

GAMIFICATION-ASSISTED FLIPPED LEARNING IN EFL READING CLASSROOM: A CASE OF SECONDARY SCHOOL IN INDONESIA

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Abstract: World Bank's report in Program for International Student Assessment, found that during the first four years of school closures in Indonesia due to the Covid-19 pandemic, school students experienced an 11-point decline in reading skills and learning outcomes. This research focused on gamification-assisted flipped classrooms and how they improved EFL students' reading comprehension. A total of 20 third-year students from a secondary school were chosen purposefully as research participants, since they had the required characteristics. This research designed for qualitative data collection and analysis methodologies in a case study. The learning outcome scores obtained from tests that include questions about micro and macro reading comprehension skills revealed, the average score of pretest was 54, and the post-test was 87, this indicated that gamification assisted-flipped classrooms improved learning reading comprehension skills. According to findings of interviews, questionnaires and observation based on the Technology Acceptance Model regarding students' perceptions of gamification-assisted flipped classrooms, has a relatively high acceptance scale in terms of perceived usefulness, perceived ease of use, behavioral intention, and actual usage. The perceived usefulness has the highest scale, 85.82% of students believe that using Gamification in a flipped classroom improved their performance in reading comprehension. Further research is needed to determine the gamified flipped classrooms can be utilized to improve other english skills.

Keywords: *EFL students; flipped classroom; gamification; reading comprehension; technology acceptance model.*

INTRODUCTION

The impact of Covid 19 on education include a loss of learning in students' reading skills; many students struggle to learn and comprehend it due to a variety of problems. For example, poor vocabulary knowledge or mastery is at the basis of all learners' difficulties in reading comprehension assessments (Nurjanah, 2018), difficulties concentrating on reading english texts, poor grammar comprehension and reading habits, they mainly read in class and are not yet motivated to read and study outside of class According to Suryawan *et al.* (2020), the majority of students had difficulties finding explicit information, literary meaning, and textual reference. This is due to a lack of reading comprehension skills on both the micro and macro levels. Moreover, reading comprehension is one of the components of

learning english. Reading comprehension is frequently achieved in english tests, both at school and for college admission. Reading comprehension is also frequently included in english tests such as the TOEFL. Furthermore, some companies, particularly those on a global scale, include english reading comprehension as one of their entrance tests. This shows how important it is for students to learn and comprehend reading comprehension. Another impact of Covid 19 is learning methods have transformed away from conventional didactic classroom teaching and toward innovative and flexible learning alternatives such as flipped classrooms. According to Ng & Lo (2022), flipped classrooms can be used to ensure the continuation and sustainability of educational programs, particularly in the face of lockdowns during the

COVID-19 epidemic and gamification plays an important role in improving learner accomplishment and should thus be introduced into flipped classrooms by taking the learners' learning culture and styles into consideration.

Gamification is a new technology-based pedagogy that has been implemented in flipped classrooms to improve student achievement and engagement. Gamification can be valuable tool for teachers at all levels of the educational system. According to Mert and Samur (2018), gamification is the use of game mechanics and dynamics to solve problems, engage people, and improve learning outcomes.

Gamification is defined by Kibonggsong & Johnburton (2018), gamification is a set of activities and procedures to solve problems by exploiting or applying game element features. For the following reasons, understanding the exact meaning of gamification requires the following definition: (1) Gamification is not a single activity, but rather a set of related activities and methodical procedures. (2) Gamification should be utilized to address specific issues; merely adding game features like badges and points is not gamification. Gamification should be based on the characteristics of game elements. In this research, game-based mechanics gamification factors, such as a point system, level system, students can earn badges in addition to collecting points and leveling up under the badges system and a leaderboard system that can show student rankings, had first been taught to students so that they understood the use of gamification learning. Given the benefits of gamification in teaching reading comprehension and the fact that today's students are always connected to technology, this research used gamification as a media for teaching reading comprehension.

