

CHAPTER II

LITERATURE REVIEW

A. Gamified Learning

1. Definition of Gamified Learning

Gamified learning is a learning approach that integrates game elements into educational contexts to increase student motivation and engagement. The goal is to make the learning process more engaging by utilizing elements such as points, challenges, and levels often found in games. This approach aims to maximize students' interest in the subject matter while encouraging them to become more engaged and continue learning in a fun way (Ardani & Hotimah, 2024). With gamification, learning materials become more interactive, motivating students to continue participating, and creating a more engaging learning experience.

One of the hallmarks of gamification is the use of game elements in non-game contexts to motivate students and make them feel actively involved in the learning process. Hadihabibi, Setyosari, and Soepriyanto (2023) showed that the application of gamification in flipped classes can improve students' self-regulated learning, especially in visual programming. The use of gamification in learning has a significant positive effect, as students feel more enthusiastic about completing existing

challenges. This also helps students become more independent in managing their own learning process.

In an educational context, gamification can be implemented through various learning platforms that incorporate game elements, such as Wordwall and Quizizz. Al Firdausi, Zamani, and Rahma (2021) explain that the use of gamification in these platforms can increase student engagement and encourage more active participation. Such platforms provide timed challenges and point awards, which make learning more dynamic and motivate students to strive for greater effort. Gamification not only increases student engagement but also improves the quality of learning outcomes.

Thus, gamification has a clear positive impact on student motivation and engagement in learning. Game elements applied in an educational context create a more enjoyable learning experience, which can increase overall student participation. In the increasingly developing world of education, gamification offers a more innovative approach to facing monotonous and less interesting learning challenges. Therefore, the application of gamification in various subjects in schools is very relevant and needs to be encouraged.

Overall, gamified learning is an effective approach to motivating students in the learning process. By using

game elements, such as challenges and rewarding points, learning becomes more engaging and exciting. The appropriate implementation of gamification can increase student participation, strengthen their engagement with open-ended materials, and result in a more enjoyable learning experience. Therefore, gamification deserves to be an integral part of innovative learning methodologies in schools.

2. Gamification elements in learning

Gamification in learning involves applying game elements to increase student engagement and motivation. The main goal is to make the learning process more fun and interactive. These elements include points, badges, leaderboards, challenges, and rewards, which are used to foster a sense of achievement and positive competition among students. These game elements not only make learning more interesting, but also motivate students to participate more actively and improve their learning outcomes (Sanmugam et al., 2016; Rahman et al., 2018).

Points and badges are basic elements often used in learning gamification. Points are awarded as a form of reward for each achievement or task completed, while badges serve as a symbol of certain achievements obtained by students. Sanmugam et al. (2016) revealed that badges and points have a very important role in

attracting students' interest in learning more. Additionally, these elements also help students feel appreciated for their efforts and achievements, which in turn encourages them to continually strive to do better.

Leaderboards are a gamification element that fosters a sense of healthy competition among students. Leaderboards visualize students' rankings or positions based on the number of points or badges they have earned. Rahman et al. (2018) noted that leaderboards are often implemented in gamified learning contexts to encourage students to compete with each other in a positive way. By seeing their position on the leaderboard, students are encouraged to improve their performance to outperform their peers. This fosters a fun and challenging learning dynamic.

Challenges or missions are another important element of gamification. In a learning context, these challenges can be assignments or projects designed to test students' skills and knowledge. Limantara et al. (2019) suggest that challenges in gamification-based learning aim to maintain student engagement throughout the learning process. Having challenges to complete makes students more motivated to learn, as they strive to achieve their goals. Rewards for achieving these challenges, such as points or badges, further strengthen their motivation.

Overall, the application of gamification elements in learning has proven effective in increasing student engagement. By using elements such as points, badges, leaderboards and challenges, learning becomes more engaging and fun. These elements not only enrich the learning experience, but also encourage students to put more effort and achieve. Therefore, gamification is a very relevant approach to improving the quality of education at various levels.

3. The Effect of Gamified Learning in Language Learning

Gamified learning is gaining popularity in education, particularly in English language teaching. This approach involves using game elements to increase student motivation and engagement in learning. In the context of second language learning, gamification can help students stay focused and motivated in facing complex learning challenges. Boudadi and Gutiérrez-Colón (2020) showed that the use of gamification in language learning can increase student motivation and support better learning outcomes, particularly in second language acquisition.

