CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical description and previous study. The theoretical description discusses several theories related to the research, while the previous study discusses research that is similar to the research to be carried out.

A. Theoritical Review

1. Learning Interest

1.1. Definition of Learning Interest

Bergin stated that the concept of interest consists of individual (Ainley, Hillman &Hidi, 2002) and situational (Lin&Huang, 2016) (Krapp, 2002) interest. Individual interest is defined as a deep interest in a field or activity that arises based on existing knowledge, emotions, personal experiences (Hidi, Berndoff &Ainley, 2002), and is a desire from within to understand so as to give rise to new experiences (Fryer, 2015). Furthermore, according to Alexander, situational interest arises spontaneously, temporarily (Flowerdayy & Shell, 2015) and curiosity is inspired or influenced by the environment. Garcia states three models as factors that differentiate situational interest, firstly triggering situational interest, secondly maintaining situational interest regarding feelings and thirdly maintaining situational interest as a value(Kirillov, 2016).

Interest is one of the psychosocial factors that helps and encourages individuals and provides a stimulus for an activity carried out to achieve the goals to be achieved. This interest also always influences individual thinking goals. Interest will grow weaker and stronger according to experience. Interest always needs to be layered because this interest is related to drives, motives and emotional responses. Interest can affect the process and learning outcomes, so many educational experts discuss it with different meanings. (Hsin, 2013)argues that interest is a persistent tendency to feel interested in a field of study or certain things and feel happy studying the material. So between interest and feelings of pleasure there is a reciprocal relationship, so it is not surprising that there are students who feel unhappy or less interested and vice versa. (Hariyana, 2020) argues that interest is a tendency and high excitement or a great desire for something.

Interest in learning can be measured through 4 indicators as mentioned by Slameto (2010) namely interest in learning, attention to learning, motivation to learn and knowledge. Interest in learning means that if someone is interested in a lesson, then that person will have feelings of interest in that lesson. that person will study diligently and continue to understand all the knowledge related to that field and will follow the lessons with enthusiasm without any burden.

Kusuma (2015,p.69), stated that interest is an inherent trait in humans that serves as a driving forceto do whatever he wants. Desire or interest and willingness or will greatly affect the quality of achievement of learning outcomes. (Isnawati, 2021)effective teaching and learning conditions are the interest and attention of students in learning. Interestis a relatively permanent trait in a person. Interest has a great influence on learning because with interest someone will do something that interests him.on the other hand, without interest one is impossible to do something.

Learning is a process by which an organism changes its behavior as a result of experience.The term interest in terminology is an aspect of personality by describing the existence of a will. Slameto stated that interest is a feeling of liking and being interested in a thing or activity, without anyone telling (Jusuf, 2016b). Lin &Huang (2016) stated that interest is a feeling morelike, interest, attention, focus, power, effort, knowledge,behavioral skills, and the results of an individual's interaction withcertain activities.

Interest in learning can not be separated from a student towards learning as encouragement or a feeling of liking for a learning activity. Interest in learning arises from internal factors and psychological aspects which have a very basic influence on the process of learning activities and progress for students, as well as progress for students (Jusuf, 2016a). to foster students'

interest in learning, the teacher needs a tool as a lighter or attracts students' attention or can be said to be an indicator of interest. Related to the development of interest, the use of media in the learning process is very important to use.

After read several definitions of interest in learning, it can be concluded that interest in learning is our willingness/interest in learning. "Interested" means wanting/liking something. Interest in learning grows from ourselves when we feel happy/like something.

1.2. Kinds of Learning Interest

According to Krapp cited in Sagala (2012) he suggests that the original base of development of interest can be categorized into three,namely

1. Personal interest, personal interest is related to attitude and motivation to certain subjects. personal interest is synonymous with intrinsic interest that leads to a special interest in the social sciences, sports, music, science, and so on. besides, interest personal can be interpreted with students' interest in choice ssubjects.

2. Situational interest, situational interest emphasizes the interests of students which is unstable and relatively fluctuating depending on factors

stimulation from outside. this interest is more related to the theme lessons given.

3. Psychological interest, sychological interest is related to the existence of ainteraction between personal interest and situational interest sustainable.