Flipped learning is a learning technique that evolved from the blended learning concept, wherein teaching and learning activities are carried out both in and out of the classroom, integrating face-to-face teaching with online instruction (Stöhr *et al.*, 2020). According to Ramadhanty & Puspitaloka (2020), using a flipped classroom provided beneficial experiences for students. The flipped class-based online teaching method is a two-part teaching strategy that includes learning outside of the classroom as well as learning for online class sessions. The lecturer first provides students homework to study out of the classroom or at home in the online-based flipped classroom learning technique. Before beginning online classes, all students must first learn independently

in offline groups (Reflianto *et al.*, 2021). In flipped classroom learning, students first study topics on their own, usually using video lessons developed by the teacher. Students in flipped classroom learning study topics on their own first, typically using video lessons created by the teacher or shared by other educators; the teacher is not needed to create the learning videos themselves. Students later in class attempt to apply their knowledge by solving problems and conducting practical tasks. Flipped classroom learning entails more than just watching learning videos in class; it emphasizes making the most of class time in order to increase learning quality and broaden student understanding. Later in class, students attempt to apply their knowledge by solving issues and performing practical tasks.

During the COVID-19 epidemic, one of the learning solutions for teachers is the implementation of the gamification-assisted flipped classroom method (Lestari and Noer, 2021). The gamification-assisted flipped classroom method, which combines gamification with flipped classroom pedagogies, may prove to be an innovation that improves students' twenty-first-century learning skills (Zainuddin *et al.*, 2021). According to the result of the research, from Alajaji & Alshwiah (2021), gamification assisted learners in better understanding their lessons. This could be due to the opportunity to collaborate with their peers, discuss the learning material, seek for answers, receive feedback through the scoring system and leaderboards, complete tasks, overcome problems, and use technology in a competitive environment. The gamified flipped classroom refers to the incorporation of game-based elements (such as scores, points, badges, and leaderboards) into the flipped classroom practice via an online gamification quiz (Zainuddin, 2018).

Gamification assisted flipped classroom is a form of online learning that integrates gamification techniques in one step. Teachers have given each group a gaming test using the Google Forms platform to help students understand material in an online classroom. The fate of the group is determined by the average ability of the students in the group, not by any one student. Prizes are awarded to the winning group to make the game more attractive.

Flipped learning techniques with gamification have been implemented in a variety of contexts in many nations (Huang *et al.*, 2019; Zainuddin *et al.*, 2021). Huang *et al.* (2019) was investigated the impact of employing gamification to improve

student behavioral and cognitive engagement in out-of-class flipped learning activities. The use of flipped classrooms, gamification, and self-learning methods improves students' intrinsic motivation, and the use of social media methods transitions into lifetime learning and improves creativity (Safapour *et al.*, 2019). Gamification improved reading comprehension as stated by Nitiasih & Budiarta (2021), gamification based on Balinese local stories as teaching media has a significant impact on fifth-grade students' reading comprehension. According to the findings of previous research above, the use of gamification has been proven to improve student behavioral and cognitive engagement in out-of-class flipped learning activities. Language learners have employed games successfully to promote other skills such as speaking and reading (Abdeen & Albiladi, 2021). Throughout this research, the gamified flipped classroom refers to the incorporation of game-based elements (such as scores, points, badges, and leaderboards) into the flipped classroom practice via an online gamification quiz. Throughout this research, the gamified flipped classroom refers to the incorporation of game-based elements (such as scores, points, badges, and leaderboards) into the flipped classroom practice via an online gamification quiz. Gamification based on Balinese local stories as teaching media has a significant impact on fifth-grade students' reading comprehension. The use of social media methods transitions into lifetime learning and improves creativity.

