THE IMPACT OF GAMIFICATION ON EFL STUDENTS’ READING COMPREHENSION

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Abstract
The 21st century has witnessed significant educational changes, primarily driven by technological advancements. These changes triggered the new learning systems and methods, marking the transition from the era of globalization to the age of Society 5.0. However, traditional teaching methods often fail to align with these technological developments, resulting in passive and unmotivated students. It highlights the need for new strategies that leverage technology and promote active student engagement. Reading comprehension is crucial in EFL education, enabling students to comprehensively grasp and analyze written content. Developing strong reading comprehension skills empowers students to gather, organize, and interpret information effectively. In this context, gamification has emerged as a powerful strategy. Based on that problem, this research aims to investigate the impact of gamification on EFL students' reading comprehension. This research used a library research method and analysis of ten selected empirical research articles on internet search engines such as Google Scholar, Mendeley, and ERIC websites. The study addresses fundamental questions regarding the effective game elements for enhancing EFL students' reading comprehension, the school levels at which gamification strategies can be effectively applied, and the impact of gamification on student engagement and motivation. The findings of this research provide references for teachers with evidence-based practices and valuable insights for designing and implementing gamified reading comprehension activities that maximize learning outcomes. By integrating gamification strategies into EFL classrooms, teachers can create dynamic and enjoyable learning environments that foster active student participation and promote improved reading comprehension skills.

Keywords: Technological advancements, gamification, game elements, EFL students, reading comprehension

INTRODUCTION
The 21st century has witnessed significant changes that affect the world of education. The development of technology is an essential factor contributing to this change. It is undeniable that technology does have a significant impact on education in the world. Technological advancements in the digital realm bring about new learning systems and methods. These advancements signify the transition from the era of globalization to the age of Society 5.0 (Hikmat, 2022). According to Resuffe & Rofiki (2022), the central concept behind Education 5.0 is the enhancement of human resources because humans are at its core. It means that educators should enhance the soft skill of the students, like critical thinking, collaboration, and creativity. Based on this reason, it is regrettable that teachers
still use traditional methods that are not following current technological developments.

The activity in the conventional strategy makes students passive and unmotivated to learn. According to Ali Abusa & Ahmad Baniabdelrahman (2020), the traditional approach carried out by teachers usually provide reading lessons to students by asking questions about the title and giving them the new meaning of new vocabulary. Then, the teacher asked some questions about the pictures found in the lesson to facilitate students' understanding of the main ideas. Next, the teacher allowed students to read the text silently. While reading, they should answer specific questions the teacher wrote on the board. Lastly, the teacher divided the students into pairs or groups to answer the questions. Then, if necessary, the teacher gave feedback at the lesson's end. According to Ratnasari et al. (2019), the traditional teaching method is applied to reading courses by center-lecturing in a large class. The teachers use the reading course with text explanation, vocabulary illustration, grammar instruction, and intensive drills on language forms. Such conventional strategies are outdated, making students bored and unmotivated to take lessons. Therefore, teachers can take advantage of developing technology and improve learning quality.

The use of technology in learning is growing during the COVID-19 pandemic. Many countries, especially EFL countries, use technology for learning and teaching activities. It is stated by Castillo-Cuesta (2022) that the use of technology to teach English as a foreign language (EFL) is very relevant during the COVID-19 pandemic. It makes teachers use technology to ensure the material is still conveyed to students. This technology provides benefits in teaching English skills, including reading comprehension.

Reading comprehension is the primary goal of the reading process for EFL students. Improving the reader's comprehension makes it possible to comprehend the writer's message entirely. The reader is also given the ability to gather and arrange information. It improves one's capacity for memory, analysis, interpretation, and evaluation of text (Fahad Alzuhair & Mohammed Alkhuzaim, 2022). In this case, the EFL students use all of their intellectual abilities to comprehend the content that has been read. If, after reading a text, the EFL students can understand the contents of the text reading then it is helpful. That is why reading comprehension skills are essential for EFL students. Therefore, it is necessary to have a new strategy that follows technological developments and has closeness to students so that students become active and motivated to learn, especially in reading comprehension (Ali Abusa & Ahmad Baniabdelrahman, 2020).

