

Exploring the Usage of Digital Games and Gamified Learning Apps in English Learning: A Literature Review based on Indonesia

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ABSTRACT

English teaching and learning has evolved throughout the years in Indonesia, the shift from a content-based instruction to a communicative approach helped to pave the way for the incorporation of English media such as Digital Games to penetrate the landscape of ELT in Indonesia. This literature review is aimed to look at the utilization of Digital Games in the realm of English teaching, focusing on research done between 2019 – 2024 regarding the usage of digital game as a medium of learning both in formal mediated instructions to an informal English learning. This literature review retrieved 25 research articles related to the usage of Digital Game in English learning. It is indicated that digital game is an effective tool to enhance numerous English skills.

Keywords: Digital Games, Gamified Learning, English Skills.

INTRODUCTION

English teaching has evolved throughout the years as the attention of the education shifted. At first, English learners were taught using the grammar-translation method to foster the learner's memorization of the language. However, the landscape of education was changed in the modern years by a move towards the communicative content from a language.

Coincidentally, English media such as video games, films, magazines, and tabloids gained widespread popularity in the early 20th century. This paved the way for a new learning method for English language learners.

In Indonesia, the trends of students and teachers using these language tools are continuing to rise. Students and teachers can familiarize themselves with digital games to improve their English proficiency both in informal and formal settings with the integration of gamified learning to provide engagement and relevant contents for the target language.

However, many people still stipulated that digital games and gamified learning apps are used because of their entertainment value. This literature review is aimed to uncover how video games impact students reading skills and vocabulary mastery in ELT, and to determine the effectiveness of those tools in English Learning.

This literature review is aimed to reveal the nature of gamified learning of English, containing many research from Indonesia that investigate digital games as medium for English learning alongside its effectiveness and how it can help students to increase their language skills.

LITERATURE REVIEW

This section of the literature review is presented to discuss the relevant literatures and research evidence in this given topic. In this section, the author will discuss the theoretical frameworks used for this research.

a. Gamified Learning

Gamified learning is a learning method in which game elements were introduced to foster students' engagement. In this context, it is possible for teachers and students to practice language using video games such as *Genshin Impact*, a learning app with gamified elements like *Duolingo*, and assessment tools in the classroom such as *Quizziz*, *Wordwall*, and *Kahoot*.

b. Informal Learning

Informal learning is a method about receiving an unobstructed way of English Language Learning which can take place outside educational institution (Source). Informal learning will potentially happen if students utilized digital games as the media for English learning.

c. Formal Learning

Formal learning can be described as the structured way in which a student will have a lesson in a designated place and time, usually in a classroom. (Source). In this case, digital games can be a supplemental tool for English learning.

METHODOLOGY

The research about digital games and gamified learning applications for English learning has seen an increase in the 21st century. In a research distribution platform named 'Google Scholar' the keyword of "video games AND English learning", gathered 1,4 million results

spanning over hundreds of pages. The search was compiled using Mendeley Dekstop application.

Based on the title, the selected journals are acquired are mostly from Indonesia, The journals were sourced from many Open Journal System in Indonesia/ In addition, the filtered research should take place in Indonesia.

This research paper is designed with literature review in mind. The authors of this research used Google Scholar to search the necessary literature. Several steps were constituted to filter the appropriate literature from Google Scholar. This literature review contains literature from 2012 – 2024, each entry is carefully selected through the keywords, abstract, titles, and the contents.

No	Literature	Authors	Sample	Methods	Objectives	Findings
1	Empowering English learning through Role-Playing Games for Vocabulary Mastery.	(Rahman & Angraeni, 2020)	40 middle school 8 th Grade students in Indonesia	Quantitative, Quasi-experiment Research	Finding out how effective RPG Media to learn new vocabularies and students' perception in using the media.	The students reacted positively to the media and RPG is effective to acquire new vocabularies.
2	The Impacts	(Komala &	20 High School Student	Quantitative, Experi	To determine the	The Cherry Orchard

	of The Cherry Orchard Video Game on Players' Reading Comprehension.	Rifai, 2021)	s in Jakarta	mental Research.	effectiveness of the "Cherry Orchard" game to foster reading comprehension.	video game massively affects reading comprehension positively.
3	The Effectiveness of Role-Playing Games (RPG) in Teaching Reading for Second Grade Students at Man 2 Lombok Tengah.	(Khusniyah & Ariawan, 2023)	19 teenagers from 10 Grade students of MAN 2 Lombok Tengah	Quantitative, Pre-experimental research.	To determine the effectiveness of Role-Playing-Games in achieving higher level of reading comprehension.	RPG game is effective in fostering reading comprehension.
4	How RPG (Role-Play Games) Impact Players'	(Khair, 2023)	2 college students	Qualitative research	To explain students' living experiences in relation	The students learnt English accidentally because

