the Quizizz application. The teacher expected that the students would know about the social skills of using a degree of comparison in daily life. To do this, teachers could ask the students about the functions of using a degree of comparison in day to day life. Students can develop their understanding from time to time. Teaching and instruction given to students should rely on the intelligence exhibited by each pupil

during the learning process. When anyone has an advantage in music, for example, parents or teachers should help them improve those talents. The intellect of each pupil varies not only in terms of substance, but also in terms of how the student receives instruction. The students really engaged in the learning process while learning a degree of comparison. They could ask questions and also answer the given questions from the teacher. If the students had some difficulties in answering the questions, the teacher formed a little group to help the students answer the questions as best as they could. If the students could answer the questions correctly the teacher gave some compliments toward the students who answered the questions correctly. After they have given the positive reinforcement, the teacher could see that they were relieved because they answered the questions correctly. The teacher could observe this through the screen in the online meeting application. Most learning and teaching materials only discuss verbal and logical-mathematical intelligence, while there are many other facets of intelligence that, if taken into account, would greatly help students' progress. The more forms of intelligence that develop, the more easily the student adapts to the world and understands or masters the subject. Thus, at the beginning of the class the teacher did not tell the students directly about what they were going to learn. Instead the teacher asked one or two critical thinking questions to the students so that they could get a picture about what they were going to learn. The teacher could also play a short movie or asked the students to play a game that is related to the materials. The teacher could also implement the gamification concept to the other class because as long as the students and the teachers have the technology e.g. (gadgets, and internet) the implementation would be a great addition to have in the classroom.

The second one is students' comprehension about gamified applications. Based on many previous research, the use of the Quizizz application can greatly help the students and the teacher. Here, Quizizz as the focus of the current research was to be one of tools employed. In Indonesia, reading comprehension is stated in Permendikbud No. 59 Tahun 2014. It also has a close relationship with the curriculum of 2013 that has been implemented in most of the Indonesian schools. The content in Permendikbud No.59 Tahun 2014 presents three main aspects to be competent and capable of reading. The first is the comprehension of social function which refers to the function of the text in social context or in real life.

However, it was different in Joannes Bosco Junior High school. When the researcher was conducting the research to collect the data, the researcher had some difficulties while teaching the students who were in the 8-responsibility class. Most of the difficulties were that the researcher could not deliver all the materials clearly because of the students' lack of information on how the gamified application (Quizizz) works. Eventually, there is the issue about not being able to speak face to face. This has been found true based on (Schunk and Greene, 2017) who stated that when compared to offline classrooms, direct feedback can be absent in certain online learning environments; self-regulated learning practices may help alleviate the detrimental impact that lack of feedback can have on students.

Nonverbal cues are absent in digital communication for a number of reasons, one of which is that they must reside in physical space, while digital communication is flat. FaceTime makes it difficult to reach out to contact someone or to lean in or out of a chat. Although digital media channels can deliver our message, it lacks the nuanced shades of communication that exist.

2. Results of the Questionnaire

Questionnaires using the 4point Likert scale were conducted by the researcher (4 strongly agree, 3 agree, 2 disagree, 1 strongly disagree). In these results, the researcher omitted the first section, because the first section was only the general information of the students. Microsoft Excel was used to find the percentage of each question.

Table 2. Questionnaire blueprint

Section	Theme	Question
I	General Information	<ol style="list-style-type: none"> 1. What is your name? 2. What class do you belong to? 3. What is your student number? 4. What is your gender? 5. What is your phone number?
II	Students' opinion towards the implementation of gamification	<ol style="list-style-type: none"> 1. Using Quizizz as the learning tool in the class was really engaging. 2. I prefer using Quizizz than regular assignments. 3. There were no significant problems during the implementation of Quizizz in the class.
III	Students' opinion towards Quizizz	<ol style="list-style-type: none"> 1. I know how to use the Quizizz application very well. 2. I think that it is easy to use gadgets (e.g. computer, smartphone) for Quizizz. 3. I did not face any significant problems while using Quizizz. 4. I have adequate experience of using Quizizz.
IV	Advantages of Quizizz	<ol style="list-style-type: none"> 1. Using Quizizz is easier than any other gamified application. 2. I can understand the material better when using Quizizz. 3. I feel more engaged when using Quizizz 4. I can ask questions without feeling worried. 5. I can work the quiz as if it was a game.