However, teaching reading comprehension is a challenge even in today's technological era. Although computer-assisted education is widely regarded as a powerful instrument for teaching and learning foreign languages, its adoption is significantly lower than expected (Fahad Alzuhair & Mohammed Alkhuzaim, 2022). In addition, even though teachers have applied it in the classroom, it takes work to incorporate elements of fun, entertainment, and tension into learning using this technology. There needs to be an appropriate and exciting strategy for students so that students are motivated to learn reading comprehension. As a result, the term "gamification" was created, which refers to using gaming elements
in situations other than games to motivate students to learn and increase their enjoyment and interest (Fahad Alzuhair & Mohammed Alkhuzaïm, 2022).

Gamification is an alternative strategy that can be used to teach EFL students reading comprehension. According to Fahad Alzuhair & Mohammed Alkhuzaïm (2022), gamification-based learning is one interactive and student-centered educational strategy that has arisen as a result of academic efforts to meet the needs of the current period. It is because gamification has become an increasingly popular technique in education to make learning more fun and effective. According to Deterding et al. (2011), "Gamification" uses game design elements in non-game contexts. This strategy involves using games in learning situations to make a task or activity more engaging, interesting, and motivating. According to Fahad Alzuhair & Mohammed Alkhuzaïm (2022), gamification is similar to educational games, which solve problems, motivate people, and enhance learning through thinking games. By incorporating gamification into reading comprehension instruction in EFL classes, teachers can create a more interactive and enjoyable learning experience for EFL students. It is because gamification reduces anxiety, increases positive feelings, and improves learners' self-confidence when practicing the target language (Castillo-Cuesta, 2022). So, this topic is essential to be conducted that is for engaging and motivating students. By incorporating gamified elements into EFL (English as a Foreign Language) reading activity, students are likely to be more motivated to participate and put in the effort to improve their reading comprehension skills.

Based on the explanation above, this research is essential to be conducted. This research can establish an evidence base practice. This evidence can guide the development of instructional strategies that are appropriate to the current and based on students' needs. Besides that, this research can give the teacher some information for designing and implementing gamified reading comprehension activities that maximize the learning outcomes for their students. Then, this research can be a reference for the teacher about the teaching reading comprehension strategy for English Foreign Language students to maximize the student's learning outcomes. In summary, conducting this research is essential to establish an evidence base, inform instructional practices, and provide an alternative teaching reading comprehension strategy for EFL students in the classroom.

Numerous prior studies have investigated the impact of gamification on EFL students' reading comprehension. First, Ali Abusa & Ahmad Baniabdelrahman's (2020) research compares gamification strategies with existing conventional strategies. Researchers found that gamification is more effective than conventional instruction. It is evidenced by the statistical differences between the experimental and control groups' reading comprehension mean scores. In addition, this research adds game elements such as points, rewards, and leaderboards in each reading comprehension activity. As a result, gamification motivates students to learn in a learning environment to make students active and learn with fun.

Second, previous research was conducted by Nitiash & Budiarti (2021) entitled "Increasing Students' Reading Comprehension through Gamification Based on Balinese Local Stories." This study shows that students look very enthusiastic and active in class. It is evidenced by the frequency with which students raised their hands when they wanted to answer a question posed by the
teacher. In addition, after being given treatment using gamification, the mean score pre-test and post-test showed that students could understand reading better than conventional text. The mean post-test score was higher than the pre-test, 87.13 > 56.11. Gamification based on local Balinese stories has also increased students' desire to read. Thus, the findings in this study prove that there is a significant effect and that the use of gamification in the learning environment successfully influenced the students' reading comprehension.

Previous research was also conducted by Fahad Alzuhair & Mohammed Alkhuzaim (2022) on "The Effectiveness of a Gamified Electronic Application in Developing Reading Comprehension Abilities among First Intermediate Students in Saudi Arabia." This research examines an electronic gamification program to improve first-graders reading comprehension skills in Saudi Arabia. The researchers' findings showed that the experimental and the control groups did not have a significant difference in the reading comprehension test. However, the pre-test and post-test values of the experimental group showed significant values for the reading comprehension test. It shows that a gamified electronic application is effective in developing reading comprehension.