1.3. Characteristics of Interest

From several definitions of interest, it is known that interest hascertain traits and characteristics. According to Crow & Crow in Hurlock(2017) the characteristics of interest include:

a. Attention to objects of interest consciously and spontaneouslynaturally without coercion. This factor is shown by unwavering behavior by other people while looking for things they like. It meansnot easily persuaded to move to other.

b. Feelings of pleasure towards objects that attract attention. this factorshown by feeling satisfied after getting the itemwanted.

c. Consistency to the object of interest for the objecteffective for him.

d. Search object of interest, this factor is indicated by behaviordo not despair to follow the desired object.

e. Experience gained during individual development and notinnate, which can be a cause or a result ofpast experience, individuals are attracted to something they wantbecause the experience is beneficial to him.

1.4. Indicators of Interest

According to Djamarah (2008) the indicators of interest are liking/pleasure, statements prefer, there is a sense of interest, there is awareness to do the object of interest without being asked to, participate in the object of interest, and give attention. (Kusuma, 2015)several indicators of interest are feelings of pleasure, interest, and involvement. From the several definitions put forward regarding the interest indicators above, interest indicators are:

a. Interest

Interest relates to the impetus for an object, person, activity or it can be an affective experience that is stimulated by the activity itself. Interest is the beginning of the individual's interest, so that someone who is interested will be interested in something first. Someone who is interested in an object will have a feeling of being attracted to that object. Interest is shown by focusing attention and feeling happy (Lilia, 2020).

b. Happy Feeling

If the individual has a feeling of pleasure towards a certain object, then there will be no sense of compulsion to do that object. Feelings of pleasure towards an object will generate interest in a person and can lead to a desire to defend the object.

c. Attention

Attention is the focus of individual observations on an object that the individual finds attractive. A person is said to be interested when accompanied by attention, namely the high creativity of the soul which is solely focused on an object. So someone who is interested in an object must have his attention focused on that object. Someone who has an interest in a certain object will naturally pay attention to that object.

d. Involvement

A person's interest in an object that causes the person to be happy and interested in doing or doing the activities of that object. Someone who has an interest in an object will try to do the object well, with high curiosity, and have the awareness to do the object of interest without being ordered or forced.

Interest in a subject that is owned by someone is not innate, but is learned through a process of cognitive assessment and affective assessment of a person which is expressed in attitudes. Djamarah revealed that students' interests can be expressed through:

a. The statement prefers one thing over the other.

b. Active participation in an activity.

c. Paying greater attention to something he is interested in regardless of the others (focus).

Then Hurlock said that interest is the result of experience or learning process. He further stated that interest has two aspects, namely:

a. Cognitive Aspect: This aspect is based on the concept that a person develops regarding areas related to interest.

b. Affective Aspect: This affective aspect is a concept that builds cognitive concepts and is expressed in attitudes towards activities or objects that generate interest.

Darmadi (2017) said, based on this description, indicators to influence one's interest in learning, namely:

a. There is a concentration of attention, feelings and thoughts from the subject towards learning because of interest.

b. There is a feeling of joy towards learning

c. There is a will or tendency in the subject to be actively involved in learning and for the best results.

1.5. Factors that affect interest

According to Crow and Crow in Shaleh (2004) disclosesthat there are three factors that cause interest, namely:

A. The Push From Within The Individual

The urge to know or be curious will generate an interest in reading, studying, studying, doing research and so on. This factor is emphasized in the individual's efforts to meet his physical and physical needs. Factors that encourage from within to generate interest in learning are the desires and aspirations and hopes to get awards or achievements. Someone who has a desire for something will encourage the individual to actively carry out activities to achieve the desired goals.

B. Social Motive

This social motive can be a factor that generates interest in doing certain activities. For example, interest in learning or seeking knowledge arises because they want to be appreciated by society, because usually those who have sufficient knowledge (smart people) have a high position and are respected in society. This social motivation also reflects the characteristics of a person and is an important component of his personality. Because this social motivation is learned, the strength of the need differs from one person to another. All of this depends on the life experiences he has learned and this will reflect the uniqueness of the individual's personality.

C. Emotional Factor

Interest is closely related to emotion. if a person gets success in an activity, it will create feelings of pleasure, and this will strengthen interest in the activity. On the other hand, a failure will eliminate interest in it.