V	Disadvantages of Quizizz	<p>1. I cannot follow the learning process smoothly due to the technical problem(s) (e.g. internet connection, gadget's performance).</p> <p>2. I am too focused on getting the highest score in Quizizz.</p> <p>3. I have a lot of distractions while doing the quiz using Quizizz.</p> <p>4. I cannot have good discussions while using Quizizz.</p> <p>5. I prefer using a regular method on learning new materials.</p>
---	--------------------------	---

Table 3. Questionnaire results

n	Question	D	D	A	SA
II	1. Using Quizizz as the learning tool in the class was really engaging.	0%	13%	60%	27%
	2. I prefer using Quizizz than regular assignments.	13%	27%	27%	33%
	3. There were no significant problems during the implementation of Quizizz in the class.	0%	0%	60%	40%
III	1. I know how to use the Quizizz application very well.	13%	13%	33%	33%
	2. I think that it is easy to use gadgets (e.g. computer, smartphone) for Quizizz.	0%	0%	33%	66%
	3. I did not face any significant problems while using Quizizz.	0%	13%	53%	33%
	4. I have adequate experience of using Quizizz.	7%	7%	47%	33%
IV	1. Using Quizizz is easier than any other gamified application.	7%	33%	40%	20%
	2. I can understand the material better when using Quizizz.	0%	20%	67%	13%
	3. I feel more engaged when using Quizizz	0%	20%	47%	27%
	4. I can ask questions without feeling worried.	0%	13%	53%	33%
	5. I can work the quiz as if it was a game.	0%	13%	47%	40%

V	1. I cannot follow the learning process smoothly due to the technical problem(s) (e.g. internet connection, gadget's performance).	13%	27%	40%	20%
	2. I am too focused on getting the highest score in Quizizz.	0%	27%	47%	20%
	3. I have a lot of distractions while doing the quiz using Quizizz.	27%	40%	33%	7%
	4. I cannot have good discussions while using Quizizz.	13%	40%	27%	20%
	5. I prefer using a regular method of learning new materials.	7%	20%	27%	40%

The table above shows the questionnaire results for the 8 grade students of the Joannes Bosco Junior High School. For the first question, the majority of the students (60%) agreed that using Quizizz as the learning tool in the class was really engaging. For the next question, there were 53% of the students in the responsibilities class who agreed that they prefer using Quizizz than given the regular assignment. However, there were also 40% of the students who disagreed with, which means that they prefer to be given regular assignments over Quizizz. The students also agreed that they had no difficulties during the implementation of Quizizz in the classroom (100%).

For the next section, most of the students knew how to use Quizizz very well (66%). Moreover, the students also thought that Quizizz was very easy to use and the statement received 33% as in 'Agree' and 66% as in 'Strongly Agree'. Most of the students also did not face significant problems when using Quizizz (total of 86%) and also, they have the experience of using Quizizz (total of 80%).

The fourth section that asked the students' opinion about the advantages of using Quizizz also received respectfully great results from the students of the responsibility class in Joannes Bosco Junior High School. The total of 60% of the students agreed that using Quizizz is easier than any other gamified application. The students also agreed that they felt more engaged (total of 74%) and they could understand the material better when using Quizizz (total of 80%). They also could ask questions without feeling worried (total of 86%) and they could work the quiz as if it was a game (total of 87%).

The last section of the questionnaire was about the disadvantages of the Quizizz. Most of the students agreed that they could not follow the learning process smoothly due to the technical problem(s) (e.g. internet connection, gadget's performance) (total of 60%). Thus, most of the students agreed that while learning new materials, they prefer using a regular method (total of 67%). During the implementation of the Quizizz the students were too focused on getting the highest score in Quizizz (total of 67%). However, most of the students did have a good discussion while using the Quizizz (total of 53 %) and they did not have a lot of distractions while doing the quiz using Quizizz (total of 67%).