The application of gamification in language learning also influences student learning outcomes positively. Dehganzadeh and Dehganzadeh (2020)

revealed that the use of gamification in language learning, especially in digital contexts, has become a topic of interest for many researchers. In recent years, studies on the application of gamification in second language learning have increased. Gamification provides a more interactive and fun learning experience, encouraging students to learn actively, repeat material, and participate in a variety of fun learning activities.

One example of effective gamification is the use of gamified mobile applications for English language learning. Irwansyah (2020) revealed that the use of gamified applications by students at Al-Islam Krian High School showed significant results in improving student achievement. This application combines game elements, such as points, challenges, and rewards, which make students more engaged in the learning process and review the material. The results of this study indicate that gamification can increase student motivation and understanding of the language being studied.

Additionally, gamification can help students learn independently and improve their ability to manage time and manage tasks. With the challenges and rewards provided in gamification, students learn to plan effective learning strategies and achieve their learning goals. This is especially important in language learning, where

mastery of vocabulary, grammar and speaking skills requires repeated and consistent practice. The use of gamification provides a more enjoyable experience and gives students a sense of accomplishment.

Overall, gamified learning can have a significant positive impact on language learning. With engaging game elements, gamification helps increase student motivation, engagement, and achievement. The use of gamification, whether through mobile apps or other methods, can enrich the second language learning experience and encourage students to be more active in their learning. Therefore, gamification is an effective approach to facilitate more enjoyable and productive language learning.

B. Speaking

1. Definition of Speaking Skills

Speaking skills are a crucial aspect of language learning, particularly as a means of effective communication. Speaking allows a person to convey information, share ideas, and interact directly with others. This skill is considered one of the greatest challenges in language learning, as it involves various factors such as vocabulary mastery, grammar, and the ability to convey messages clearly and accurately (Leong & Ahmadi, 2017).

Therefore, speaking skills require continuous practice and learning to achieve proficiency.

According to Mead and Rubin (1985), speaking skills also have an important element in structured and observational assessment. Speaking assessment can be conducted through various approaches, both based on direct observation and using more formal assessment criteria. Assessor reliability is crucial in ensuring that the speaking skills assessed objectively reflect the student's skills. This demonstrates that speaking is not just about speaking ability, but also the ability to organize and articulate thoughts systematically.

Speaking skills are often considered a primary goal in language learning, as they serve as the foundation for effective communication (Parmawati, 2018). In the context of English, speaking skills enable individuals to participate in discussions, presentations, or everyday conversations fluently and confidently. Therefore, developing speaking skills is highly emphasized in language learning, so that students can use language in a way that is understandable and acceptable to their interlocutors in various situations.

Furthermore, mastery of speaking skills is greatly influenced by external factors such as the learning environment and teaching methods. Leong and Ahmadi (2017) showed that support from a supportive environment

and opportunities to practice speaking in real-life contexts play a significant role in improving students' speaking skills. The use of effective teaching techniques, such as group discussions or presentations, can encourage students to more actively practice and improve their speaking skills.

Overall, speaking skills are a crucial component of language learning that require special attention and continuous practice. With the right approach to teaching and assessment, along with a supportive environment, speaking skills can be well developed. Therefore, speaking is not only a basic communication skill, but also a means to deepen understanding and language proficiency in broader contexts.

2. Aspects of Speaking Skills in English Learning

Speaking skills in English learning are a crucial aspect, yet they are often considered difficult by many learners. This skill encompasses the ability to express ideas orally clearly and accurately. Leong and Ahmadi (2017) point out that many learners face significant challenges in speaking due to a lack of confidence or poor pronunciation. Therefore, effective speaking instruction is essential for students to feel more comfortable and able to communicate fluently in English.

Burns (2019) explains that teaching English speaking must be systematic and explicit. Although many

speaking activities are conducted in the classroom, they often focus more on speaking opportunities than on teaching speaking skills themselves. To improve speaking skills, it is important for teachers to design speaking lessons that include elements that build basic skills, such as pronunciation, sentence structure, and the proper dissemination of understanding within a communication context.