	English Ability.				to learning English language.	of video game elements.
5	The impact of the walking dead video game on students' reading comprehension on narrative text. (Nadhif, 2021)	(Nadhif, 2021)	10 Graders of Kebumen First State High School.	Quantitative, Experimental Research Design.	To determine the impact of the Walking Dead Game to foster students' reading comprehension.	The game did not impse any positively impact reading comprehension.
6	The Digital Game for the Learning of Reading Skill	(Prasetyo, 2022)	Qualitative, Interpretative Resarch	Books, academic journals, proceedings, and	To explore the integration of	Digital game has a positive influence on students' reading

				other types of research..	digital games for reading skills in pedagogic settings.	skills. However, it has some drawback that need to be addressed, especially in pedagogic setting.
7	The Utilization of Online Games To Enhance EFL Students' Vocabulary in Senior High School	(Aulia et al., 2024)	Qualitative Research	7 students from a university in Jakarta	To determine how students acquire vocabularies through online games.	Online games are helpful tools in English learning because it is engaging and contain many authentic languages in their gameplay.

8	The Impact Of Playing Online Games to The Learners' English Vocabulary	(Karim et al., 2024)	Qualitative Research with Narrative Inquiry.	2 College Students	To determine how the PUBG Game impacts vocabulary acquisition	The research found that playing the PUBG Game impacts vocabulary acquisitions mostly in a positive way.
9	Students' Gaming Experience in Mastering Vocabulary	(Fariz & Suryaman, 2021)	Qualitative Narrative Inquiry	1 college student.	To determine how video games influence vocabulary and the types of games that contribute the most in vocabulary acquisition.	Role-Playing Games and Rich Narrative Story Games helped students acquiring more vocabulary.

10	The Influence of Modern Video Games on Children's Second Language Acquisition.	(Ahsan et al., 2020)	Qualitative Research with Observation.	A 7 Years-old EFL.	To determine how video games affect L2 acquisition of a children .	The study found that children acquire new vocabularies of English and its usage by imitating and using it with trial and error.
11	Students' perception of the genshin impact game in their vocabulary mastery and 21st-century skills: A descriptive qualitative study	(Nuriyah et al., 2024)	Descriptive Qualitative Research	College students at IAIN Syarif Hidayatullah.	To find out how students perceive Genshin Impact as a learning media for vocabulary acquisition and learning 21 st century skills.	Genshin impact can become a positive influence in both vocabulary acquisitions and 21 st century skills.

1 2	Videogames towards english ability of the players: a study of perspectives.	(Arya et al., 2024)	Quantitative Research.	33 players of various video games.	The research studies how video games affect English acquisition in the players' perspectives.	Video game is a positive influence for English language acquisitions.
1 3	Exploring the Impact of Artificial Intelligence (AI-based) English Games in Enhancing English Communication Skills among Indonesian L2 Generation Z.	(Citrani ngtyas, C. & Cendana, 2024)	Qualitative Descriptive Research	16 Indonesian from various groups .	The study focuses on the usage of AI-based video games in learning the communication skills of English.	Playing video games can affect students' communication skills in English positively.

14	The Utilization of mobile-assisted gamification for vocabulary learning : Its efficacy and perceived benefits.	(Fithriani, 2021)	Quasi-Experimental Study	74 college students.	The study discusses the efficacy and the benefit of using mobile-gamification based application in vocabulary learning .	Mobile-gamified learning apps are effective for vocabulary learning in formal classroom.
15	Films and Online Games : Fostering English Pronunciation and Vocabulary Development of EFL Students in Indonesian	(Widiantanti, N. & Wahyuningih, 2024)	Qualitative Case Study Research	8 senior high school students.	To determine how games and films foster the pronunciation abilities and vocabulary mastery.	Video games and films can be used as learning media for vocabulary and pronunciations in the classrooms effectively.