However, there is currently no information available regarding the use of gamification and flipped classrooms in EFL reading. As a result, the current research used gamification in a flipped classroom to examine how it increases EFL students' reading comprehension. This research aims to learn more about gamification-assisted flipped classrooms, specifically in online EFL students' secondary school reading comprehension. The purpose of this research are to find the impact of the gamification-assisted flipped classroom learning model on EFL students' reading comprehension and to examine EFL students' opinions of gamification-assisted flipped classrooms. Themes discussed in this chapter include gamification, which is a concept that employs game-based mechanics, aesthetics, and game thinking to engage people, motivate activities, increase learning, and solve problems. This research is important to be investigated and expected to contribute insight and knowledge

regarding the usefulness of gamification-assisted flipped classrooms, as well as to be a means of conceptually learning knowledge in the classroom.

METHOD

This research was primarily designed for qualitative data gathering and analytic approaches. A pandemic condition is described in the background section as a unique scenario that qualifies to be used as a case. Because of its ability to provide detailed and contextual data, the case study design was chosen. As a result, it is suitable for supporting policymakers in developing and monitoring policies related to the use of the case study design during the Covid-19 pandemic. Case studies also reveal something unique, spectacular accomplishments are revealed, and in this research students' extraordinary achievements are unique in that students in rural places can use gamification in their learning to get better scores than students in urban schools. Students in remote areas have also upgraded their technology, which is unique and should serve as an example. The research's participants consist of third year students at a state secondary school. In case study research, purposeful sampling is commonly employed, a total of 20 students of grade IX were chosen to investigate the use of gamification assisted flipped classrooms. A teacher taught a class and was delivered for a total of 4 weeks. She delivered the lesson about report text using gamification assisted flipped classroom.

The research used instruments such as tests, observations, questionnaires, interviews and documentation to collect data.

The tests were used to assess EFL students' ability to comprehend subject matter (report text) in the form of Quiziz. The teacher gave report texts, and students were asked to identify the topic, detailed information, meaning details, synonyms, text structure, and goal of the report text concerning soil organisms. Interviews are interactions in which an interviewer asks verbal questions in order to elicit verbal responses from an interviewee. The general goal of conducting semi structured interviews for data collection is to obtain information from key informants who have personal experiences, attitudes, perceptions, and beliefs about the issue of interest. Semi-structured interviews can be used by researchers to gather new, exploratory data relevant to a research topic, triangulate other data sources, or confirm findings through member checking (respondent input on research results) (DeJonckheere & Vaughn, 2019). This research conducted semi-structural in-depth

interviews with the students. The observation was conducted during the field study on 2nd June until 15th September 2022.

Observation was focused on the gamification assisted flipped classroom method used for teaching and learning english subjects in the classroom by the english teachers. From the 4 observations, 4 hours observation in Class meeting and 2 hours out Class observations, the researcher found that the facilities and infrastructure supported gamification learning, the teacher carried out gamification learning practices and assessment administration, and students were active in learning. This document in this research is utilized to address research question number one: "To what extent is the usability of gamification-assisted flipped classroom for EFL students' reading comprehension in secondary school?"

Questionnaires are also used as a means of collecting data or information in this research, EFL students as the participants for the questionnaires. The purpose of this instrument is in order to describe the students' perceptions in the implementation of the innovation gamification assisted flipped classroom. The type of questionnaire is a closed-ended questionnaire which consists of statements concerning EFL students' perception in gamification assisted Flipped Classroom method. The questionnaire used in this study is a Likert scale questionnaire with 5 alternative answers. According to Miles *et al.* (2014), analysis as three major concurrent activities: data condensation, data display, and conclusion drawing and verification. With this approach of data collection, the researcher mainly focused on data reduction and data display, as well as data report interpretation.

The document is utilized in this research to answer research question number one: "To what extent is the usefulness of gamification-assisted flipped classroom for EFL students' reading comprehension in secondary school?"

The research employed triangulation and expert judgment for the instruments used to verify the data's validity. Triangulation is a data collection strategy that involves using many methods or sources of data to solve the same question. Themes are created by combining a variety of data sources or opinions from respondents who were thought to contribute to the validity of the research. Findings derived from interviews, observations, and documentation are more reliable than those derived from just one or two of these sources. Expert judgment is used to establish whether the

instruments are appropriate based on the judgments of linguistics or English education specialists. These tools are used to collect information about how students' perception to the use of gamification-assisted flipped classroom.