Based on previous research, this research has a gap that gives some new information that still not address in the previous study. There is no detailed explanation about which game elements effectively improve EFL students' reading comprehension. Then, there is still no explain what school level that only can apply gamification strategies in teaching reading comprehension. Because of that, the researcher tries to present data from several empirical studies regarding The Impact of Gamification on EFL Students' Reading Comprehension, which is covered in some of the questions below:

1. Which game elements are effective in enhancing EFL students’ reading comprehension?
2. What are the school levels that can apply gamification strategies to improve students' EFL reading comprehension?
3. How does gamification affect students’ engagement and motivation in EFL students’ reading comprehension?

METHOD

This research's design was library research. Library research refers to a systematic process of gathering information from various sources available in a library setting. It involves utilizing a library's resources, materials, and services to explore and investigate a particular topic or research question. Library research is commonly employed in academic pursuits and aims to provide reliable and authoritative information to support research objectives. In library research, the researchers may access various resources available in the library, such as books, journals, databases, reference materials, and digital resources. These resources may be physical or digital.

In this study, researchers obtained data from digital sources such as Google Scholar, ERIC, Research Gate, and the Mendeley website. The researcher uses restricted keywords to find data such as "gamification," "reading comprehension," and "gamification in reading comprehension." However, many journals have emerged examining the context of English as a Foreign Language and English as a Second Language. Because the researcher focuses on the EFL context, the
researcher adds more keywords, such as "gamification on EFL reading comprehension." From these keywords, the researcher found 4,230 journals and articles that discussed gamification on EFL reading comprehension. Furthermore, the researcher uses other keywords such as "Gamification elements in reading" and "Gamification school level." Researchers found 264 journals that related to the topic based on these keywords.

Due to the large number of journals available, the researcher created inclusion and exclusion criteria for selecting journals to be analyzed. Data inclusion means that the researcher uses the data in research. Meanwhile, data exclusion means that the researcher does not use the data. As for the selection of journals, researchers made several criteria as follows.

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<td>The journals have been published and downloadable using Google Scholar, Mendeley, and the ERIC website.</td>
<td>The journals have not been published and are downloadable using Google Scholar, Mendeley, and the ERIC website.</td>
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<td>6</td>
<td>The research was conducted in EFL countries (Hong Kong, Indonesia, Jordan, Turkey, and Saudi Arabia).</td>
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Based on the search for journals based on these inclusion criteria, the researchers manually sorted the journals and articles. The researchers selected ten journals related to the researcher's analytical research. Then, the researcher found 24 journals and articles related to the research. However, several journals and articles written in languages other than English cannot be downloaded. In addition, this research also does not cover the entire discussion. Therefore, the researcher determined ten journals and articles as the primary references for this study.

To answer the research questions, selected journals were analyzed using a grid template to collect data. In creating a grid template, the researcher groups it into several points, including the research title, objectives, sample, methodology, and main research findings. The grid template was made based on the needs according to the research questions. It is to answer the research questions mentioned in the background.
FINDINGS AND DISCUSSION

1. The game elements that can be applied in EFL reading comprehension class

There are several different game elements for each gamification platform. Kaban (2021) conducted a study using the "Raz-Kids" platform, which incorporates various game elements, to investigate the impact of gamified e-book reading on the reading comprehension of 72 sixth-grade students. The platform included features like a progress bar, leaderboard, badges, customizing the avatar/environment, a fixed reward schedule, and immediate feedback. The participants in the research were divided into three groups, each comprising 24 students, and underwent a four-week teaching intervention. Pre- and post-tests were administered to assess changes in reading comprehension before and after the intervention. The study's findings revealed that e-book reading with gamification elements facilitated the development of self-regulated learning skills among students. Thus, incorporating screen reading lessons in EFL classrooms can effectively enhance reading comprehension skills, reading performance, and reading attitude levels.