Furthermore, the methods used in teaching speaking also play a crucial role in improving this skill. Criollo-C et al. (2022) showed that the use of mobile apps in English learning can have a positive impact on improving students' speaking skills. These apps provide interactive speaking exercises that allow students to practice independently and receive immediate feedback, which is very helpful in improving their pronunciation and fluency.

Another equally important aspect is mastery of non-verbal communication elements, such as intonation and facial expressions, which also influence fluency and comprehension. Leong and Ahmadi (2017) state that speaking skills depend not only on the ability to choose the right words, but also on the ability to adapt the way of speaking to the context of the communication situation. This requires an understanding of the relevant social and

cultural situations, so that students can adapt their speaking style to suit the audience.

Overall, speaking skills in English learning involve many mutually supportive aspects, such as systematic instruction, the use of technology, and mastery of non-verbal elements. Therefore, developing speaking skills requires a holistic approach, where students are not only given the opportunity to speak but also the tools and support necessary to speak effectively and confidently.

3. Challenges in Improving Speaking Skills

Improving English speaking skills is not easy for many learners. According to Paneerselvam and Mohamad (2019), some of the main challenges faced by ESL (English as a Second Language) learners are lack of motivation, low self-confidence, anxiety, and limited vocabulary. These challenges often hinder their progress in speaking effectively in English. Therefore, it is important to understand and overcome these obstacles to more successfully learn speaking skills.

One of the internal challenges students often face is speaking anxiety. Nadesan and Shah (2020) stated that many students feel anxious and afraid of making mistakes when speaking, which makes them reluctant to practice or speak in front of others. Fear of negative judgment or embarrassment becomes a major barrier for them to

improve their speaking skills. This anxiety can reduce self-confidence, which is crucial for developing fluent speaking skills.

Furthermore, the limited English-speaking environment poses an external challenge for many learners. Vo et al. (2018) highlighted that students in some regions, such as the Mekong Delta, Vietnam, face significant difficulties in obtaining opportunities to practice speaking English outside of the classroom. An environment that does not support the continuous use of English can hinder their speaking ability. Therefore, the lack of opportunities to speak with native speakers or in natural settings does not allow their speaking skills to develop.

Another obstacle is students' limited vocabulary. Without a sufficient vocabulary, students often struggle to express their ideas and communicate effectively. Paneerselvam and Mohamad (2019) emphasize that limited vocabulary is one of the main causes of students' speaking difficulties. Students who lack the right vocabulary often feel inhibited and unable to convey messages clearly, which in turn lowers their self-confidence.

Overall, the challenges to improving English speaking skills are diverse, stemming from both internal and external factors. To address this, it is crucial for educators to create a supportive learning environment that

reduces student anxiety and provides opportunities for speaking practice in a fun and non-threatening way. With the right approach, these challenges can be overcome and students' speaking skills can significantly improve.

4. The Role of Speaking Skills in Language Learning

Speaking skills play a crucial role in language learning because they are the primary means of communication. In the context of teaching English as a Second Language (ESL), speaking allows students to express themselves and interact with others in real-life situations. Paneerselvam and Mohamad (2019) state that speaking is an essential skill, yet it is also often considered one of the most difficult to master. Therefore, teaching speaking skills needs to be implemented with the right approach so that students can master it confidently.

Interaction between students plays a crucial role in developing speaking skills. Saeed et al. (2016) emphasize that in a classroom setting, interaction between students greatly supports the improvement of their speaking skills. When students interact in groups or pairs, they can practice speaking in a variety of contexts and situations. This way, they are better prepared to use language actively in everyday communication. This type of interaction also improves their social and language skills, thus building confidence in speaking.

In addition to student interaction, the learning strategies used by educators also significantly determine the success of students' speaking skills. Kehing and Yunus (2021) highlight that teaching strategies, such as the use of technology or role-playing, can be very effective in improving speaking skills. In technology-based learning, such as using Skype or Facebook, students can practice speaking with native speakers or fellow students in a more flexible and interactive way. This provides opportunities for students to practice more frequently and refine their speaking skills in a fun way.