RESULTS AND DISCUSSION

The result consists of two parts; learning outcomes using the gamification assisted flipped classroom learning model and student responses to the use of gamification assisted flipped classroom based on the TAM model from Davis (1989) and the modification questionnaire from Chuttur (1996) and Gahtani (2001) categorized into four parts; perceived usefulness, perceived ease of use, behavioral intention to use, actual usage.

The report on student learning outcomes from the pre-test and post-test

The result from documentation on student learning outcomes from the pre-test and post-test using the Quizizz application showed on the chart below.

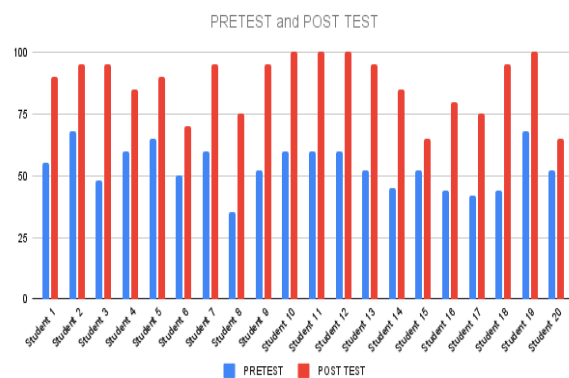


Figure 1. *Pre-test and post-test score*

From the figure 1 chart of the Pre-test and Post-Test revealed that there was a significant increase in post test scores based on the pretest results. The pretest scores achieved an average of 54 and from the results of the pretest scores obtained an average value of 87. The test's results showed an increase in the usefulness of learning to understand report text. The results indicated that the students' post-test scores were much higher than their pre-test scores based on the learning report from Google Form.

Students increased their reading comprehension in micro and macro skills, as proven by the process of reading comprehension through gamification assisted flipped classroom. According to the documentation in the Quizizz report, the comparison of the results on pre-test and post-test is shown in the table below.

Table 1. *Students improvement in micro and macro reading comprehension' skills*

Skills	Question Indicator	Time (second)		Accuracy (percentage)		Right Answer (students)	
		Pre-test	Post-Test	Pre-test	Post-Test	Pre-test	Post-Test
Micro	Classified synonyms	9	5	38	83	4	16
Macro	Find detailed information	16-22	5-13	28-57	66-88	1-5	15-20
	Identified the structure of the text	14-17	5	30-45	77-88	4-7	18-20
	Identified the topic	5	10	42	72	6	19
	Classified meaning references	22	11	33	61	3	14

The table above illustrates an improvement in students' micro and macro reading comprehension skills. Where the time taken to complete reading comprehension questions in the pretest has decreased, this implies that students were completing them faster. Furthermore both the accuracy level and the number of students who responded increased. According to the findings of this research, gamification-assisted flipped classroom learning can improve micro and macro skills in reading comprehension.

The process of reading comprehension through gamification assisted flipped classroom

The result from the observation and documentation found that the post-test clearly showed that the gamification assisted flipped classroom in the reading comprehension class improved and, in the end, the students became effective readers who can easily understand the reading texts. Students' reading skills increase as a result of a serious learning process, and reading becomes a joyful activity.

This research implemented flipped classroom with gamification. The following are the gamified flipped classroom steps. (1) Form a group by combining the highest and lowest rank. One class has 20 students, and the teacher has divided them into five groups. (2) Collaborative Learning, in which students utilized Whatsapp to discuss the material and example questions provided online, group members were able to communicate without having to physically encounter each other. As a result, students who were having difficulties would be able to seek assistance from smarter classmates. Furthermore, teachers provided several internet resources that they used collaboratively to increase mastery of the material or to provide examples of

case solutions. (3) Group Representatives, a group representative was chosen from among the students, and a gamification tutorial was held. Tutorials attended completely by group representatives allow the teacher to divide focus and discuss more in-depth materials about difficult-to-understand topics with the group. (4) Gamification, by administering a game test to each group via the Google Forms platform. This strategy used peer pressure, such as group activities, to help students learn the content and encourage their classmates. The group's fate is determined by the average ability of the students in the group, not by any individual student. To make the game more appealing, prizes are provided to the winning group.

