Unlocking Stories in the Digital Age: How Technology Transforms in teaching English language

SURTINAWATI

UNIVERSITAS TEKNOKRAT INDONESIA

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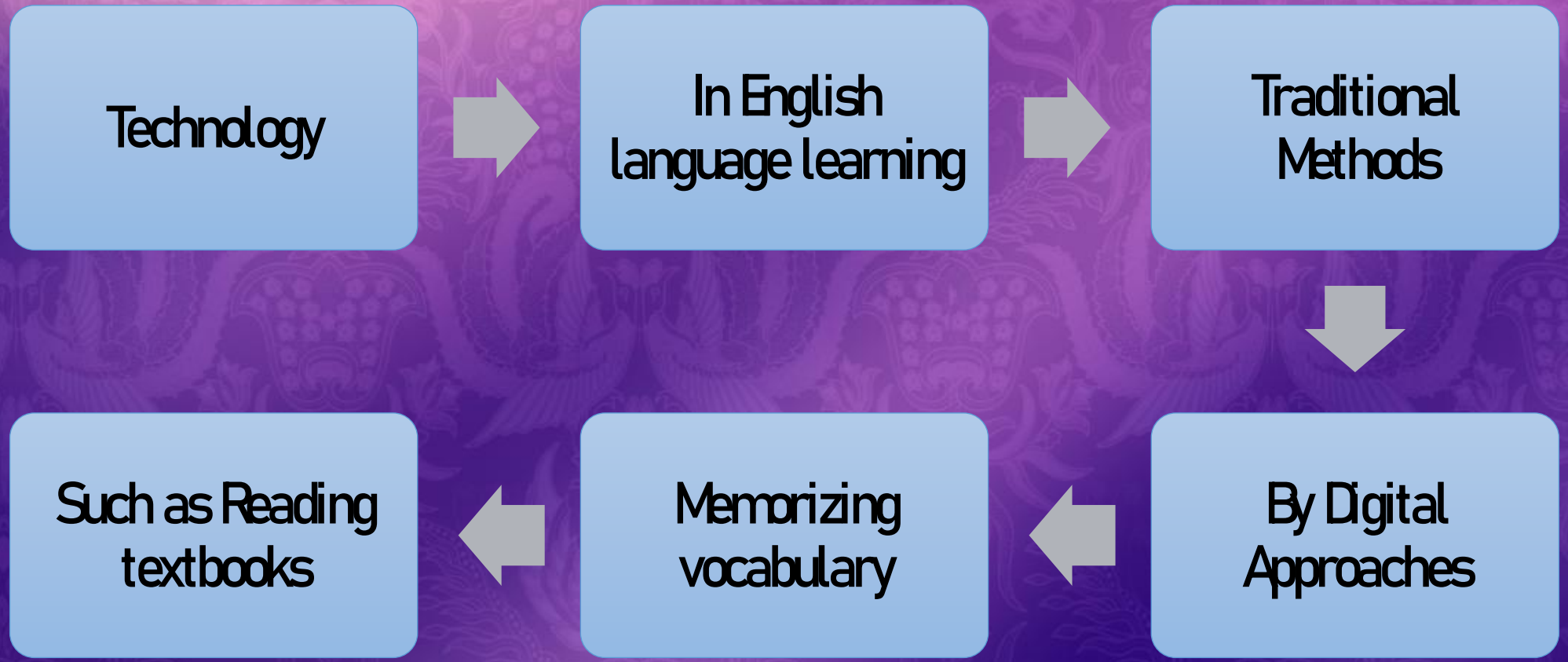

INTRODUCTION

Digital transformation has brought major changes in English language teaching, one of which is by adopting gamification that integrates game elements in learning. This approach has been proven to increase student motivation, especially the digital generation who are used to technology.

One of the challenges of traditional learning is the low motivation of students due to a lack of interactivity, which makes it difficult to develop language skills. Digital Word Wall Games, using platforms like Kahoot and Wordwall, offer more active and fun learning, as well as hone your speaking, writing, listening, and reading skills.

Gamification also creates a collaborative learning environment that supports students' active participation, while honing 21st-century skills such as creativity and critical thinking. However, challenges such as unequal access to technology and teachers' readiness to use digital media still need to be addressed, with solutions in the form of regular training for teachers and the provision of adequate equipment.

Overall, this research shows that Digital Word Wall Games can improve students' English skills in a more fun and relevant way to the digital world

LITERATURE REVIEW

In order to understand the development and application of gamification in English language learning, it is important to review the various existing studies on the concept and implementation of digital technology-based gamification. The existing literature shows that gamification can increase students' motivation and engagement in the language learning process, as well as provide a more interactive and enjoyable experience" (Deterding et al., 2011; Anderson & Krathwohl, 2001; Sinaga, 2024).