Role-playing is one strategy that has been proven effective in improving speaking skills. Yen et al. (2015) found that this strategy, when implemented with learning tools like Skype, can help students practice speaking in more realistic situations. By participating in specific scenarios, students can develop their speaking skills and abilities. Furthermore, these activities allow students to learn from their classmates' feedback and improve their speaking skills through self-correction, which is essential for better language development.

Overall, speaking skills are a crucial component of language learning. Through student-to-student interaction, the application of appropriate teaching strategies, and the use of technology and role-playing activities, speaking

skills can be significantly improved. Therefore, it is important for educators to create a supportive environment for students to develop their speaking skills confidently and effectively.

C. Learning Outcomes

1. Definition of Learning Outcome

Learning outcomes refer to statements that describe what a learner is expected to achieve at the end of a learning period. Adam (2006) explains that learning outcomes focus on the knowledge, understanding, and skills that students should possess after participating in a specific learning experience. This definition emphasizes the importance of clear and measurable objectives in the learning process to ensure that students develop the necessary skills. As a crucial element in curriculum planning, learning outcomes provide clear direction for educators and students in achieving the desired outcomes.

More specifically, Adam (2004) also states that learning outcomes serve to describe what students are expected to learn. This statement encompasses the knowledge gained, the understanding attained, and the skills that can be applied after participating in the learning process. With clear learning outcomes, students can focus more on the desired goals, while educators can design activities that support the achievement of these outcomes.

These learning outcomes serve as indicators that illustrate the progress and success of learning.

Deller, Brumwell, and MacFarlane (2015) explain that learning outcomes are statements that encompass the competencies students should master after completing a course or program. These learning outcomes are specific and lead to measurable skills, allowing for objective evaluation of learning outcomes. As an integral part of the curriculum, learning outcomes also refer to a thorough evaluation process, encompassing not only theoretical knowledge but also practical skills applicable in the real world. Thus, learning outcomes serve as an important guideline for assessing student achievement.

The importance of learning outcomes lies in their ability to provide clear guidance for instructional planning. By providing specific statements about what is expected to be achieved, educators can design effective learning experiences that align with learning objectives. Furthermore, learning outcomes also provide students with an overview of the competencies they must master. This supports student engagement in learning because they know what they are expected to achieve and can assess their own progress throughout the learning process.

Overall, learning outcomes play a crucial role in ensuring that the learning process follows clear and

measurable objectives. As statements describing the competencies students should possess after completing a learning program, learning outcomes serve as the primary reference in designing, implementing, and disseminating education. By focusing on achieving specific and measurable outcomes, learning outcomes support effective and meaningful learning.

2. The Relationship between Learning Outcomes and English Learning

English learning outcomes refer to the expected outcomes for students after participating in the learning process. These outcomes encompass language skills, including listening, speaking, reading, and writing. Clear learning outcomes enable students to understand the goals they must achieve in learning English, which encourages them to be more focused and motivated. Furthermore, teachers can design more effective teaching methods to help students achieve the desired outcomes, in line with predetermined competency standards.

Research by An et al. (2021) shows that the use of technology in self-regulated learning (SRL) strategies can improve students' English learning outcomes. English language self-efficacy and enjoyment in using English are closely related to the use of technology in learning. Technology provides space for students to learn

independently, increasing their interaction and engagement in the learning process. This supports the achievement of optimal learning outcomes, as students feel more confident and enjoy the process of learning English.

Furthermore, Harmälä et al. (2017) explained that students' perceptions of English can influence their ability to master it. Factors such as mother tongue and future study plans also play a significant role in determining learning outcomes. Students who have a positive view of English tend to perform better because they are more motivated to strive for learning. Therefore, considering students' perceptions of English is crucial in designing relevant and realistic learning outcomes.

One factor influencing learning outcomes is student interest. Apriani (2019) examined the influence of learning media and learning interest on English learning outcomes. The results showed that engaging learning media that align with students' interests can improve their understanding and skills in English. With the right media, students more easily understand the material and achieve the expected learning outcomes. This demonstrates the importance of developing learning strategies that motivate students and align with their needs. Furthermore, Harmälä et al. (2017) explained that students' perceptions of

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Overall, linking learning outcomes to English learning is crucial to ensuring students achieve their stated goals. Factors such as technology use, student perceptions, and appropriate learning media play a significant role in achieving optimal outcomes. By considering these aspects, teachers can design effective learning that not only teaches language skills but also

increases students' motivation and interest in continuing to learn English.