Table 2. *The teacher's implementation of learning processes with gamification assisted-flipped classroom*

The steps	The Process
Preparation	<ul style="list-style-type: none"> • Design learning strategies for online and offline learning • Gamifying learning text report material with Googleform
Implementation	<ul style="list-style-type: none"> • First online meeting: Introduced the gamification asissted flipped classroom, gave some material of report text in form of video and pdf. • First Offline meeting: Held a pretest, disscussed about the material on report text. • Second online meeting: Gave the gamification test in the form of google form • Second offline meeting: Checked the result of gamification, conducted a post-test
Reflection	<ul style="list-style-type: none"> • Identified the teacher's class mastery and material delivery • Knowing the students' needs enables teachers to develop more dynamic and creative learning designs, allowing for more effective subsequent learning. • Evaluated the teacher's use of gamification-assisted flipped classroom to the level of success.

Students are excited to read the text report material because it was distributed during the first online meeting. They comprehend because they can talk about it with their peers. They are also enthusiastic when the teacher uses a gamification-assisted flipped classroom to discuss or introduce material. However, there were times when students called into question a learning process.

For example, when they run into issues with the gamification-assisted flipped classroom. The teacher also discussed and solved the students' problems. The students accepted this explanation, and the learning process continued. When the material was presented in the form of games, rather than lectures, the teacher discovered that the students were more enthusiastic about receiving it. When they see examples of the subject in practice, they get a greater understanding of it. It's related to watching a video about soil organisms based on data from a text report.

The use of gamification-assisted flipped classrooms as perceived by EFL students

From the result of questionnaires found that 85.22% of students believe that the use of Gamification assisted flipped classroom can improve their performance in participating in learning to read text reports. 15% who feel doubtful by answering neutrally and 0% who do not believe that their performance is helped by using gamification. Gamification with Google forms help students to quickly complete tasks on reading comprehension. 81.99% of students feel that Gamification assisted flipped classrooms is easy to use and does not require hard effort when using it, but there are 17% who feel that it is still hesitated in using gamification-assisted flipped classrooms.

Students' behavioral intentions can be determined based on their attention to motivation to continue using and their desire to motivate other users. And 61.6% of students have motivation to use and motivate others to participate in using Gamification assisted flipped classroom technology, but 38.3% do not have the motivation to keep using it. According to the actual conditions of use, 81.46% of students were satisfied with the system, believing it was simple to use and improved their productivity. The results of this research is in line with research from Zou (2020), students have very positive opinions about gamified classrooms.

Gamification assisted flipped classroom' challenges by the students

The result from interview stated that there were several problems or obstacles that students face, R#3 said that due to the google form error because of weak internet connections, R#12 commented that she ran out of credit, cellphone conditions and R#5 mentioned vocabulary that he didn't understand. But all these problems can be overcome by trying to find a position to find a

good signal, borrowing the cellphone of a sibling or parent and for vocabulary problems they look at an online dictionary.

Data resources: interview (Extract 5)

"The problem is that sometimes the Google form application error, I don't know because the signal is bad, so when online learning I have to find a position that has a good signal" (#R3).

"The problem is there are a lot of new vocabulary in the text report that I don't know the meaning, but solution is to look at the online dictionary" (#R5).

"The problem is that if you are studying online at home, your quota runs out, so borrow your mom or sister's cellphone" (#R12).