There are several factors that influence asking to study according to Sutrisno (2021):

a. internal factors

1) Biological Factors

a) Physical and spiritual health factors have a great influence on learning ability, if a person's health is

disturbed, for example, sick, it can cause fatigue, lack of enthusiasm, and not enthusiasm for learning.

b) Disability is something that causes the body to be less good or imperfect. Disabilities can affect learning, students with learning disabilities are also disturbed.

b. External Factors

External factors that influence students' interest in learning are family factors, school factors and community factors. The following will discuss the following three factors.

1) family factor

Students' interest in learning can be influenced by the family like the way parents educate. The atmosphere of the house and the economic situation of the family will discuss these three factors.

a) the way parents educate

The way parents educate their children greatly influences children's learning. This was confirmed by Suljipto Wirwidjojo who stated that the family is the first and foremost educational institution. If parents don't pay attention to their child's education, such as not setting study time, and not completing their learning tools. All of this will affect the spirit of children's learning.

b) home atmosphere

The atmosphere of the house is meant here is a situation or events that often occur in the family. The noisy, crowded atmosphere of the house does not give peace to their children who are studying. Usually this occurs in noisy families, often bickering, can cause children to get bored at home, and have difficulty concentrating on their studies. Finally, the child is not enthusiastic and bored of learning. Because they are bothered by these things.

c) Family Economic Conditions

In learning activities, a child sometimes needs educational facilities or learning facilities. Like books, stationery, and so on. This facility can only be fulfilled if the family has enough money. If the facility cannot be reached by the family, this can be an inhibiting factor in learning, but children should be given an understanding of this. So that children can understand and not interfere with their learning. However, if it is possible to fulfill these facilities, then fulfill these facilities so that children are excited about learning.

2) School factor

School factors that influence students' interest in learning include teaching methods.

a. Teaching Method

Teaching Method is a way that must be followed in teaching. This teaching method affects students' learning interest. If the teacher's teaching method is not good. In the sense that the teacher lacks mastery of the material is unprepared. The teacher does not use variations in conveying lessons, aka monotony. All of this can have an adverse effect on students' enthusiasm for learning. Students can be lazy to learn, bored, and sleepy. As a result, students are not successful in mastering the subject matter.

3) community factors

Community factors also influence the demand for student learning.

a. activities in society

Besides studying, children also have other activities outside of school. For example youth clubs, dancing, sports and so on, if these activities are carried out excessively they can reduce student enthusiasm

for learning because children are already happy in organizations or activities in the community.

b. Social Friends

The influences of the students' friends get along more quickly in the child's soul if the good friends get along will have a good effect on thestudents, and vice versa. If bad friends get along, it will definitely affect the bad character of students.

1.6.The Function Of Interest In Learning

Interest has a big effect on learning because the lesson material being studied is not in accordance with the interests of students, so students will not learn as well as possible, because there is no attraction for him. Conversely, if the subject matter attracts students' interest, then the lesson is easy to learn and remember because of interest, thereby increasing interest in teaching and learning activities.

The function of interest in learning is greater as a force that encourages students to learn. Students who are interested in the lesson will continue to be motivated to study diligently, in contrast to students whose attitude is only to receive lessons, they are only moved to want to learn but it is difficult to be diligent because there is no motivation. To obtain good results in learning, students must have an interest

in the lesson so as to encourage these students to continue learning.

Interest functions as a driving force for one's desires, a booster of desire and as a driving force in acting that comes from within a person to do something with the aim and direction of everyday behavior. This is explained by (Maduwu, 2016)who states various functions of interest, as follows:

1. Encouraging humans to act, namely as a mover or motor that releases energy.
2. Determine the direction of action, that is, towards the goal to be achieved.
3. Selecting actions, namely determining what actions are compatible to achieve the goal.

The function of interest in relation to the implementation of the study is:

1. Interest gives birth to attention immediately
2. Interest makes concentration easier.
3. Interest prevents outside distractions.
4. Interest strengthens the attachment of the lesson material in memory.
5. Interest minimizes the boredom of studying within oneself(Muthi'ah, 2021).