The Advantages and Disadvantages of Implementing Gamification Concept in The Classroom

This interview employed a random sampling method, because most of the students' responses were almost identical. Thus, the researcher has chosen four students in the responsibility class randomly. There were eight questions for the interview.

- a. What do the participants think about the implementation of using Quizizz as the tool of learning in the class?
- b. What are the challenges the participants face during the process?
- c. Does the participant's reading ability improve when they are learning using Quizizz?
- d. What are the advantages of the Quizizz application?
- e. What are the drawbacks of the Quizizz application?
- f. Can the participants understand the Degree of Comparison material better because the participants use the Quizizz application?
- g. Will the participants become interested in learning English using the Quizizz application?
- h. What are the suggestions for the implementation of the gamification concept in the future?

1. Advantages

a. Game Mechanics

Game Mechanics are rules and feedback loop structures designed to create fun gameplay. Student 1,2,3, and 4 enjoyed the functionality or game elements in the Quizizz program. The power ups that occur every time the students get the correct answer are one of her favorite game features. Based on the student 1's opinion that the students were motivated throughout the learning session because of the game mechanics. It is confirmed by Basten's theory that Gamification will also help students become more motivated. Gamification is based around the concept of inspiration, so players would definitely put in a lot of time collecting knowledge and coming up with new ways to use the method (Basten, 2017).

".... fitur-fitur yang bisa membuat setiap player jadi unggul atau dapat memperkuat skor player itu yang menurutku asik untuk dimainkan" (Student 1,11:05)

".... features that can make every player excel or can strengthen the player's score that I think is cool to play" (Student 1,11:05)

Student 4 said in response to the first interview question that she liked using Quizizz because it did not bore her, and that it was also quite engaging. Since using Quizizz, the student did not believe she was scared to pose the question. Student 4's opinion is also confirmed by Basten's theory. According to (Basten, 2017) that When engaging with the gamified system, the desirable emotional responses evoked in users for example, the feeling of being challenged and the feeling of community.

b. Grasp New Vocabularies

Student 1 believed that she could study the degree comparison well and that she could grasp new vocabularies. This is possible, according to the teacher, since the student had to grasp every word in the Quizizz within the time limit. The student

replied that she needed to take notes on some of the new words so that she could figure out what they meant after class.

“... Kalau untuk belajar materi ini aku bisa dan lancar dan aku juga dapat mempelajari kosa kata baru. Tetapi ada batasan waktu di setiap soal lah yang menjadi tantangan sebenarnya.” (Student 1: 11:46)

“... I can learn this material smoothly and I can also learn new vocabulary. But there is a time limit on every question that becomes a real challenge.” (Student 1: 11.46)

c. Understand the Contents in a Fun Way

According to student 3, Quizizz was extremely beneficial in his studies. Student 3 believes that if Quizizz was used in the classroom, the students would be able to grasp the content more easily. The researcher goes on to wonder why using Quizizz makes it easier for students to understand the content. Student 3 later clarifies that it was because of the game mechanics. According to the students, the game's power up was the feature that made Quizizz so much fun to use in the classroom. So far, the students' statements about the gamification concept can boost the motivation or engagement in the classroom have been true. (Issacs, 2015) said that gamification aids in the creation of an environment synonymous with gaming and conducive to learning, while game-based learning, he added, uses a game as a vessel for learning material. Simões et al. (2013) explained how gamification differs from classroom game-based learning. Gamification enables the most powerful capabilities of video games to be used without being exclusive to a single title, resulting in increased motivation and interest in the learning process. Gamification in education is a continuous process that gathers and uses the most thrilling game elements to increase student excitement and engagement. It has a long-term impact on interaction and motivation (Folmar, 2015).

The student goes on to say that getting the right answer was a lot of fun for him and his pal. As previously said, the Quizizz application's power ups emerge after some correct answers. Because of the game features that exist in Quizizz, the student believed it was the one that inspired him to answer more correct answers. When the researcher inquired more into what makes Quizizz so engaging, the student 4 mentioned that the scoring system, meme, and power ups are all really appealing. Again, the use of game mechanics has a significant impact on the Quizizz experience. The researcher came to the conclusion that Quizizz's game elements were the true distinguishing feature of the software.