Pahamzah et al. (2020) researched how using Quizizz, a gamified learning platform, can enhance students' reading comprehension. Quizizz incorporates various game elements that contribute to its gamification features. These elements include a colorful interface, avatars, memes, and entertaining music, creating an engaging learning environment. The game-based learning approach using Quizizz is designed to facilitate interactive learning experiences for both students and teachers. Implementing Quizizz as a school learning tool significantly benefits teachers by increasing student engagement and improving learning outcomes. Moreover, Quizizz effectively enables teachers to present English reading materials through quizzes, which fosters a sense of happiness and enthusiasm among students during the teaching and learning process. Ultimately, using Quizizz sparks students' interest in reading and comprehension due to its appealing features, motivating them to strive for their best performance.

In contrast to Mak et al.'s (2019) research, their study focused on examining the impact of a gamified learning platform on the flow experiences of elementary school students during leisure reading. The study took place in Hong Kong and employed Reading Battle to enhance students' reading comprehension skills. This gamified platform incorporated game elements such as points, levels, e-badges, and leaderboards in the reading comprehension assessment. These elements motivated students who frequently engaged in reading to earn more points and achieve higher rankings on the leaderboard.

The study's findings indicated that heavy users of Reading Battle demonstrated a solid commitment to reading. Many of these dedicated users enjoyed their reading experience so much that they were fully absorbed and oblivious to time constraints and other inconveniences. Mak et al. (2019) concluded that the inclusion of these game elements in the platform positively enhanced students' reading experiences and increased their intrinsic motivation levels after participating in the Reading Battle program.
Nitiasih & Budiartha (2021) states that gamification encompasses six fundamental features: user, challenge, point, level, badges, and ranking. Gamified learning is designed to facilitate interactive learning experiences for both learners and teachers. When it comes to teaching reading comprehension to EFL students, several game elements can be utilized, including:

a. User
A user is someone who has a role as a user of an application. According to Nitiasih (2020), the user is a participant in the game in the field of education, and the student is the user. In the case of an EFL reading comprehension class, the students would be the users of the gamified elements. In other words, the students were required as the user who played the game. The game was started after the narrator in gamification finished delivering the story.

b. Challenge
In gamification, a challenge refers to a task or objective the user or player must complete within the game. In the context of an EFL reading comprehension class, challenges can be incorporated to make the learning experience more interactive and stimulating. Nitiasih & Budiartha (2021) suggests that challenges within gamification are often based on the story or content of the game. For instance, challenges may involve tasks such as arranging jumbled letters, solving puzzles, giving directions, or finding specific items within the game environment.

One example of a gamification program that incorporates challenge elements is Reading Battle. In Reading Battle, students are given a list of books to read and reading challenges to complete. Including challenges in teaching reading comprehension motivates students to become more committed to reading. As highlighted by Mak et al. (2019), students spend significant amounts of time carefully studying the books on Reading Battle to complete various types of challenges successfully. Integrating challenges into an EFL reading comprehension class can enhance student engagement and dedication to reading. These challenges create opportunities for students to actively apply their comprehension skills and interact with the learning materials in a more dynamic manner.

c. Point
Each challenge has its point. Points refer to a game element representing a numerical score or reward system. Users receive points for completing tasks, achieving objectives, or demonstrating desired behaviors within the game or learning experience. The point is the most extended result of the challenge (Nitiasih & Budiartha, 2021). It appears at the end of the challenge. According to Mak et al. (2019), in their research, students’ goals were to 'compete with others' and to 'get points.' It excited and motivated students to participate in class activities, especially reading comprehension. The game element of points adds an element of challenge and excitement to the reading comprehension activities while promoting a sense of accomplishment and competition among students.

d. Level
In the game element, there must be levels. Level refers to a game element representing different stages or progression within a game or learning
experience. Each game has three levels, each with three sub-levels that we know as beginner, intermediate, and advanced (Nitiasih & Budiartha, 2021). According to Mak et al. (2019), in Reading Battle, there are reading levels that can help students adjust to their reading level. This structure provides a progressive development of reading comprehension skills, starting from foundational levels and gradually advancing to more sophisticated and complex tasks. Each sub-level builds upon the skills learned in the previous one, allowing students to enhance their reading comprehension abilities. Therefore, teachers can include elements of levels when teaching reading comprehension, whether it is level reading material or practice questions.

