Using Games: Role Play and Kahoot in English Language Teaching and Learning for Tourism Students

*Nirmala Tari, Ni Putu Dianita Safitri

1Akademi Komunitas Manajemen Perhotelan Indonesia, Indonesia
2Akademi Komunitas Manajemen Perhotelan Indonesia, Indonesia

*Correspondence:
nirmalatari230589@gmail.com

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Abstract

To improve students' language learning and overall learning experience, the incorporation of games into English Language Teaching (ELT) has emerged as a potential pedagogical method. This abstract explores the use of two types of game, namely role play and kahoot as a creative and successful teaching and learning English, focusing on the effects on language proficiency, motivation, and engagement. Games are used in ELT as a dynamic and engaging platform that promotes a learner-centered atmosphere and stimulates student participation and teamwork. The variety of possibilities accommodates to various learning styles and interests, combining conventional board games and digital kahoot language learning programs. Games establish an emotionally safe environment for language learners to explore with the target language without worrying about making mistakes by incorporating aspects of enjoyment, competition, and challenge. This encouraging environment makes a big contribution to increasing students' self-assurance and lowering their anxiety, which fosters a happy learning environment. Additionally, games can be altered to fit with particular language goals, allowing teachers to focus on different linguistic abilities like vocabulary, grammar, speaking, listening, and reading comprehension. The abstract also explains how games encourage situational learning and real-world language use. Role-playing games and simulations, for instance, let students put their language abilities in context while immersing them in real-world situations. Meanwhile, kahoot can help students to enjoy the learning process digitally. In conclusion, games present an effective and adaptable instrument to transform English Language Teaching and Learning.

Keywords: Games, Role Play, Kahoot, English Language Teaching, Learning
INTRODUCTION

As the international tourism agents, English is the basic skill which should be owned. English competency covers how the people can demonstrate four language skills, namely: speaking, reading, writing, and listening. From the result of interview, it is identified that English competency is still low, especially in speaking and listening skills. They had difficulty if they spoke face to face with the guest, especially English native speakers like USA, Australia, and British. As the result, many guests complained to the students or supervisor because the students did not understand on the topic or guest’ intention. Most students thought that English is complicated to be learned. They did not want to learn it more because of its difficulties. Based on the observation, it can be defined that the students got problem in speaking. Speaking is so important as a means of communication. If they lack in communicating, it will influence their working readiness in the hospitality industry. Creating idea is not easy to be done for them, that is why they feel afraid in responding statements in English. To solve this problem, researchers thought about a method to make a fun learning English.

It is difficult to convert in-person education into online learning. Because of the ongoing COVID-19 pandemic, students in all educational levels—from primary to postsecondary—are forced to access online learning through laptops or cellphones, and teachers must learn new techniques for interacting with students online. Utilize information and communications technology (ICT) to your advantage now. Information and communications technology is still making its way into education, even though the learning process has already shifted to offline classes. Once designers have a clear understanding of how languages are learned or which learner behaviors increase acquisition among language students, they can effectively use kahoot, which is the integration of game mechanics into everyday activities to influence participant behavior and engagement. Gameplay that involves repeated actions in various contexts with progressively higher degrees of difficulty and complexity, as well as reinforcement of previously introduced vocabulary and language structure, can provide players with a sense of satisfaction and success as they make progress in the game and are rewarded for it. Kahoot satisfies people's internal demands—such as those for status, power, advancement, and pleasure—as well as their exterior ones, which are satisfied by earning and collecting prizes. Therefore, if kahoot is skillfully created and the designer provides feedback on the lessons the students have learned, kahoot may aid students in meeting their learning objectives and participating in the learning activities.
Additionally, according to Adukaite (2016), kahoot uses the following elements:

1. In a gamified application, rewards are the comments and/or incentive structures that encourage and push users to continue using the program. Even negative reinforcement, which the game would view as a form of discipline, may encourage learning. The transfer of acquired skills and reward were found to be significantly correlated in this study. Reward promoted the transfer of skills, which was in and of itself rewarding. Points and badges are therefore common kahoot elements that serve as a kind of incentive while engaging in the game and recording little successes.