2. English Student Interest

The 2017 EPI data show that Indonesia ranked 39th out of 80 countries in the world, and 10th out of 20 countries in Asia. With an average score of 52.15, Indonesia falls under the 'low proficiency band' category. But in 2020, Indonesia is ranked 74 out of 100 countries. This ranking puts Indonesia in the low category again. Then, why is that so? This lack of skills could be due to the low interest in learning English in Indonesia. Most Indonesian students find it difficult to learn English. Moreover, English is not their mother tongue.

This difficulty mostly liesin the difficulty of pronunciation and the pattern of English sentences which tend to be complicated. Different from the Indonesian sentence pattern. Besides that, difficulty in listening is also a trigger for students' lack of interest in learning English.

The process of learning English also has an effect on students' interest in learning English. The same learning activities can make students feel bored. Actually, not only learning English, but also other languages, there are not many students interested. Learning a language that is always related to memorization makes many students lose their interest. Moreover, English vocabularies are quite difficult to memorize because the writing is complicated and the pronunciation sometimes does not match the writing.

Learning can be considered as a process of getting knowledge. Student's interest is important in learning and interests also play a important role indeveloping student's thinking ability. Interestspowerfully influence student's academic and professional choices. That is of course the teacher 's responsibility to establish the relations between student's interest and new knowledge. When students are interested in what they are learning, hopefully they will pay closer attention, they will also process the information more efficiently, and employ more effective learning strategies, such as engaging in critical thinking, making connections between old and new knowledge, and attending to deep structure instead of surface features. Further, when the students are interested in a task, they will work harder and persist longer, bringing more of their self-regulatory skills into play.Katz (2006) call Interest as intrinsic interest or intrinsic value defined as "the enjoyment peopleexperience when doing a task, or their subjective interest in the contentof the task" (Marisa, 2020)

Intrinsic interest may enable children to remain occupied in a task withoutreceiving immediate feedback because it can allow them to perceivethe task as enjoyable and as containing personally meaningful information,which they can connect with various issues that interest them. In addition,children who have an interest in a certain topic, might be able to rely oninternal cues

as to how well they are doing due to their experience with similar task.

It cannot be denied that English is an international language of communication. English is used in official United Nations (UN) sessions. English is also used as the standard language for international aviation. Wherever we go in all parts of the world, we are faced with the use of English the first time we set foot at the airport or airport of the country we are going to. This proves that English is very widely used. Therefore, learning and mastering English is a necessity, if we don't want to say it is a must. For in Indonesia, learn English is still something that is very difficult for most people, and sometimes even scary for some circles. Several years ago, before being introduced to elementary schools, English was taught starting from the junior high school level, for 3 (three) years; at the senior high school level, for 3 (three) years. Judging from the study time, 6 (six) years is a long time to master a skill field.

In fact, after studying for 6 (six) years, most of us cannot speak proficient in English, even in the simplest structure. Countless even ended up knowing nothing about English at all. In fact, if asked Indonesian children what their aspirations are, most of them want to be pilots, doctors and so on. All of these professions require qualified English skills, so that they can further develop themselves. English is a big business. Proficiency

in English is important for one's competitiveness. With good English skills, good competitiveness, which is useful for our country too,". But that doesn't mean we have to forget Indonesian, which has become our national language.

In Indonesia, English is only learned at school but is not used in everyday life. That's why English in Indonesia is generally taught as a foreign language. The term 'foreign language' in the field of language teaching is different from 'second language'. A foreign language is a language that is not used as a means of communication in certain countries where it is taught. Meanwhile a second language is a language that is not the main language but is one of the languages used in general in a country. If we return this to the understanding of language as a system of communication in speech and writing used by people of a particular country. So, the status of a language as a mother tongue, second language, or foreign language will also have an impact on the purpose of learning that language.

3. Learning Gamification

3.1 Definition of Gamification

Gamification can be defined asa concept that combines games to attract students' attention, motivation, interest in learning, promote learning, and solve problems. Gamification is a learning approach using elements in games or video games with the aim of

motivating students in the learning process and maximizing feelings of enjoyment and engagement with the learning process, besides that this media can be used to capture things that interest students and inspire them. to continue learning. Gamification is also a concept that uses game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems (Nurhasanah, S, 2016).