“... Untuk meme yang ditampilkan aku merasa terhibur banget walaupun soal-soal yang dikasih sulit semua tetapi aku juga bisa menjawabnya.” (Student 4: 17:25)

“... For the memes shown I feel very entertained even though the questions are difficult but I can also answer them.” (Student 4: 17:25)

Even if working with Quizizz was stressful at times, the student believed that the game elements were what kept him going at the time.

d. Increases Reading Ability

Student 1,2,3, and 4 mentioned that their reading ability have also improved. Since all of the students were expected to read the questions in a certain amount of time. All four of the students were able to read quickly and more accurately than ever. As a result, the student's reading ability has increased. This phenomenon is

aligned with Perry's theory of cognitive development. When faced with difficult or challenging learning environments, students who are able to manage their learning perform better than those who are unable to do so, according to (Perry et al., 2006). It also implies that each individual has a unique intelligence level. Any question had a time limit, which encouraged students to do more than just complete the task.

2. Disadvantages

a. The Time Limit

According to student 1, who also said that when answering the question in Quizizz, the student felt pressed to answer the question correctly and efficiently. For some of the students the time limit in the Quizizz application was really a challenge, because most of the students needed more time in order to answer every given question correctly.

“... Saat menjawab setiap pertanyaan yang diberikan aku sedikit merasa kewalahan karena adanya time limit di setiap soal” (Student 1, 11:10)

“... When answering every question given, I feel a little overwhelmed because of the time limit in each question” (Student 1, 11:10)

As time passed during the learning activity, some of the students became exhausted. Since they were supposed to answer the questions accurately and efficiently, the student began to believe that the time limit on each question had become a challenge. This phenomenon really fits with Perry's theory about Cognitive Development. According to (Perry et al., 2006) When faced with demanding or stressful learning environments, students who are able to control their learning do better than those who are unable to do so. It also means that every student has a different level of intelligence.

b. Not Too User Friendly

Student 2 had already used Kahoot before. As a result, he claims that by the time the student uses Quizizz, he believes Quizizz has more features than Kahoot. He went on to say that Quizizz's scoring system was more organized.

“... Menurut pendapat saya, quizizz tidak se user friendly Kahoot karena waktu pertama kali saya menggunakan quizizz, saya kebingungan akan beberapa bagian yang ada di aplikasi ini.” (Student 2: 15:25)

“... In my opinion, quizizz is not as user friendly as Kahoot because the first time I used quizizz, I was confused about some parts of the app.” (Student 2: 15:25)

However, the student said that the first time he used Quizizz, he had some problems with the test. This occurred when the user was initially unaware of the application's functionality. The user of the Quizizz app was expected to use the application in order to discover new features or to get a better understanding of how each feature functions. It became a problem for the new users, but for the user who had the experience, it was completely fine.

c. Internet Connection

Student 3 said that, like every other online program, told the researcher that he was having trouble with Quizizz.

“... Saat aku menggunakan aplikasi ini, aku sangat kesulitan untuk mendapatkan sinyal internet yang bagus. Sejenak aku juga berpikir jika aku lebih senang kalau guru menjelaskan secara langsung.” (Student 3: 16:35)

“... When I use this app, I'm very hard to get a good internet signal. For a moment I also thought if I'd rather if the teacher explained directly.” (Student 3: 16:35)

The student went on to describe how difficult it is to get a good internet connection. Quizizz necessitated a strong internet link because it is what keeps students in the room. JK liked how Quizizz was introduced in the classroom, but he had one big issue with it: he couldn't get a decent internet connection. From this response, the researcher can deduce that Quizizz cannot be implemented in every school in Indonesia, especially for students in rural areas. According to (Cakrawati, 2017) the most popular problem encountered during online learning is a shortage of Internet connectivity. Cakrawati's argument that learning through online materials is not often easy has been proven to be valid.