e. Badges/rewards
In an EFL reading comprehension class, badges can be used to acknowledge and motivate students’ progress and achievements. After completing specific tasks, badges are given to the user as a reward. The reward is given based on the student’s performance in doing the challenge. If the students perfectly complete the challenge, they get three stars as the reward, and if they do not, they get one or two stars (Nitiasih & Budiartha, 2021). It can motivate students to engage in reading comprehension activities actively, strive for specific goals, and foster a sense of competition or collaboration. As Mak et al. (2019) said in their research, rewards could be intrinsic motivation for students because they result from pursuing something within students.

f. Ranking
At the end of the game, the users are ranked. The ranking of users is the accomplishments position of the user after completing all of the tasks (Nitiasih & Budiartha, 2021). Ranking game elements create a sense of competition and encourage users to strive for higher positions or ranks. In an EFL reading comprehension class, ranking can foster engagement and motivate students to improve their skills. However, balancing competition with a supportive and inclusive learning environment is essential, ensuring that the focus remains on personal growth and progress rather than solely on outperforming others.

g. Feedback
Feedback is a crucial game element in gamification and learning experiences. It provides learners with information about their performance, progress, and areas for improvement. In Mak et al. (2019), one of the prominent features of Reading Battle is providing direct feedback on student answers. Typically, the feedback provided to students involves prompts that encourage them to revisit the book and locate answers. It may involve specific instructions on which pages to read more attentively or carefully. Feedback helps to guide and motivate learners, allowing them to make adjustments and enhance their skills.

2. The School Levels that Can Apply Gamification Strategies to Improve Students’ EFL Reading Comprehension
The first school level that can apply gamification when learning and teaching reading comprehension in elementary school. This research was conducted by Ali Abusa & Ahmad Baniabdelrahman (2020) and entitled The
Effect of Gamification on Jordanian EFL Sixth Grade Students' Reading Comprehension. Sixth-grade elementary school students are an age that still likes to play. Then reading is a tedious activity for children of that age. Then, when the researcher used gamification in teaching reading comprehension, the sixth-grade elementary school students became motivated and enthusiastic in participating in reading comprehension activities in class. More clearly, the instructional program had different tasks and activities. These activities differ in their level, starting from the literal level as an easy one, to the inferential level as a moderate one, and finally to the critical level as a complex one. This variation in the complexity of reading comprehension levels supported the variety of questions used in reading comprehension lessons. So, this aspect enabled the students from different levels to be active during the gamified activities.

Then, based on Al-Khamaiseh's (2022) research, gamification can be applied to junior high school students, especially in grade nine. Gamification utilizes game elements, such as points, badges, challenges, rewards, and competitions, that can increase student involvement in learning. In junior high school, gamification can help students' motivation, concentration, engagement, and enjoyment.

In addition, gamification can be applied at the senior high school level. Research conducted by Sihombing & Astuti (2022) showed that implementing the Quizizz gamification application in teaching reading comprehension to the tenth grade is an effective method. Then, Sihombing & Astuti (2022) added that evaluation uses application tools such as gamification-based quizzes, which can also be implemented to create an exciting learning experience for students, and the teacher can also expect a better result. In addition, gamification evaluation allows students to reflect on their learning, define misunderstandings, and assess their rate of progress. Gamification can be done in senior high school because students are used to dealing with technology.

Besides being used in senior high schools, gamification can also be applied to undergraduate students, according to Korkmaz's (2021) research entitled Using Kahoot to Improve Reading Comprehension of English as a Foreign Language Learner. This research was conducted in the English department at a major state university in Turkey. In contrast to Sihombing & Astuti's (2022) research, which uses Quizizz, Korkmaz (2021) uses another gamification application, Kahoot. Data were collected using the EFL students reading quiz scores and their attitudes toward the Kahoot questionnaire. Undergraduate students' answers to the survey, along with the open-ended questions, also revealed that they had not only positive attitudes toward the Kahoot game but also made significant gains, particularly in vocabulary.