A similar but more general definition of Gamification is the use of design elements that make up a game in a non-game context. Gamification is a process that aims to change the non-game context of learning, teaching, and marketing to be much more interesting by integrating game thinking, a way to make people think they are playing games with activities that are designed to resemble games to create a sense of fun, challenge, and motivation. and this has been research by Jusuf, (2016) who discusses the use of gamification in the learning process. In this study, the author tries to analyze and discuss the determinants of motivation in learning effectiveness by using gamification from social cognition. The first discusses why researcher andpractitioners need to consider the problem of interest in learning in the learning process that uses multimedia. Both theories of interest in learning are relevant to the learning process which can specifically be applied to multimedia learning, teaching and development of teaching materials.

Gamification is a game-based learning concept. gamification is the implementation of components of a game in other fields of science (non-game) such as points, badges, leaderboards, etc (Firmansyah, 2020). Another opinion expressed by (Smith &Schamroth, 2018) discusses further about gamification that uses rewards as its basis, relating to interaction, engagement and feedback from a batting gameplay and feedback from a gameplay that is part of gamification itself.Gamification is a strategy that can be applied to develop students' interest in learning English. Gamification is defined as the use of game design elements in non-game contextsEt Al Pambudi, 'Pengembangan Sistem Pembelajaran Bahasa Inggris Menggunakan Pendekatan Gamifikasi', Pengembangan Teknologi Informasi Dan Ilmu Komputer, 5910–5916.. There are various game design elements in gamification, including points, badges/stars, scoreboards, and challenges (Nugroho, 2010).

Flores (2015), stated gamification can be defined as game features and design principles in non-game contexts. Gamification is suitable for young learners as it is an important component of their learning. Pupriandari, 'Indonesian Students' Interest In Learning English', Sepuluh Noember Institute Of Technology (ITS), Surabaya, Indonesia, 2021.states that playing games can encourage children to be more involved and involved with other people. Accordingly, children love to play games, and they will be happy if they can play exciting games. Moreover,

gamification has a substantial beneficial effect on success and progress by providing personalized and meaningful feedback (Permata, C. A. M., & Kristanto, 2020).

Gamification is the use of game mechanics and experience design by using the mind to digitally engage and motivate people to achieve their goals (Burke.,et al 2018).Gamification is a process of game thinking and game mechanics to engage users and solve problems (Purnawan, 2022). Gamification is the use of design elements that make up a game in non-game contexts or games that are needed in learning or education (Wardana, 2019). Gamification is a process that aims to change non-game contexts (for example: learning, teaching, marketing, etc.) to be much more interesting by integrating Game thinking, how to make people think they are playing games with activities that are designed almost like games to create a sense of fun, challenges, and motivation. Gamification can be defined as the application of game mechanisms to make learning more interesting where games are designed to involve players in various types of challenges, there are rules and provide feedback to measure results (Ramdani, 2018).

The field of gamification education can be applied in the learning process which aims to encourage students to learn a material by applying elements of game design in the learning process so that it is more fun and can influence students' interest

and motivation in ongoing learning. So that gamification provides an alternative to make the learning process that can be applied by teachers of basic programming subjects more interesting, fun and effective. Gamification has been used in various fields in recent years. One of them is in the field of education, where game elements are used to increase student motivation, interest, involvement, and learning outcomes. The use of gamification is an important development in learning.

Meanwhile, according to researcher gamification is a strategy that can be used/applied by teachers in the teaching and learning process. gamification is a teaching method that applies concepts such as games. The game itself can certainly attract students' attention when learning. if we apply the right method then the success of the teaching and learning process will also be good and successful. after reading several theories, journals/thesis that the gamification method can also help increase student interest in learning here as researchers believe that the gamification method can increase student interest in learning.

Good learning media are media that can increase student activity and learning outcomes, are practical and easy to use, stimulate and attract students' attention, and have the ability to provide feedback, feedback including encouraging students to practice learning well. (Shavab, 2021)By using the gamification learning method, it certainly makes it easier for educators, such as

in determining the final value of a student which can be determined through the number of points they get from each material they receive.study and also assignments, some tests given by aeducators who make students excited in doing it and also of course has its own meaningfor a student. teachers can deliver videoslearning gamification through a video game. Besides thatprovide feedback in the learning video gamemake learning more fun and studentsmore enthusiastic in welcoming learning.