	Secondary Schools.					
16	The Effect of Using Scrabble Mobile Phone Games to Develop Students' Vocabulary Knowledge.	(Fahlevi et al., 2022)	Quantitative Experimental Research	60 Junior High School Students.	The studies tried to obtain the empirical evidence about the effect of using Scrabble games to foster vocabulary knowledge.	The scrabble mobile games are effective in fostering the students' vocabulary mastery because it helps the students to memorize, deduce, and use the word quickly in an engaging way.
17	Enhancing Listening Skill Through	(Jimmi et al., 2024)	Qualitative Descriptive	"Detroit: Become Human	The research discusses the	The research found out that video

	Narrative Text in Video Games.		Research	." And "Wake II" Game.	narrative elements of 2 video games and how effective it is to be used as a learning media for listening .	games contains 3 narrative elements; Storyline, Character interaction, and Quick-Time Events that can be used to foster students' listening skills.
18	Online Game As a Media To Improve Students' Speaking Skill.	(Darihastining et al., 2019)	Quantitative Research	38 College Students from STKIP PGRI Jombang.	The study explained how online games affect the students' speaking skills.	Online Games can become a positive influence for introducing speaking skills, but in

						moderation.
19	Video games: An innovative way to master English.	(Rafidiyah et al., 2019)	Qualitative Phenomenology Research	6 Video Games players	The research shows how video games are used in mastering English Language.	The research demonstrated that video game acts as an innovative and engaging experience to learn English by providing the learners with a rich story.
20	The impact of englishg ame-based mobile applicati on on students ' reading	(Sofiana & Mubarak, 2020)	Quantitative Experimental Research.	119 Junior High School Students.	The research discusses about the effectiveness of Englishg ame-based mobile	The research indicates that students tend to have higher reading achievements

	achievement and learning motivation.				application (EBM) to achieve higher reading abilities,	after undergoing EBMA based lessons.
21	Students' Motivation to Learn English Using Mobile Applications: The Case of Duolingo and Hello English	(Hidayati & Sari, 2019)	Mixed-Method Research	25 college students in Aceh	To determine how a gamified learning apps can affect the students' motivation in learning English.	The study indicated that video games can
22	Benefits of Kahoot in Improving 7th Grade Junior Highschool English Vocabulary:	(Mustagis et al., 2024)	Classroom Action Research	7 th Grade students in a Junior High School	The study's objective is trying to find out how Kahoot! Benefits vocabulary acquisitions,	The study showed that Kahoot is a helpful tool in fostering students' vocabulary

	Classroom Action Research in SMP Hamong Putera Ngaglik.					ary knowledge by providing the users with engaging assessment methods and instant feedbacks.
23	The Effect of Minecraft Video Game on Students' English Vocabulary Mastery	(Sudarmaji & Yusuf, 2021)	Quasi-Experimental	5 th Grade Students in SDN Poris Plawad.	The aim of this study is to determine how Minecraft can affect English vocabulary n=mastery.	The study found out that students' became more engaged while using Minecraft as a learning media for vocabulary acquisition, leading to

						higher score in the post-test.
24	the Impact of Video Game: “Age of Empires II” Toward Students’ Reading Comprehension on Narrative Text	(Amin & Wahyudin, 2022)	Quasi-Experimental	72 12 th Grade Students in MAN 1 Bandar Lampung	The studies focuses its attention about how Age of Empires II impacts reading comprehension.	The study found out that Age of Empires II impacts reading comprehension positively.
25	The implementation of Wordwall Games in vocabulary learning	(Ilahiya et al., 2023)	Descriptive Qualitative	10 EFL Students in UIN Malang	The concerns of the study were to determine how Wordwall Games can affect English acquisitions.	The research indicated that the varied games provided by Wordwall can be effectively used to foster numerous skills

						of English.
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Table 1: Literature Box

Bagaimana

Results and Discussion

Based on the research articles that the author has gathered, the use of digital games influence English learning positively. The research has gathered multitudes of research in various educational levels in Indonesia. The results of the research can be viewed below.

1. The Perceptions of Using Digital Games in English learning.

The researcher has identified several relevant literatures related to the students' perceptions in using digital game as a media of English learning. The results showed that students generally react positively in using digital games as the learning media. This evidence is supported by Nuriyah (2024)

Fithriani (2021) argued that mobile game-based learning is a great tool for vocabulary learning as it demonstrate that students are engaged and more motivated when using game-based learning.. In addition, Noviasmy (2023) voiced a similar thought that digital games provide engaging contents and it has showed that students are likely more motivated in the English class. To conclude the explanation, the usage of digital game can be perceived as a positive influence on formal English classroom.