Along with the rapid development of digital technology, many innovative approaches are adopted in English language teaching, one of which is gamification. Based on a review of existing literature, gamification has been shown to be effective in creating a more engaging learning environment and encouraging students' active participation, which in turn can improve their language skills" (Gee, 2003; Surendeleg et al., 2017).

LITERATURE REVIEW

- This literature review aims to discuss how the application of gamification in English language learning, particularly through Digital Word Wall Games, has helped improve students' speaking, writing, listening, and reading skills. Based on previous research, gamification is expected to overcome challenges in conventional language learning" (Sinaga, 2024).

- Previous research has shown that gamification, as a technology-based approach, has great potential to transform the way students learn English. This literature review will review various studies that examine the use of game elements in language teaching, as well as their impact on student engagement and motivation" (Gee, 2003; Surendeleg et al., 2017).

- One of the approaches that is growing in English learning is gamification. In this literature review, various studies related to the application of gamification, including the use of digital platforms such as Kahoot and Wordwall, will be discussed to understand how these methods improve students' language skills" (Sinaga, 2024; Fauzan, 2019).

METHOD

- 1. Research Methods This study uses a qualitative approach to explore in depth the application of Digital Word Wall Games in English learning. Its main focus is on understanding students' experiences, interactions, and perceptions of gamification in a classroom context.
- 2. Qualitative Approach Referring to Creswell (2014), this approach is used to understand phenomena both contextually and subjectively. This allows for a thorough exploration of the influence of technology on students' motivation and language skills.
- 3. Research Design The design used is a real classroom implementation study. The study observed the application of Wordwall and Kahoot in improving students' speaking, writing, listening, and reading skills.
- 4. Data Collection Procedure Data is collected through: Direct observation during learning Interviews with students and teachers Questionnaire to measure students' motivation and satisfaction with gamification methods.

METHOD

- 5. Data Analysis Data were analyzed using thematic analysis (Braun & Clarke, 2006) to identify patterns related to students' motivation, engagement, and language skill development.
- 6. Legitimacy and Reliability Validity is maintained by: Data triangulation (observations, interviews, questionnaires) Member checking, which is the confirmation of results to participants so that interpretation is appropriate.
- 7. Research Ethics The research was conducted according to ethical principles: participants were given clear information and their privacy rights were guaranteed. Participation is voluntary and anonymous.

FINDING AND DISCUSSION

1. Increased Motivation

This study shows that the application of Digital Word Wall Games in English language learning increases student motivation. The results of the questionnaire revealed that 85% of students felt more excited about learning, and 70% felt more confident in speaking English. These findings are in line with the research of Surendeleg et al. (2017) who stated that gamification increases motivation through fun and interactive learning experiences.

2. Collaboration and Participation Gamification improves student collaboration and participation. Students collaborate more often in teams to solve challenges, improving interaction between students. About 80% of students report an increase in active participation thanks to elements of the game that encourage them to compete in a healthy way, such as leaderboards and live feedback.

3. Language Skills Enhancement Students show improved speaking, writing, listening, and reading skills after participating in gamification-based learning. Students are more confident in speaking English, especially when doing game-based activities. Research by Anderson & Krathwohl (2001) supports that a game-based approach can improve students' cognitive skills

FINDING AND DISCUSSION

- 4. Boredom Reduction Gamification reduces the boredom that often arises in traditional learning. 75% of students feel more interested and excited by Digital Word Wall Games-based learning, creating a more enjoyable atmosphere and reducing boredom in conventional methods, according to Gee's (2003) findings.
- 5. The Influence of Technology in Learning The application of technology in English learning has been proven to have a positive impact, creating a relevant and contextual learning experience for students. The results of interviews with students showed that technology-based learning was more in line with their learning styles who were used to interacting with digital devices. Sinaga (2024) states that the integration of technology in learning increases student engagement and their understanding of the material.

CONCLUSION

This research shows that the application of technology-based gamification, such as Digital Word Wall Games, is effective in increasing students' motivation, active participation, and English skills.

The integration of game elements in learning creates a more interactive and fun atmosphere, in accordance with students' digital lives. The use of platforms like Kahoot and Wordwall helps students develop speaking, writing, listening, and reading skills naturally.

Gamification also overcomes the monotonous challenges of conventional learning, encouraging active participation and a healthy competitive spirit. Despite the challenges related to technology access and teacher readiness, with the right training and support, gamification can be an effective solution in improving the quality of English learning in the digital age.

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