3. Factors that Influence Learning Outcomes in Language Learning

English learning outcomes are strongly influenced by various factors that can support or hinder the achievement of optimal learning outcomes. One important factor is the student's condition and home environment, which supports the learning process. Adigun (2023) found that students' social environment at home is far more influential than teachers' socio-linguistic factors in improving English learning outcomes. Therefore, creating a supportive home environment, such as positive communication and parental attention, is crucial in supporting good English learning outcomes.

Furthermore, students' learning styles also play a significant role in determining learning outcomes. Firman et al. (2020) stated that lecturers' understanding of students' learning styles significantly influences learning outcomes. Different learning styles require different approaches to teaching. For example, students who prefer visual learning require appropriate media to clarify the material being taught. Teaching tailored to each student's learning style will maximize their learning outcomes, enabling them to understand English more effectively.

Social factors also play an important role. Getie (2020) revealed that students' attitudes toward learning English are influenced by social factors such as the influence of peers, parents, and native English speakers. When students are surrounded by a supportive and motivating environment, such as interactions with native speakers or peer groups who are also interested in English, they are more motivated to learn. Conversely, negative factors such as unsupportive peer pressure or parents who do not pay attention to learning can reduce student motivation and learning outcomes.

Furthermore, factors related to teachers and teaching methods also play a significant role. The teaching methods used by teachers significantly influence how students absorb the material. Teachers who are able to use various approaches, such as effective communication techniques, the use of technology in learning, and good classroom management, will create a learning environment that supports the achievement of better learning outcomes. Therefore, a teacher's ability to understand students' needs and choose appropriate methods is crucial in supporting optimal learning outcomes.

Overall, learning outcomes in English are influenced by various interrelated factors. Student and

home environment factors, student learning styles, social factors, and the teaching methods used by teachers all play a role in determining the outcomes achieved. Therefore, to improve learning outcomes, it is important for educators to pay attention to these factors and create a supportive learning environment. With a holistic approach, students can achieve optimal English learning outcomes.

4. Application of Gamified Learning to Learning

Outcomes

The application of gamified learning has become an increasingly popular approach in education, including English language learning. By incorporating game elements such as points, levels, and challenges, gamified learning can increase student motivation and engagement in the learning process. Boutheina (2024) revealed that the use of technology in English language teaching can significantly impact student learning outcomes, especially when this technology is used in the form of gamification. Therefore, the implementation of gamified learning can enhance teacher-student dynamics and contribute to the achievement of better learning outcomes.

One reason why gamified learning is effective is because it can increase student engagement. Kovács et al. (2021) explain that by incorporating game elements,

learning becomes more enjoyable and motivates students to achieve specific goals. This is especially important in language learning, where difficulties and challenges often frustrate students. With a gamified approach, students focus not only on the end result but also enjoy a more interactive learning process, which ultimately improves their understanding and skills in English.

In addition to increasing motivation, gamified learning can also help students develop social and communication skills. Robert and Mmbone (2025) demonstrated that digital literacy programs can optimize students' communication skills, and gamified learning offers a platform that facilitates more effective social interactions. Through activities involving teamwork and healthy competition, students can learn how to communicate more effectively in English. The social element of gamification strengthens language comprehension by reinforcing cooperative learning and interaction between students.

The implementation of gamified learning also provides opportunities for more immediate feedback-based learning. In games, students can immediately see whether they have succeeded or failed in achieving a goal, allowing them to immediately correct any shortcomings. This is particularly beneficial in language learning, as

students can quickly correct errors in pronunciation, grammar, or vocabulary. As a result, they can master the language more quickly and achieve higher learning outcomes.

Overall, the application of gamified learning in English learning can improve student motivation, engagement, and learning outcomes. By utilizing technology and game elements, the learning process becomes more engaging and interactive. Gamification not only makes students more enthusiastic about learning but also helps them develop social and communication skills that are essential for language acquisition. Therefore, the application of gamified learning can be an effective strategy for improving learning outcomes at various levels of education.