3.2. Steps to Apply Gamification

The following are the steps for applying gamification in learning that is know the purpose of learning, decide on a big idea, make up the scenario of the game, planning learning activities, form groups, apply the dynamics of the game.The following are the steps for carrying out gamification in learning, namely Breaking down the subject matter into certain parts. Give a quiz at the end of each section and reward participants/students with virtual badges if they pass the quiz, separate the material into different, tiered tiers. So, as learning progresses, students earn badges and higher levels are unlocked so they can learn new material, keep track of the scores earned in each section. This is intended so that students focus on increasing their overall score.

Providing rewards such as badges, certificates, achievements that can be posted on student social media or on campus/company

internal websites, making levels/levels sensitive to date or time, so they have to check daily, weekly, or monthly for new challenges, creating groups of assignments so students can collaborate together to complete projects, introducing the concept of 'quests' or 'meaning of epics', where students can submit their work which can reinforce learning or cultural norms , giving students an incentive to share and comment on friends' work. Encourages a culture of knowledge sharing, Surprises with extra bonus prizes when students pass new challenges, creates artificial stress by using 'countdowns' on various quizzes. This method will make students face challenges with time limits, take badges or rewards if students don't pass certain challenges, create role-playing scenarios or branching in e-Learning that are infinite, or can be repeated so that if the challenge is not overcome, students must seek solutions, introduce characters that help and hinder students in their learning journey, provide facilities for students so they can create or choose characters to 'play' during learning, display leaderboards that show the performance of all students across departments, geographies, and specialties to encourage a spirit of competition and collaboration.(Afriani, Z. L., 2022)

Gamification learning model has several advantages compared to other learning models, including: Learning becomes more fun, encourages students to complete learning activities, helps students focus and understand the material being studied, Provides opportunities for students to compete , exploring and

achieving in classSa'ida, 'Konsep Gamification Dalam Pembelajaran Anak Usia Dini', Journal On Teacher Education, 2022, 586–92. The steps above are the main stepsin the application of gamification in learning. Inits application, the teacher can make modifications / additions according to the needs and conditions of each.Gamification mechanisms usually include scoring systems, levels, and symbols to show individual participants' progress through certain tasks and report their status to other participants to create interactivity (Smith, 2008).

3.3. Benefits of Gamification

Incorporating game elements into classroom learning has certain aims and objectives, that the teacher as a teachereducators have certain goals for themselves, namely to make students more interested in learning, andcontinue the habit of self-study. in addition, it was also explained that students also have certain goals, for example to be able to achieve learning success, behave well in school, and give the best they can. games can provide satisfaction for both parties, namely teachers and students. this is because games provide freshness and make lessons more interesting and fun, which is the key to increasing motivation to learn in the future.The definition of the game according to Ahmadi is an act that is fun and carried out of its own free will with the aim of getting pleasure when doing these activities (Taritonang, 2008). Padmono (2011), stated that the game

method is a way of presenting lesson material through various forms of games. Meanwhile, Permana (2009) defines the game method as a way of teaching that is carried out in games. Arisnawati (2009), defines the game method as the method used by teachers in presenting lessons by creating a fun, serious but relaxed atmosphere, without neglecting the lesson objectives to be achieved.

Activities are carried out for self-interest, carried out in pleasant ways, not oriented to the end result, flexible, active, and positive. This means, playing is not an activity done to please others, but solely because of a desire from oneself. Therefore, playing is fun and is done in ways that are enjoyable for the players. In play, children don't think about resultsbecause the process is more important than the end goal. Play is also flexible, so children can make new combinations or act in new ways that are different from the previous one (Topano, 2021).

There are 14 (fourteen) game effects in learning according to Sugar (2002), that is games will provide experience, games allow special treatment for beginners, games provide choices in class, games reinforce learning, games provide opportunities to pass back, games increase test ability, games show that energy in class is main, games help introduce new or difficult material, games complement reading aids, games increase cooperation between students, games teach playing by rules, games foster individual

desire for achievement as well as teams, games strengthen and enhance multitasking, games can replace work.