3. Gamification Affect Students’ Engagement and Motivation in EFL Students’ Reading Comprehension

Gamification can affect students' engagement and motivation, especially in reading comprehension. Based on Fahad Alzuhair & Mohammed Alkhuzaim's (2022) research, gamification can affect students' engagement and motivation by increasing their willingness to accept new challenges and then progress toward achieving more points and fulfilling achievement mixed with pleasure, enhancing learning to read, write, and speak a foreign language.
With the advancement in technology and the creativity in new apps for mobile devices, mobile learning will continue, bringing it closer to the ideal scenario for this sort of learning, which is contextual, collaborative, and pervasive. Fahad Alzuhair & Mohammed Alkhuzaim's (2022) research shows that Saudi Arabia ranks 104 out of 112 in English language proficiency. It means Saudi Arabia students, especially adults, have very low English language proficiency. The student cannot conduct a brief dialogue in the English language, comprehend a short reading text, or write a brief article. Then implementing electronic applications based on gamification can positively impact students. It can overcome shyness and fear of error when learning English. Then, each student was eager to mention her progress to their teacher. Then, female students continued using gamification outside school hours. In conclusion, based on Fahad Alzuhair & Mohammed Alkhuzaim's (2022) research, the electronic application based on gamification makes the classroom fun and increases the learning process's excitement and attractiveness. In other words, gamification can affect students in engagement and motivation for reading comprehension.

Then, a similar study was also conducted by Nitiasih & Budiartha (2021) regarding Increasing Students' Reading Comprehension through Gamification. Nitiasih & Budiartha (2021) explained that to make students excited and able to comprehend a text, the teacher must consider the characteristics of the young learners. Young learners like to play and have fun. Therefore, gamification can affect their reading comprehension. Nitiasih & Budiartha (2021) use local Balinese stories to be gamified. The results of this study indicate that during the implementation of gamification based on local Balinese stories in the classroom, the students seemed very enthusiastic and active. Then, students also raised their hands more often to answer questions given by the teacher. The post-test score results showed that students could comprehend the story better through gamification than conventional text. Gamification based on local Balinese stories has also successfully improved students' desire to read. It shows that this gamification can affect students' reading comprehension, not only in their motivation but also in their engagement.

Meanwhile, research conducted by Ratnasari et al. (2019) used the Quizizz application as a bridge for students in teaching reading comprehension. Researchers used narrative texts to be taught to first-grade students of Senior High School in Majalengka, Indonesia. The sample is divided into the experimental group and the control group. The experimental group was treated using the Quizizz application, and the control group was given treatment using the Quizalize application. To collect data, researchers used tests in the form of pre-test and post-test. As for the pre-test results, the experimental group's average value was 60, while the control group's average was 56.8. Both groups had the same abilities before being treated using Quizizz and Quizalize. Then, after being given treatment, students are given a post-test, and their scores change from the pre-test scores. Based on the post-test scores, the average experimental class students were 83.84, while the control class average scores were 60.4. It shows that the achievement of the experimental class that was given treatment using the Quizizz application was
higher than the control group that was given treatment using Quizalize. It means that the students taught by using the Quizizz application have better reading achievement than the students taught by using the Qualizalize application.

**Gamification** is an alternative strategy that can be used to teach EFL students reading comprehension, especially in the 21st century. According to Fahad Alzuhair & Mohammed Alkhuzaim (2022), gamification-based learning is one interactive and student-centered educational strategy that has arisen as a result of academic efforts to meet the needs of the current period. According to Deterding et al. (2011), “Gamification” uses game design elements in non-game contexts. This strategy involves using games elements in learning situations to make a task or activity more engaging, interesting, and motivating.

Using gamification elements in EFL (English as a Foreign Language) reading comprehension classes has positively affected students' engagement, motivation, and reading comprehension skills. Several studies have explored the impact of gamified learning platforms and applications on students at different school levels. In a study by Kaban (2021) using the "Raz-Kids" platform, various game elements such as progress bars, leaderboards, badges, avatar customization, fixed reward schedules, and immediate feedback were incorporated. The findings revealed that e-book reading with gamification elements facilitated the development of self-regulated learning skills among students, enhancing their reading comprehension skills, performance, and attitude levels.