D. Students' Feedback

1. 1. Definition of Student Feedback

Student feedback is a crucial element in a student-centered learning process. Scott (2014) states that although feedback is often broadly defined, most definitions still reflect the teacher's perspective, not the student's. In the context of effective learning, feedback is not simply information provided to students, but rather a two-way communication process that enables students to

understand their strengths and weaknesses and to independently improve their learning outcomes.

The definition of effective feedback includes the aspect of accountability to student needs. Poulos and Mahony (2008) suggest that although feedback is often considered a key strategy in learning, little research has explored students' perspectives on its effectiveness. The student perspective is crucial because they are the direct recipients of feedback, so effective feedback must be tailored to their needs and experiences.

Van De Ridder et al. (2008) explain that the operational definition of feedback in clinical education encompasses contextual and research-based elements. This emphasizes that feedback must have a clear purpose, be relevant to the learning context, and provide concrete guidance to students to improve their skills. This definition is relevant for application in various educational fields, including non-clinical education, to ensure effective learning.

Furthermore, feedback must also be understood as a tool for continuous self-development. Scott (2014) highlights that in a student-centered approach, feedback can help students become more active in developing their learning process. Students who understand feedback as part of a learning dialogue are more likely to improve

their performance independently, creating sustainable learning.

Overall, student feedback is a dynamic process involving two-way communication between teachers and students. Effective feedback not only improves learning outcomes but also encourages students to better understand their own learning process. With a student-centered definition, feedback can be a strategic tool to support academic success and the holistic development of student competencies.

2. Types of Feedback Given by Students

Student feedback is a crucial element in creating a dynamic and interactive learning environment. The types of feedback students provide can reflect various aspects of their learning experience. According to Poulos and Mahony (2008), feedback effectiveness involves the accuracy, timeliness, and credibility of the feedback provider. Therefore, it is important to understand the various types of student feedback to make the learning process more focused and beneficial for all parties.

The first type of feedback is descriptive feedback, in which students provide detailed explanations of what they understood or experienced during the learning process. Ahmadi, Maftoon, and Mehrdad (2012) highlight the importance of providing uncoded feedback in a

language learning context, allowing students to share their perspectives freely without fear of being wrong. This descriptive feedback helps teachers identify areas for improvement.

The second type is corrective feedback. Bitchener, Young, and Cameron (2005) explain that corrective feedback involves responding directly to student errors, either in writing or verbally. Students can provide this feedback by pointing out areas where they found the material difficult to understand or where further clarification is needed. This type of feedback focuses on specific improvements and is particularly useful in language teaching.

The third type is evaluative feedback. In this type of feedback, students assess the effectiveness of the teaching method, material, or assignments given. Poulos and Mahony (2008) emphasize that students' perceptions of the teacher's credibility and delivery style significantly influence the quality of this feedback. Evaluative feedback provides teachers with important insights for improving their learning approaches.

Overall, the types of feedback students provide, such as descriptive, corrective, and evaluative, play a crucial role in supporting effective learning. When students are empowered to provide feedback, they not

only contribute to improving the quality of instruction but also develop critical and reflective skills. This creates an inclusive learning environment oriented toward continuous improvement.

3. The Influence of Student Feedback in English Learning

Student feedback has a significant impact on English language learning because it allows students to reflect on and improve their learning process. Leung et al. (2022) stated that feedback is a crucial element in educational programs, playing a role in increasing learning effectiveness. Student feedback not only helps teachers refine their teaching methods but also creates an interactive and responsive learning environment to students' needs.

First, student feedback has a significant impact on the development of writing skills. Paulus (1999) showed that both teacher and peer feedback led to significant changes in the level of meaning in students' writing. Furthermore, the iterative revision process, as prompted by feedback, improved the overall quality of essays. This suggests that feedback encourages students to think critically and creatively.

Second, feedback influences students' learning motivation. Gan et al. (2021) explained that appropriate

feedback practices increase student motivation and encourage them to be more active in their learning. In English language learning, feedback also contributes to increased course satisfaction and exam results. This demonstrates that feedback serves as a tool to improve students' overall learning outcomes.

Third, feedback helps improve students' understanding of the lesson. Leung et al. (2022) emphasize that the effectiveness of feedback depends not only on the content delivered but also on its credibility. When students perceive feedback as relevant and meaningful, they are more motivated to learn and correct their mistakes. This makes feedback a crucial component in building collaborative learning.