2. A player’s level of challenge in a given digital game is based on how well their skills match the game’s challenges. Maintaining the player’s motivation and interest throughout the game will improve the overall quality of the experience. Consequently, the user may soon lose patience if the program is too challenging. However, if the program isn’t challenging enough, the user can become disinterested. Tough game aspects are usually complemented by varying degrees of difficulty.

3. Players typically get quick, to-the-point, and straightforward feedback from games. Based on feedback, players can modify or vary their playing style, enabling them to form certain opinions. Scholars specializing in educational kahoot argue that learners’ efficacy, engagement, and success are boosted by frequent and prompt feedback.

4. One of the common game elements is competition, when participants strive to outperform one another and get the best outcome. Another type of kahoot is leader boards, which often increase the level of competition. The leader board, an integrated social component of the online game, shows a list of players with the highest scores. All players in the game can see the leaderboard. Leader boards, according to game designers, can be powerful inducements for players to play more frequently in an attempt to move up the rankings. Social comparison leads to competition. When social comparison is presented in a way that is beneficial to both sides, competition is encouraged (such as an open scoreboard).

5. Another common gaming feature that lets players try again and get a higher score is replay.

6. The total user experience is impacted by visual aesthetics, which encompasses both visual elements and the overall look and feel of a welcoming and stimulating place.

7. A timer, or simply time, is a motivator that forces competitors to focus and take action by placing them under time pressure.
8. The story of the game encourages learners to be motivated and interested. In addition to contextualizing the problem-solving process and the learning process, narrative can demonstrate the potential real-world applications of recently acquired concepts.

Students may become interested in playing the game that professors have assigned by looking at its features and attributes. Five steps are outlined by Huang and Soman (2013) for implementing kahoot in the classroom:

1. Recognizing the setting and the intended audience.
   The students' identities and the environment in which the program is being taught must be known by the instructors. It is vital to analyze the target audience to find out about things like age group, learning styles, and present skill set. It is also important to analyze the context to find out about the student group's size, surroundings, skill sequence, and duration. Instructors could prevent obstacles that keep students from accomplishing the goals by being aware of these issues.

2. Defining learning objectives
   A effective teaching and learning experience requires the capacity to identify the learning objectives involving general instructional goals, particular learning goals, and behavioral goals.

3. Structuring the Experience
   The knowledge that students must acquire and the goals they must accomplish at the conclusion of each level must be quantified by the instructors. To keep students motivated after finishing a stage and to finish a stage before going on to the next, instructors are suggested to start the stage with easy milestones.

4. Identifying Resources
   Instructors could determine whether stage could or could not be gamified after classifying the stages. Teachers must take into account a number of factors, including levels, currencies, monitoring systems, rules, and feedback.

5. Applying Kahoot Elements
   Which aspects of kahoot should be used is decided by the teachers. Self-elements and societal elements are the two groups into which the elements are divided. Self-elements assist the kids in concentrating on self-achievement recognition and competition. They could be time limits, levels, achievement badges, or just points. On the other hand, social components are interactive contests where students' accomplishments are displayed to the public.
When creating a well-planned kahoot strategy, the instructor must take into account a number of factors, including understanding the intended audience and the surrounding context, clearly defining the learning objectives, and introducing students to the game at a lower difficulty level before increasing it to a higher one. Each level of the game should have challenges, and the instructor must choose which stages can be gamified and which kahoot elements to use. By taking those factors into account, students who play the game will be able to fulfill their demand for point collection while also being aware of what they have learnt. Since the primary goals of utilizing the game in the classroom are to aid in students' learning and enjoyment, it is crucial that teachers thoroughly explain the game's rules to their students.