According to researcher, here are some of the benefits of gamification that we do, namely making learning fun and interactive regardless of your students or subject matter, gamification learning can help you create content that is interesting, educational, and entertaining, as well as generate a desire to learn deeper gamification. learning, the natural benefits that can be provided to students and have a major impact on knowledge retention.

3.4. The Elements of Gamification

In the gamification approach, there are several elements that can make learning different from traditional learning in general. Kapp (2013) suggests several elements in gamification, including:

1. Stories

The results of the study show that on average students remember facts, terms and jargon more easily when they learn the information in the form of stories (stories) rather than in the form of bulleted lists. Stories can evoke emotions, provide contexts in which to place information, and are a way for humans to pass information on from generation to generation. The use of story elements is similar to the use of case studies or scenarios, it's just

that the use of stories must have meaning and be able to emotionally appeal to students. By involving students in a story, it can help and strengthen in remembering a lesson. A good story focuses on helping students to solve problems, can educate students, and is easy to remember when actual conditions occur.

2. Challenges

In gamification content, challenges have a big role in stimulating student activity. Research shows that challenge is one of the strongest motivators in learning.

3. Curiousity

When playing video games, players will become curious. humans are naturally driven by curiosity, so game developers take advantage of this by creating different levels and places for the game form to explore. Game developers allow players to perform a task or take an action more than once so that they can explore different alternatives. Curiosity is used to interest players to remain in the game and to engage them with the game environment.

4. Character

involving characters can attract the will of students. On tests involving disparate word problems, the group with characters explaining the problem got 30 percent more correct answers than the group with only text on the screen.

5. Interactivity

One characteristic of gamified content is interactivity or interactivity. Encouraging students to be directly involved with learning content can lead them to a deeper level of learning. There are many advantages to be gained if students are able to interact with the subject matter they are studying. Based on the results of the study, as well as common sense, shows that interactivity can help students retain information as well as increase the willingness of students to spend time with the material.

6. Feedback

Research shows that feedback is an important element in learning. The more frequent and targeted the feedback, the more effective the learning.

7. Freedom to Fail

In gamification content, make failure an option. In many cases, students are scored objectively only for two conditions, namely the correct answer or the wrong answer. Few people can appreciate failure in a traditional learning environment, and most will do anything to avoid failure. Students have little insight into the consequences of wrong answers or wrong decisions.

answering the wrong question to "see what happens" is usually frowned upon in most courses

B. Previous Studies

There had been several studies that investigated the techniques or methods which were relevant to this research. The first previous related study is by Toktamysov (2022) with the title "Modern Technologies and Gamification in Historical Education " in which 40 students from the Peoples' Friendship University of Russia and Sechenov First Moscow State Medical University took part The research results confirmed that the creation of a joint creative and expanded gaming experience leads to the acquisition of practical knowledge and allows learners to acquire skills that are highly relevant for professionals of the 21st century. The students confirmed that educational progress was achieved due to the effective organization of their learning activities, group changeover at the stages of developing historical interpretations, and gamification, which caused a feeling of excitement and qualitatively influenced the desire to achieve the best educational results. Gamified learning allowed educators to keep students' interest in the subject of study.The similarity of this research with my research is the application of the gamification method and learning interest.

The second Pristiana (2022) entitled "Implementation of learning model evaluation gamification in educational

lessonsislamic religion on student affective aspect in vocational school negeri 2 bengkulu utara "the results of the study show that the most important supporting factor is interest in learning using gamification to increase interest in learning can change students to be more responsive to the learning system that is applied in the learning process. Islam on the affective aspect of students at SMK Negeri 2 Bengkulu Utara can increase student interest and motivation, which can be seen in how children respond to learning, complete assignments given, and pay attention to the material presented, and several supporting factors, namely the availability of wifi, student interest, teacher readiness, available infocus media and inhibiting factors in the form of a weak wifi signal, takes time to coordinate children. equation with this research is the same as examining the application of gamification to learning interest. while the difference is that this research does not examine affective aspects.

The third previous study by Fadilla and Nurfadilla (2022), Application of Gamification to Increase Student Learning Motivation in Distance Learning The results of this study state that gamification learning methods can increase student learning motivation by eliciting interaction between students and teachers in itapplication. So that the learning method using gamification becomes an interesting innovation to do. The similarity of this research with my research is the application of the gamification method while the difference is that this research discusses

learning motivation while my research discusses interest in learning.