Furthermore, some studies have gained more insights related to how students perceive digital games as medium for English learning in informal setting. Zalhani (2021) stated that the usage of digital games can increase the students' motivation in learning English,

making the students more engaging and fun, making digital games as positive influences in the learning process.

Based on the findings above, students mostly treat digital games as positive influences in their learning process.

2. The Benefits of Using Digital Games for English learning.

Studies have indicated that digital games can provide several benefits in English learning. Most notably motivation, engagement, authentic language usage, and the inclusion of various language skills.

Digital games provide the students with engaging contents and increased motivation. Many studies have shown that video games can foster both engagement and motivation in both informal education, and formal education. One instance related to the informal learning came from a research conducted by Hidayati (2019). The author of the research mentioned that using gamified learning apps such as Duolingo and Hello English can provoke engagement and motivation in students.

Additionally, digital games and gamified learning apps can give the students an authentic source of the target language. A study by Ahsan (2020) mentioned that video games offer authentic languages in the forms of an instruction. Additionally, a research by Ilahiyati et. al. (2023) stated gamified learning apps like *Wordwall* provide authentic languages in the form of vocabulary games created by the contributors.

Research conducted by several authors have demonstrated that digital games and gamified learning apps can foster various English language skills such as Speaking, Writing, Reading, Listening, and vocabulary mastery (Darihastining et al., 2019; Khair, 2023; Nadhif, 2021; Sudarmaji & Yusuf, 2021).

The continuous aspect believed to be the most increased by the introduction of gamified learning is vocabulary acquisition. Students can learn more vocabulary by playing digital games such as *Minecraft*, *Genshin Impact*, *Age of Empires II*, and *The Walking Dead: The First Season*. These digital games has aided students to acquire new vocabularies and reading comprehension both in informal and formal setting. (Amin & Wahyudin, 2022; Nadhif, 2021; Nuriyah et al., 2024; Sudarmaji & Yusuf, 2021)

On top of that, gamified learning apps like Duolingo can make the memorization of a vocabulary more engaging (Hidayati & Sari, 2019). This can be achieved by introducing gamified elements in the language course. This in turn lead to more engaging learning. On top of that, digital games and gamified learning apps can foster listening and writing skills. A research by Jimmi (2024) suggested that digital games foster students' listening skills through the use of its narrative elements.

Additionally, Zalhani (2021) argued video games helped students to foster their language skills informally. The study argued that students' writing can be fostered while playing digital games. In addition, digital games helped the students fostering their speaking skills. A study about how games can affect English speaking skills is conducted by Widiastanti (2024). The research demonstrated that authentic language seen interactive media like games and film will help them to practice their speaking skills.

1. The Benefits of Using Digital Games for English learning.

The researcher found out several types of games that are used to foster English skills both in a classroom setting and informal settings. These lists include Role-Playing Games, Online Games, Gamified Learning Apps, and Classroom Gamified Apps. In some instances, digital games such as Role-Playing Games, Online Games, and Gamified Learning Apps could foster informal learning, whereas Classroom Gamified Apps could foster formal learning.

Various research indicated that students used Role-Playing Games such as Age of Empires II, Genshin Impact, Minecraft, and Cherry Orchard Game to be used as a medium of learning in informal settings. Additionally, Gamified Learning Apps like Duolingo and Hello English supplements English learning with gamified activities.

Meanwhile, teachers can use several applications such as WordWall, Quizlet, Kahoot, and Quizziz to provide engaging learning with a gamified approach for assessments and teaching. These types of tools promote engagement and motivation in fostering English acquisition.

CONCLUSION

The potential of gamified learning cannot be underestimated nowadays. Tools to foster English skills have advanced rapidly to provide learners with adequate learning experiences. Studies have shown that gamified learning has the potential to foster English language skills.

In Indonesia, most students agree that using gamified learning can be more engaging and encourages motivation than the traditional methods. This is an indication that gamified learning can act as a good influence for English learning.

In informal context, digital games such as *Minecraft*, *Age of Empires II*, *Genshin Impact*, and even *Duolingo* and *Hello English* are used to foster English skills. Research showed that learning English skills through these digital environments can lead to more engagement and motivation. Additionally, these digital games can help to enhance various aspects of English language.

In formal settings, gamified learning can be employed through *WordWall*, *Quizziz*, and *Quizlet* to foster students' English skills. Various research showed that these tools have a similar effect in the classroom environment.

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