Overall, student feedback contributes significantly to English language learning. Feedback encourages improvement in writing skills, increases motivation, and deepens students' understanding of the material. Leung et al. (2022) and Gan et al. (2021) conclude that effective feedback can create an adaptive, interactive, and supportive learning environment. Therefore, teachers must continuously engage students in the feedback process to maximize learning outcomes.

4. The Role of Students in Improving Speaking Skills

Student feedback plays a crucial role in improving speaking skills because it provides students with the opportunity to reflect on their abilities and receive constructive feedback. According to Indahyanti and Mursidin (2017), feedback can influence students' motivation and interest in learning, which in turn helps them become more confident in speaking. This demonstrates that feedback is not only corrective but also serves as a learning driver.

First, feedback from peers helps students identify their speaking errors effectively. Indahyanti and Mursidin (2017) explain that students tend to be more open to input from their peers because communication takes place informally and collaboratively. This type of feedback also encourages more active interaction in speaking activities, allowing students to correct errors and improve their speaking clarity.

Second, simulated feedback is also highly effective in improving speaking skills. Qureshi and Zehra (2020) highlighted that simulation-based feedback, such as simulated patient scenarios in medical education, has been shown to significantly improve students' communication skills. In the context of English language learning, this method can be implemented through role-

playing, discussions, or simulations of real-life situations, providing a more immersive learning experience for students.

Third, feedback designed with effective strategies by teachers significantly contributes to the development of speaking skills. Wulandari (2022) explains that clearly structured feedback helps students understand areas for improvement, such as pronunciation, intonation, or grammar. Teachers can also provide specific suggestions that enable students to better practice speaking skills and achieve gradual improvement.

Overall, student feedback provides significant benefits in improving students' speaking skills. By combining feedback from peers, simulations, and teachers, students can identify their weaknesses and effectively improve their speaking skills. Indahyanti and Mursidin (2017) and Qureshi and Zehra (2020) demonstrated that consistently applied feedback can create an interactive, supportive learning environment focused on developing students' communication skills.

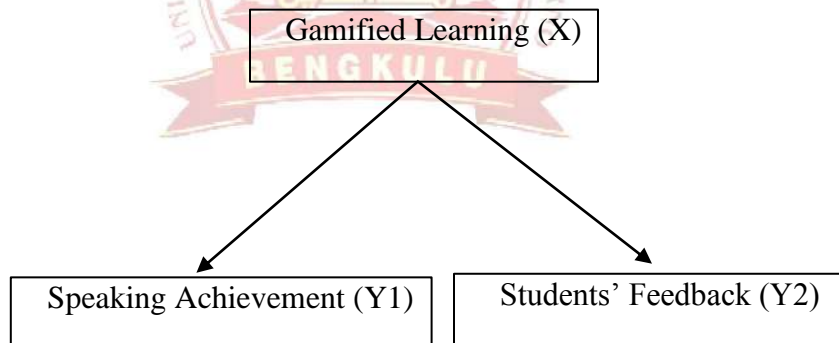
E. Conceptual Framework

This study investigates the effect of gamified learning on students' speaking skills and explores students' feedback regarding the implementation of this method. Gamified learning is considered an independent variable (X) that is

expected to enhance students' speaking achievement (Y1) and also influence how students perceive the learning process (Y2).

Speaking achievement refers to the measurable outcomes of students' speaking performance, including aspects such as fluency, pronunciation, vocabulary mastery, self-confidence, interaction, and task completion. Meanwhile, students' feedback refers to their opinions, perceptions, and responses toward the use of gamified learning in the speaking classroom.

Thus, the conceptual framework of this study can be illustrated as follows:



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This framework shows that the use of Gamified Learning has an impact on improving students' speaking skills while providing learning experiences that are then assessed by students in the form of feedback.