For many years, educators have used games to teach English, which is a well-liked and successful instructional strategy. In order to engage students, make studying more entertaining, and improve language acquisition, it integrates the principles of kahoot with language learning. Carrier (in Sanchez, 2007) stated there are advantages of using games to teach English include: (1) Motivation: Because games are by nature entertaining, including them into lessons can increase students' motivation and enthusiasm for learning. (2) Participation: Games offer a lively, engaging learning environment that promotes involvement and active learning. (3) Contextual Learning: Games frequently place language in authentic settings, assisting students in comprehending and using English in everyday scenarios. (4) Teamwork and collaboration are key components of many language games, which promote communication and social skills. (5) Reinforcement: Games can help with pronunciation, grammar, and vocabulary which influence speaking ability. As a means of communication, speaking is important, and it becomes a great challenge for educators to help students improve their speaking ability (Tari, Safitri, & Oktaviani, 2021). (6) Immediate Feedback: A common feature of games is the provision of immediate feedback, which enables players to learn from their errors and advance. (7) Flexibility: Games are adaptable for students of different ages and competency levels, making them useful teaching aids for foreign languages. (8) Obstacles: While games can be quite effective, it's crucial to establish a balance between entertaining and instructional material. Games should support educational goals. In the modern world, games have become increasingly important and useful in the process of learning other languages. Through the inclusion of game components such points, badges, leaderboards, progress bars/progression charts, performance graphs, quests, levels, avatars, social elements, and prizes, kahoot promotes student participation and motivation. Additionally, because kahoot incorporates instantaneous feedback in the
form of rankings, badges, scores, and awards, it motivates students to participate in the learning process and facilitates their task completion. The benefits of kahoot include rapid feedback, increased productivity, increased engagement, increased loyalty, and more regular attendance in class.

Furthermore, according to Carrier (in Sanchez, 2007), using games in the classroom has many benefits. These include the following: games have a variety of tools that facilitate the teaching-learning process and help students develop their learning strategies; they are flexible enough to be used for teaching any aspect of a language by taking into account the students' level and the learning objectives; they make the classroom less boring by offering a variety of class activities to keep students' interest and attention; they increase students' motivation; they allow students to produce language and achieve the learning goal without worrying about perfection; they encourage student participation and boost their self-confidence in their performance; and finally, games shift the teacher's role from a formal instructor to one of organizer. Since some kids could be more competitive than others, teachers ought to foster a welcoming environment for all students. Different kinds of language learning games include: (a) Board games: Scrabble, Boggle, and word search exercises can help improve spelling and vocabulary. (b) Card Games: Games like Uno or Go Fish can be modified to promote language acquisition by forcing players to speak English. Role-playing games inspire students to act out scenarios in English, which helps them develop their speaking and listening abilities (Safitri and Oktaviani, 2020). (c) Word and Memory Games: Hangman, crosswords, and memory matching games are all excellent for honing your vocabulary. (d) Quiz Games: You can test your knowledge and encourage healthy rivalry by using trivia quizzes, Jeopardy-style games, and quiz shows. (e) Modern Technology: As technology has developed, digital games and applications have developed into effective instruments for language acquisition. Gamified components are frequently used in language learning apps and online platforms to interest users. (f) Kahoot: In addition to traditional games, educators can employ kahoot concepts like badges, leaderboards, and awards to make learning more engaging and game-like. In conclusion, using games to teach English has a long history and is still a useful strategy for language teachers. For students of all ages and competence levels, language learning may be made more pleasurable and productive by utilizing the dynamic, engaging aspect of games. The two strategies that are covered in this study are Kahoot and role play.

In order to communicate and engage with one another in simulated circumstances or scenarios using English, students act out various roles as part of the role-playing method.
used in English instruction Huang (2008). Rojas & Villafuerte (2018) stated that for a number of reasons, this method is frequently employed in language classrooms: (1) Role play gives students the chance to practice their language skills in a realistic and useful setting. They must communicate in English in order to explain their ideas, solve problems, and express opinions. (2) Real-Life Application: Students can imitate real-life scenarios they could experience in English-speaking areas through role play. Depending on the level and goals, this could involve situations like making a restaurant order, going on a job interview, or settling a dispute of the lesson. (3) Communication Skills: It fosters the development of students' spoken English listening, speaking, and comprehending abilities. Students must pay attention to their partners' comments and modify their own words as necessary. (4) Cultural Awareness: By using cultural elements from English-speaking nations in role plays, instructors can help students comprehend not only the language but also the traditions, values, and social mores of these cultures. (5) Confidence-Building: Role-playing can help students feel more at ease speaking English. It offers a secure and encouraging setting where they may practice without worrying about making mistakes. (6) Creativity and Critical Thinking: Role play requires students to think quickly, which fosters creativity and critical thinking. They must react to unanticipated events and modify their words and conduct as necessary. (7) Empathy and Perspective-Taking: As students put themselves in the positions of various people or roles, role play can also encourage empathy and perspective-taking. This may result in a deeper comprehension of various perspectives and viewpoints. (8) Vocabulary Expansion: By learning new words and idioms in context, students are more likely to retain and apply them in the future.