Conclusion

Based on the data analysis, the researcher made some conclusions. This study examines students' feedback of using Quizizz in eight responsibility classes of Joannes Bosco Junior High School, Yogyakarta and finds that this educational app enhances students' learning experiences. Students agree that Quizizz is easy to use and by using Quizizz doing in-class exercise is fun, it helps the students review the course materials and stimulates their interest in learning. The students like the features of this app, especially the leaderboard, which shows the live ranking of their performance and motivates them to study. Not only the leaderboard, but also the power ups. The students were mostly engaged in doing the assignment through Quizizz because of that particular game element. The students agree that Quizizz helps them concentrate in class and reduces their test anxiety. The students prefer doing in-class exercises using Quizizz than on paper. Overall, this study finds that Quizizz is perceived as having a positive impact on students' engagement and learning outcomes in eight responsibility classes of Joannes Bosco Junior High School, Yogyakarta.

References

- Adkins, J. (1997). Metacognition: Designing for transfer. College of Education. University of Saskatchewan. Retrieved March 18, 2021 from <http://www.usask.ca/education/coursework/802papers/Adkins/ADKINS.pdf>
- Anderson, N. J. (2002). The role of metacognition in second language teaching and learning. Retrieved from ERIC database. (ED463659).
- Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to research in education (8th ed.). Wadsworth, Cengage Learning.
- A. Yolageldili, and A. Arikan. (2011). Effectiveness of using games in teaching grammar to young learners. *Elementary Education Online*, vol. 10, no. 1, pp. 219-229.
- Basten, D. (2017). Gamification. *IEEE Software*. Retrieved December 4, 2020 from, <https://doi.org/10.1109/MS.2017.3571581>
- Biggs, John (1999). What the student does: Teaching for enhanced learning. *Higher Education Research & Development*. Vol. 18. No. 1.
- Blohm, I., Leimeister, J.M., 2013. Gamification: Design of IT-based enhancing services for motivational support and behavioral change. *Bus. Inf. Syst. Eng.* 5, 275–278. <http://dx.doi.org/10.1007/s12599-013-0273-5>.

- Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in a Foreign Language*, 20(2), 136-163.
- Budin, S. (2016). Stop and pause for engagement in online video lectures, in Thompson, K. and Chen, B., (Eds), Teaching Online Pedagogical Repository, University of Central FL Center for Distributed Learning, Orlando, FL, available at: https://topr.online.ucf.edu/index.php?title=Stop_and_pause_for_engagement_in_online_video_lectures&oldid=5132
- Cakrawati, L. M. (2017). Students' perceptions on the use of online learning platforms in EFL classroom. *English Language Teaching and Technology Journal* (ELT-Tech Journal, 1(1), 22–30.
- Chaiyo, Y., & Nokham, R. (2017). The effect of Kahoot, Quizizz and Google Forms on the student's perception in the classrooms response system. 2nd Joint International Conference on Digital Arts, Media and Technology 2017: Digital Economy for Sustainable Growth, ICDAMT 2017. Retrieved December 4, 2020 from, <https://doi.org/10.1109/ICDAMT.2017.7904957>
- Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education (6th ed.) (6th ed.). Routledge.
- Cresswell, John W.; Poth, C. N. (2016). Qualitative inquiry & research design: Choosing among 5 approaches (4th ed.). SAGE Publications, Inc.
- Cresswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). SAGE Publications, Inc. <https://doi.org/10.2307/1523157>
- Cresswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson Education Inc.
- Connolly, T. M., Boyle, E. A., MacArthur, E., Hainey, T., & Boyle, J. M. (2012). A systematic literature review of empirical evidence on computer games and serious games. *Computers & Education*, 59(2), 661–686. <https://doi.org/10.1016/j.compedu.2012.03.004>
- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89, 19–36.
- Djigunović, J.M. (2001). Beyond language learning strategies: A look at the affective link. *Studia Romanica et Anglica Zagrabiensia*, 45, 11–23.
- Ellis, R. (2008). The study of second language acquisition. 2nd edition. Oxford: Oxford University Press.
- Elmorshidy, Ahmed. (2012). Mobile learning – a new success model. Retrieved May 24, 2020 from, <https://bit.ly/2A0syoO>
- Fives, H., & Buehl, M. M. (2012). Spring cleaning for the “messy” construct of teachers' beliefs: What are they? Which have been examined? What can they tell us?, *APA educational psychology handbook* (Vol. 2) (pp. 471–479). Washington, DC, USA: American Psychological Association.
- Folmar, D. (2015). Game it up: Using gamification to incentivize your library. Maryland: Rowman & Littlefield.