Another study by Pahamzah et al. (2020) explored using Quizizz, a gamified learning platform, to enhance students' reading comprehension. Quizizz incorporated game elements such as a colorful interface, avatars, memes, and entertaining music to create an engaging learning environment. The study found that Quizizz effectively increased student engagement and improved learning outcomes, fostering enthusiasm and interest in reading among students.

Besides that, gamification can impact EFL students to read in their leisure time. Mak et al. (2019) examined the impact of a gamified learning platform called Reading Battle on the flow experiences of elementary school students during leisure reading. The platform included game elements like points, levels, e-badges, and leaderboards. The study revealed that including these game elements can positively affect students' reading experiences and intrinsic motivation levels.

However, not all of the game elements can be used in the EFL reading comprehension class. Nitiasih & Budiartha (2021) highlighted six fundamental game elements in gamification: user, challenge, point, level, badges, and ranking. These elements can be incorporated into EFL reading comprehension classes to enhance student engagement and motivation. Challenges can involve arranging jumbled letters, solving puzzles, or finding specific items within the game environment. Points, levels, badges, and ranking create a sense of achievement, progress, and competition, motivating students to participate actively in reading comprehension activities. Additionally, feedback is a crucial game element, providing learners with information about their performance and guiding their improvement.

Gamification strategies can be applied across various school levels. As shown in the study by Ali Abusa & Ahmad Baniabdelrahman (2020), elementary
school students can benefit from gamification in reading comprehension activities, as it enhances their motivation and participation. Junior high school and senior high school students, as demonstrated by Al-Khamaiseh, 2022; Sihombing & Astuti (2022), respectively, can also benefit from gamified learning platforms by increasing their motivation, concentration, engagement, and enjoyment. Even undergraduate students, as explored by Korkmaz (2021), can experience significant gains in reading comprehension and vocabulary through gamification applications.

Implementing gamification in EFL reading comprehension classes has positively affected students' engagement and motivation. Fahad Alzuhair & Mohammed Alkhuzaim (2022) emphasized that gamification increases students' willingness to accept challenges, progress, and achievement, enhancing their learning outcomes in reading, writing, and speaking a foreign language. Similarly, Nitiasih & Budiartha (2021) found that gamification based on local stories increased students' enthusiasm, activity, and desire to read, resulting in improved reading comprehension. Ratnasari et al. (2019) also demonstrated that gamification applications like Quizizz led to better reading achievements than traditional methods.

Overall, gamification elements in EFL reading comprehension classes can enhance students' engagement, motivation, and reading comprehension skills at different school levels. Teachers can create an interactive and stimulating learning environment by incorporating game elements such as challenges, points, levels, badges, rankings, and feedback, fostering students' interest in reading and their overall language proficiency.

CONCLUSION AND SUGGESTION

Based on the explanation above, gamification can impact EFL students' reading comprehension. This impact can occur when using game elements such as challenges, points, levels, badges, rankings, or feedback in teaching reading comprehension. This gamification can be applied in elementary school, junior high school, senior high school, and even undergraduate students. However, the use of these gamification elements must be adapted to the needs and conditions of students. Because of that, the teachers can use gamification to teach in the EFL classroom especially for reading comprehension.

Looking at the development of technology in this era, the teacher as the practitioner can incorporate game elements such as challenges, points, levels, badges, ranking, and feedback into EFL reading comprehension classes. These elements can enhance students’ engagement, motivation, and reading comprehension skills. Then, teachers can use gamified platforms like Raz-Kids, Quizizz, or Kahoot to provide interactive and stimulating learning experiences that can engage and motivate students’ reading comprehension, like the program Reading Battle. Furthermore, the researcher hopes that further research can investigate the long-term effects of incorporating gamification elements in EFL reading comprehension classes. It can explore whether the benefits observed in short-term interventions are sustained over extended periods and whether there are lasting effects on reading comprehension skills, attitudes, and motivation. Besides that, the researcher hopes that further research can explore the optimal combination of game elements for EFL reading comprehension classes.
Determine which elements, such as challenges, points, levels, badges, ranking, or feedback, have the most significant impact on student engagement, motivation, and reading comprehension outcomes.

REFERENCES