Good communication with others through language can help people build positive relationships with other members of society, but it's possible for misunderstandings to arise between speakers and listeners because of a lack of understanding of the language being spoken or because the listener doesn't know the language as well (Anggayana & Sari, 2018). According to Amrullah (2015b), the capacity to communicate in a language is what determines whether or not a language acquisition is successful. Additionally, Kusuma, Osin, and Anggabawa (2019) think that when the recipients understand the information correctly, effective communication takes place. In order to convey and comprehend the message, both the sender and the recipients need to use communication tactics.

Role play can be included into English language instruction at many levels, from beginner to advanced, and it can be customized to meet the needs of various age groups and
learning goals, (Harmer, 2007). Teachers frequently give questions, scripts, or situations to direct the role-playing, and they could even take part to demonstrate appropriate language and behavior. Overall, role play is a useful and entertaining method for improving language acquisition and making class more participatory and useful. Manorom & Pollock (2006) state that there are some steps for designing a role play, such as:

1. Decide on the role play's learning objectives, which may include both theoretical and practical ones.
2. Select a real-world scenario that exemplifies the course's core ideas to help students better grasp it.
3. Take into account all parties involved and their points of view, then modify the scenario for the
4. Create a structure for the role play that includes briefing, interaction, forum, and debriefing stages so that students may become familiar with the activity, participate, and reflect.
5. Think about the students' evaluations. Their engagement in the role-play and their capacity for self-expression might be used to grade them.
6. Provide students with tools to help them participate in the role play and carry out their responsibilities. Students' access to information will vary depending on the subject and its difficulty.

Kodotchigova (2002) suggests the following six steps to make a successful role play:

1. Teachers should let students practice what they have learnt in a scenario that interests them. Students may either choose topics from a given list of situations or suggest themes.
2. Role-playing game design Developing suggestions for how to advance the situation is the next step. The setting is designed using the students’ degree of language skill as a major determining factor. The level of study for the students should be appropriate for the situation's complexity.
3. Linguistic planning
   To help kids feel more comfortable acting out a role in a role play, teachers must provide new vocabulary. Before the role play, the new language should be taught.

4. Factual planning
In order for students to act their roles with confidence, teachers give them with specific information and detailed role descriptions.

5. Determining roles

To ensure student success, teachers should take their personalities and skill sets into account while allocating jobs. To decide which roles to allocate to which students, teachers can either assume one of the roles and perform it as a model or encourage volunteers to stand forward and take the part. It can also be given as a homework assignment so that students can practice saying useful words and expressions before enacting the role play. To avoid intervening with error corrections, teachers might provide feedback to students following the role play.

6. Follow up

Spending some time on debriefing is necessary after the role play. The best way to follow up on the activity is to get each student's viewpoint about the role play and talk about what happened there and what they learnt. Correcting students' errors could undermine their self-assurance and cause them to lose interest in participating in future role plays.

Role play based on performance assessment greatly influences the English learning competency and motivation of hotel hospitality students in the Dalung area, according to Safitri and Oktaviani (2020). Role play based on performance evaluation fosters beneficial learning environments like active learning, problem-solving, cooperation, and enjoyable learning. Asriyani, Suryawati, and Anggayana’s research from 2019 found that including role play into the teaching and learning process had a substantial impact on students' speaking proficiency. Role play gave students the chance to practice their language and increased their self-confidence, which helped Ampatuan & San Jose (2016) find that it helped students improve their speaking proficiency.

Speaking is a crucial form of communication; thus it becomes a big problem for teachers to help students get better at speaking (Tari, Safitri, & Oktaviani, 2021). There are three main reasons to encourage students to speak in class: speaking exercises give them a safe and secure environment in which to practice speaking in real life; speaking assignments where students are required to use all or part of the language could provide feedback to both the teacher and the students; and the more opportunities students have to use the different language components that they have stored in their brains, the more automatic their use of these components becomes. Students will be able to employ words and phrases on their own as a result (Harmer, 2007). Speaking up is a very dynamic and complicated talent that should
be clearly taught in language classes through a variety of exercises (Burns, 2019). Furthermore, learning to speak English requires students to understand how native speakers use the language in social situations in addition to its grammatical and semantic rules (Utami & Bambang, 2006). The ability of students to utilize a language in social situations is a good measure of how well they are learning the language. More speaking exercises should be done by students in order to improve their communication abilities.

