

ABSTRACT

English is the most important language in the world today. However, Indonesian students struggle to achieve good proficiency in English. Contributing factors include curriculum limitations, teacher quality, and low learning motivation. This research explores gamification as a potential solution when traditional learning methods are insufficient. This study employs a qualitative approach, using Systematic Literature Review (SLR) and a qualitative user experience (QUE) study as data collection techniques. The SLR gathered 40 studies screened for relevance, resulting in 20 core studies that form the foundation of this research. Key findings from these studies were used to conceptualize a prototype educational game. To evaluate its effectiveness and examine its alignment with existing research, the prototype was tested with (n = 16) participants. Their feedback was collected through a qualitative user experience (QUE) study using open-ended survey responses. The data was then analyzed thematically to identify patterns and determine whether participant experiences reflected the trends observed in the SLR. The general view on gamification was positive; participants reported improved motivation and engagement, which aligned with the findings from the SLR.

Keywords: Engagement, English learning, Gamification, Motivation, Proficiency