- Forrest-Lawrence, Pota. (2019). Handbook of research methods in health social sciences. Springer Nature Singapore Pte Ltd. 2019. Retrieved March 4, 2021 from, DOI 10.1007/978-981-10-5251-4_67
- Gardner H. (2011). Frames of mind: The theory of multiple intelligences (New York: Basic books)
- Gardner, R.C., Tremblay, P.F., & Masgoret, A.-M. (1997). Towards a full model of second language learning: An empirical investigation. *The Modern Language Journal*, 81, 344–362.
- Gerjets, P., Scheiter, K. and Cierniak, G. (2009). The scientific value of cognitive load theory: A research agenda based on the structuralist view of theories. *Educational Psychology Review*, Vol. 21 No. 1, pp. 43-54, doi: 10.1007/s10648-008-9096-1
- Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125–132.
- Hunt, R. A. (2004). Reading and writing for real: Why it matters for learning. Atlantic Universities' Teaching Showcase, 137-146.
- Imsa-ard, P. (2020). Thai university students' perceptions towards the abrupt transition to "forced" online learning in the COVID-19 situation. *Journal of Education Khon Kaen University*, 3(3), 30–44. Retrieved April 2, 2021, from <https://doi.org/10.14456/edkkuj.2020.16>
- Issacs, S. (2015). The difference between gamification and game-based learning. *Edutopia* 1-8. Retrieved March 5, 2021. from <http://inservice.ascd.org/the-difference-between-gamification-and-gamebased-learning/>
- Jeyaprasakam, Nantha, Kumar. (2019). *Online interactive games: A modern approach for teaching biology*. Retrieved May 24, 2020 from <https://bit.ly/36sNdxL>
- Karl M. Kapp. (2011). The gamification of learning and instruction McGonigal, J. Reality is Broken: *Why games make us better and how they can change the world*. New York: Penguins Press.
- Keeler, A. (2014). Beyond the worksheet: Playsheets, GBL, and gamification. *Edutopia*, 1-3. Retrieved from <http://www.edutopia.org/blog/beyond-worksheet-playsheets-gblgamification-alice-keeler>
- Khamkhien, A. (2012). Proficiency, motivation and classroom anxiety and their effects on language learning strategies used by Thai EFL learners. *Rangsit Journal of Arts and Sciences*, 2, 85–98.
- Lap, T. Q. (2005). *Stimulating learner autonomy in English language education: A curriculum innovation study in a Vietnamese context*. Unpublished thesis. University of Amsterdam.
- Landers, R. N. (2014). Developing a theory of gamified learning: Linking serious games and gamification of learning. *Simulation & Gaming*, 45(6), 752–768. <https://doi.org/10.1177/1046878114563660>.
- Landers, R. N., Auer, E. M., Collmus, A. B., & Armstrong, M. B. (2018). Gamification science, its history and future: Definitions and a research agenda. *Simulation & Gaming*, 49(3), 315–337. <https://doi.org/10.1177/1046878118774385>.