Table 3. *Students perceptions of the use of gamification-assisted-flipped classroom*

Core coding	Secondary coding	Axial coding (sub categories)
Process	Phenomenon	<ul style="list-style-type: none"> • Very easy to use • Very flexible • Comfortable • Games adventure • Like the game • Easy to learn • Easy to understand • Fun
	Causal Conditions	<ul style="list-style-type: none"> • Understanding the text report • Cannot stop reading • Improving learning scores • Challenging
	Strategies	<ul style="list-style-type: none"> • Click the link • Follow the instructions • Learning from home by cell phone • Keep working on it until it is correct • If we make a mistake we have to start the game again from the beginning

From the table above, found that EFL students understood the text report, improved learning scores led to students experienced that gamification assisted-flipped classrooms were very easy to use, flexible, comfortable, easy to learn, easy to understand and fun, because it had games adventure, so it was challenging. There was some variety strategies to use the gamification assisted flipped classroom, students experienced by clicking the link of gamification and follow the instructions, that can be done by learning from home with the cell phone, they kept working on it until it is correct, if there is a mistake they have to start the game again from

the beginning

After participating in online flipped learning for about a month, the students had raised their reading test scores. This is consistent with earlier research that has suggested that online flipped learning may enhance learning outcomes (Stöhr *et al.*, 2020; Swart & MacLeod, 2020). These findings are definitely in line with those of Mohammadian *et al.* (2018), who found that the effective usage of technology as gamification can gain great teachers and instructors in promoting high school students' reading comprehension.

According to previous research from Purwandani and Syamsiah (2020), revealed that based on some of the components in the Technology Acceptance Model, it can be inferred that google classroom technology has a high enough acceptance scale in terms of Perceived Uses, easy use perceptions, attitudes towards use, and Behavior interested in Using. Among the other components, the actual use component has had the highest acceptability scale. In this research, the perceived usefulness component received the highest acceptability scale among the other components, indicating that the majority of students believe that using gamification assisted flipped classrooms can improve their performance in engaging in learning to read text reports. Meanwhile, the Behavioral Intention component has the lowest scale, indicating that some students are unmotivated to continue utilizing the gamification assisted flipped classroom method, which is consistent with the fact that they only utilize it to study text reports.

From the theories about gamification, flipped classroom and reading, from Mert & Samur (2018). gamification is the use of game mechanics and dynamics to solve issues, engage people, and improve learning outcomes. And from Kerr (2020) learning language skills such as listening, reading, writing, and vocabulary could be done by using flipped classroom techniques. Also from Azmuddin *et al.* (2020) stated that reading comprehension abilities refer to students' ability to conclude and comprehend the text and essential ideas for correct reading. All of the theories mentioned above support the findings of this research.

CONCLUSION

Gamification assisted flipped classroom employed in learning reading comprehension report text has a significant impact on the continuous learning process. To investigate the impact of the gamification-assisted flipped classroom learning

model on EFL students' reading comprehension, research showed that EFL students were successful in improving learning outcomes in micro and macro reading skills. The Gamification flipped classroom is well-designed for learning receptive skill. Students have their own time to learn before the class meeting, so that they would have enough time to acquire and comprehend the learning materials. To analyze the perception of EFL students in using gamification-assisted revealed that the selection of a basic gamification strategy that is basic and easy to adjust based on needs has advantages over complex gamification. Students could completed the reading comprehension lesson in less time. They recognized that the gamification-assisted flipped classroom was simple to understand, access, and apply, allowing them to become effective in its use and comprehension of the text report reading comprehension information. Students were motivated to utilize it again and would recommend the gamification-assisted flipped classroom. Moreover addition, students reported feeling motivated and encouraged to continue reading after participating in a flipped classroom employing gamification.

There were a number of issues or challenges that students had to deal with such as the Google form error caused by unstable internet connections. Further research is needed to see if Gamification assisted flipped classrooms can be used to improve other English abilities such as speaking, listening, and writing. EFL students have a number of issues or challenges because of poor internet connections, running out of credit, and cellular circumstances regarding the vocabulary they didn't comprehend. Teachers must create clear instructions, including video, to explain how to play the game in the classrooms.

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