F. Some Related Previous Studies

Many previous studies have discussed gamification in learning, particularly in the context of English language teaching. Research on the use of gamification in English learning focuses on increasing student engagement, motivation, and learning outcomes. In general, this study aims to explore the effectiveness of gamification in supporting English as a Second Language (ESL) learning and improving students' language and interpersonal skills (Dehghanzadeh et al., 2021; Wulantari et al., 2023). The results indicate that gamification provides immediate feedback, tracks progress, and encourages collaboration and active learning (Wulantari et al., 2023). Furthermore, gamification applications specifically designed for vocabulary learning have been shown to be more effective than general applications (Panmei & Waluyo, 2022). In conclusion, despite challenges in its implementation, gamification plays a significant role in improving the quality of digital and interactive English learning.

Similarly, research on gamification and students' speaking skills focuses on the effectiveness of gamification strategies in improving English speaking proficiency. In general, this research aims to develop gamification-based learning methods to improve students' speaking skills in various learning environments (Choi, 2016; Guerrero

Casallas, 2023; Nurutdinova et al., 2021). The results show that gamification can reduce students' workload, increase their engagement in speaking activities, and foster better comprehension and grammar mastery. Furthermore, in blended learning environments, gamification has been shown to be effective in addressing middle-grade students' speaking difficulties. In conclusion, despite challenges in its implementation, gamification is a potential method for improving students' speaking skills in an interactive and engaging manner.

Furthermore, research on student feedback on gamification-based learning highlights their effectiveness, engagement, and learning experiences in environments that adopt gamification elements. This research generally aims to illuminate how students evaluate gamification-based learning and the factors that influence their preferences (Leung & Pluskwik, 2018; Wirani et al., 2022; Thurairasu, 2022). The results indicate that students feel more motivated and engaged in learning when gamification is implemented, especially through interactive platforms like Kahoot. Furthermore, elements of competition and fun play a significant role in learning effectiveness. In conclusion, although gamification increases participation and engagement, further strategies are needed to ensure a

sustainable learning experience and truly support students' academic achievement.

Furthermore, research on the application of games in speaking instruction in secondary schools highlights the effectiveness of various types of language games in improving students' speaking skills. This study aimed to implement games such as communication games and board games in speaking instruction (Savitri, 2013; Arifin & Purwanti, 2016; Azzahroh, 2015). The results showed that language games helped improve student interaction, motivation, and speaking fluency. Furthermore, communication games implemented in three stages opening, core activities, and closing showed effectiveness in building students' speaking skills. In conclusion, the use of games in speaking instruction in secondary schools has been proven to have a positive impact on improving students' speaking skills, both in terms of fluency, communication fluency, and speaking confidence.

In a broader context, research on the analysis of gamified learning in increasing self-confidence focuses on how game elements can motivate students and create a more immersive learning experience. This research aims to explore the impact of gamification on student learning outcomes, motivation, and self-confidence in various educational contexts (Reisch, 2022; Maturo & Seffiffi, 2018;

Pacheco-Velazquez, 2020). The results indicate that gamification can increase student engagement, encourage self-directed learning, and strengthen self-perceptions of academic ability. However, several studies also highlight that the effects of gamification on self-confidence must be supported by appropriate pedagogical strategies. In conclusion, gamification has the potential to increase student self-confidence, but its effectiveness depends on learning designs that are tailored to student needs and characteristics.

Although previous research has discussed the effectiveness of gamification in English learning, most of the focus has been on improving student engagement, motivation, and overall learning outcomes (Dehghanzadeh et al., 2021; Wulantari et al., 2023). Research specifically exploring the impact of gamification on speaking skills has also been conducted, but generally defines the effectiveness of gamification strategies in improving vocabulary, grammar, and fluency (Choi, 2016; Guerrero Casallas, 2023; Nurutdinova et al., 2021). Furthermore, several studies have examined students' experiences and feedback on gamification-based learning, but these have focused primarily on digital platforms such as Kahoot without examining the application of gamification in speaking learning at the secondary school level (Leung & Pluskwik, 2018; Wirani et al., 2022; Thurairasu, 2022).

This study offers novelty by specifically investigating how gamification is applied in speaking skills learning in tenth-grade students of SMAN 1 Kota Bengkulu. Not only does it measure student learning outcomes, but it also explores students' experiences and feedback on gamification-based learning methods, which are rarely discussed in the context of speaking learning at the secondary school level. Thus, this study not only adds insight into the effectiveness of gamification in improving speaking skills but also provides a new perspective on students' lived experiences in a learning environment that systematically adopts gamification elements.