- Lyon, R. (1997). *Statement before the committee on education and workforce. U.S. House of Representatives*. Retrieved December 4, 2020, at <http://mirror.apa.org/ppo-OLD/lyon.html>.
- Marzano, R. J., Brandt, R. S., Hughes, C.S., Jones, B. F., Presseisen, B. Z., Rankin, S. C., & Suhor, C. (1988). *Dimensions of thinking: A framework for curriculum and instruction*. Retrieved from ERIC database (ED294222).
- Merriam SB. *Case study research in education- a qualitative approach*. San Francisco: Jossey-Bass Inc; 1988.
- Nah, F. F.-H., Telaprolu, V. R., Rallapalli, S., & Venkata, P. R. (2013). Gamification in education using computer games. In M. J. Smith, human interface and the management of information. *Designing Information Environments* (pp. 99-107). Las vegas, NV: HCI International.
- Nalliveettil, George, Mathew. (2016). *The Impact of mobile phones on English language learning: Perceptions of EFL undergraduates*. Retrieved May 24, 2020 from, <https://bit.ly/3cXPpA5>
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson Education Limited.
- Nikmah, H.-. (2020). Gamification to improve students' engagement in learning English. *ACITYA Journal of Teaching & Education*, 2(1), 60–70. Retrieved December 4, 2020 from, <https://doi.org/10.30650/ajte.v2i1.277>
- O'Malley, J. M., Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Oliver, B. (2003). *Millennials*. In *Chemical and Engineering News*. Retrieved December 4, 2020 from, <https://doi.org/10.1021/cen-v081n029.p035>
- Orhan Gökşün D. & Gürsoy Gü. (2019). *Comparing success and engagement in gamified learning experiences via Kahoot and Quizizz, Computers & Education*. Retrieved March 18, 2021 from, doi: <https://doi.org/10.1016/j.compedu.2019.02.015>.
- Oxford, R. L. (1990). *Language learning styles and strategies: What every teacher should know*. Boston, MA: Heinle & Heinle.
- Perry, N.E., Phillips, L. and Hutchinson, L. (2006). Mentoring student teachers to support self-regulated learning. *The Elementary School Journal*. Vol. 106 No. 3, pp. 237-254, Retrieved April 2, 2021, doi: 10.1086/501485.
- Prensky, M. (2001). Digital natives, digital immigrants part 1. *On the Horizon*. Retrieved December 4, 2020 from, <https://doi.org/10.1108/10748120110424816>
- Rasmitadila, Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109. Retrieved April 5, 2021 <https://doi.org/10.29333/ejecs/388>
- Schunk, D.H. and Greene, J.A. (2017). *Handbook of self-regulation of learning and performance*, routledge. Retrieved April 2, 2021. from <https://market.android.com/details?id=book-PYU0DwAAQBAJ>
- Stake ER. (2009). *The case study method in social inquiry*. Educ Res. Retrieved April 2, 2021.
- Simões, J., Redondo, R. D. & Vilas, A. F. (2013). A social gamification framework for a K-6 learning platform. *Computers in Human Behavior*, 29(2), 345-353.

- Tobias, S., & Everson, H.T. (2009). The importance of knowing what you know: A knowledge monitoring framework for studying metacognition in education. In D. *Journal of English Teaching*, Volume 5 (3), October 2019 243 L. Hacker, J. Dunlosky, & A. Graesser (Eds.), *Handbook of Metacognition in Education* (pp. 107 – 127). New York: Routledge Taylor and Francis
- Weinstein, C.E., & Meyer, R, E., (1986). The teaching of learning strategies. In M. C. Wittroch (Eds.), *Handbook of Research on Teaching* (3rd ed.) (pp. 315-327). New York: Macmillan. Retrieved April 2, 2021.
- Wendling, B. (2008). *Why is there always time for their Facebook but not my textbook*. Retrieved December 4, 2020
- Woo, J.-C. (2014). Digital game-based learning supports student motivation, cognitive success, and performance outcomes. *Journal of Educational Technology and Society*. Vol. 17 No. 3, pp. 291-307, available at: www.jstor.org/stable/jeductechsoci.17.3.291
- Yin RK. (2014). *Case study research: Designs and methods*. 5th ed. Thousand Oaks: Sage. Retrieved April 2, 2021
- Zickermann, G. (2010, October 26). *Fun is the future: Mastering gamification*. *Google Tech Talk*. San francisco, CA, U.S.A.: *Google Tech Talk*. Retrieved from <https://www.youtube.com/watch?v=6O1gNVeaE4g>
- Zhao, Fang. (2019). Using Quizizz to integrate fun multiplayer activity in the accounting classroom. *International Journal of Higher Education*. doi:10.5430/ijhe. v8n1p37. Retrieved May 24, 2020 from <https://bit.ly/2Tziv>