The fourth previous related study is by Sagoro (2016) entitled "The Effectiveness of Accounting Gamification-Based Cooperative Learning in Non-Accounting Students". It is known that giving action has succeeded in increasing students' ability to prepare financial reports.(SUGAR, 2022) The average value or test score obtained by the action class showed an increase, namely 57.17; 73.04; and 87.60. In addition, the number of students who were able to meet the minimum criteria also increased, namely at the pretest there were only 4 (17.39%) students, posttest I were 11 (47.83%) students, while posttest II reached 19 (82.61%)) student. This shows that the application of Accounting Gamification-based cooperative learning has succeeded in increasing students' abilities in preparing financial reports.The difference between this research and this research is that the subjects studied were students, meanwhileIn my research, the subjects studied were students of class SMAN 01 Pendopo Barat, and the object of research onThe different research is learning outcomes, meanwhilein this study is interest in learning. similarities between both of which are equally researching the implementation Gamification.

Five previous related studies by Yoppy (2015), with the title "Gamification in Improving the Quality of Student Learning"

Sasaki Yoppy, (2015), the research findings are that the application of the gamification method can increase self-confidence. -student self-confidence. The difference between this study and previous studies is that gamification can increase self-confidence, while the researcher, namely gamification, can increase interest in learning English. the similarity between the two is that both research the implementation of Gamification.

The last related research was previously by (Sari et al., 2015) Bety Wulan Sari, Emat Utami and Hanif Al-Fatra with the title "applying the concept of gamification in learning English tenses". overcome the lack of interest and motivation of students in using e-learning based learning media. The difference between this study and previous research is the concept of gamification in learning and discussing student motivation. Meanwhile, the researcher, namely gamification can increase interest in learning English. the similarities between the two are that they both research the implementation of Gamification and interest in learning.

Research discuss the application of the concept of gamification in learning English tenses, Gamification in Improving the Quality of Student Learning, Effectiveness of Accounting Gamification-Based Cooperative Learning for Non-Accounting Students, Application of Gamification to Increase Student Learning Motivation in Distance Learning,

Implementation of Evaluation of Gamification Learning Models in Lessons Islamic Religious Education on Affective Aspects of Students at SMK Negeri 2 North Bengkulu, Modern Technology and Gamification in Historical Education. The effect of gamification on interest in learning English in class XI students of SMAN 01 Pendopo Barat.

C. Conceptual Framework

A framework of thinking is a rationale that includes a combination of theory, facts, observations, and literature review, which will be used as the basis for writing scientific papers. Because it is the basis, this framework is made when explaining research concepts. In this study to predict how impactful or influential gamification is on learning English interest.

Figure 1.2 The Conceptual Framework of The Study
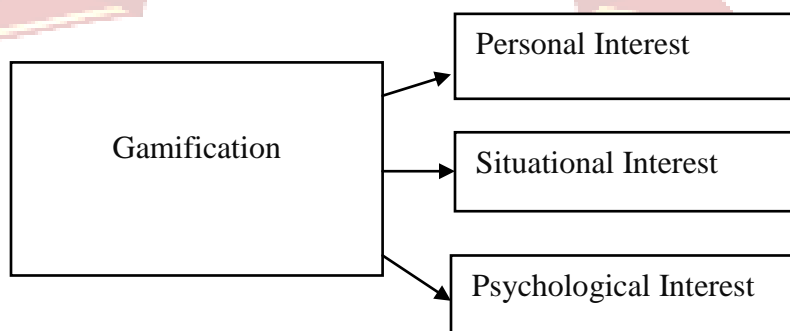
D. Hypotesis

Hypothesis is a statement in quantitative research where researcher make predictions or conjectures about the results of the relationship between attributes or characteristics of Creswell (2005). Furthermore, he stated that the hypothesis consists of a null hypothesis and an alternative hypothesis.

The research hypothesis is stated below:

A. Hipotesis Alternatif (HA): There is a singnificant effect using gamification learning method on student english learning interest at XI Grade of SMAN 01 Pendopo Barat.

B. Hipotesis Nol (HO): There is no singnificant   effect using gamification learning method on student english learning interest at XI Grade of SMAN 01 Pendopo Barat.