Ladousse (1987) lists the following as some things to think about when preparing for a role play.

1. Distinguish between noise and chaos.
2. As it is much easier to speak with one person than with a group, start with pair work instead of group work. One-on-one communication will help students focus better on the subject.
3. Until students become used to it, keep the activity brief.
4. Make sure that the role play can be played with different numbers of students.
5. Make sure students understand the situation before starting the role play.
6. Motivate a captive student.
7. Use a less difficult role play until students are accustomed to it.
8. Set up the task more progressively if students break into their native language.
9. Follow up the activity after students finish the role play.
10. Set a strict time limit and make students stick to it.

Learning English in a fearless environment will boost students' confidence and make it more pleasant. When role play is incorporated into English instruction, students can improve their social communication abilities without fear of making mistakes. Teachers need to put more effort into the planning and execution of the role play if they want it to be successful.

One of gamification used in this research was Kahoot. It was another game utilized in this research. Kahoot! is a game-based student response system (GSRS) where the instructor serves as the presenter and the students compete in a game show that is temporarily set up in the classroom. Mobile app use improves students' cognitive abilities, motivation in formal and informal settings, autonomy, and confidence. It also promotes individualized learning and aids low-performing students in accomplishing their academic objectives (Kacetl & Klmová, 2019). An educational technology platform called Kahoot provides a selection of interactive learning games and tests. Kahoot! can be regarded as significant in education for
a number of reasons, Kapp, Blair, and Mesch (2014) stated there were reasons may vary depending on the setting and application: (1) Engagement: Kahoot! is renowned for its game-based learning strategy, which can increase students' interest in and enjoyment of their academic work. Kahoot and competitive components are incorporated, encouraging students to participate fully and focus on the lesson's topic (DuBravac, 2012). (2) Assessment: Kahoot! is a helpful tool for assessing students' knowledge and comprehension of a subject because it enables teachers to design tests and quizzes. Teachers can use the data generated by Kahoot! to identify areas where students may need additional support. (3) Kahoot promotes active learning, in which students actively participate in the learning process as opposed to passively absorbing knowledge. As students answer to questions in real-time, it encourages critical thinking, problem-solving, and decision-making. (5) Instant Feedback: One of Kahoot’s benefits is that it gives students instant feedback after each question. This fosters a deeper comprehension of the subject matter by assisting students in realizing their errors and learning from them. (6) Student-Centered Learning: By allowing students some control over their learning process, Kahoot! supports a student-centered learning strategy. Teachers can modify the game to meet the tastes and needs of their students, and students can compete either independently or in teams.

There are several steps how to apply Kahoot, namely:

1. Create an Account:
   - Go to the Kahoot! website (https://kahoot.com/).
   - Click on the "Sign up" or "Log in" button to create a new account or sign in if you already have one.
2. Create a Kahoot! Quiz:
   - Once you’re logged in, you can create a new quiz by clicking on the "Create" button.
3. Add Questions and Answers:
   - In the quiz editor, you can add questions, multiple-choice answers, and choose the correct answer for each question.
   - You can also set a time limit for each question, add images, and provide explanations for answers if needed.
4. Customize Your Kahoot! Quiz:
   - Customize the appearance of your quiz by adding a title, description, and cover image.
   - You can also adjust the layout, design, and settings according to your preferences.
5. Share Your Kahoot! Quiz:
   - Once your quiz is ready, you can share it with others by clicking the "Share" button. You can choose to share a link or PIN code for participants to join.

6. Play Kahoot! with Participants:
   - Participants can join your Kahoot! game by going to https://kahoot.it/ or using the Kahoot! app.
   - They will enter the game PIN code you provided to join the session.

7. Start the Game:
   - Once all participants have joined, you can start the game.
   - Questions will be displayed on the main screen, and participants will answer on their devices.

8. Review Results:
   - After each question, Kahoot! provides instant feedback and displays the leaderboard.
   - At the end of the game, you can review the results, see which participants answered correctly, and award points or prizes if desired.

9. Save and Share Reports:
   - You can save the results and reports of your Kahoot! game for future reference or analysis.
   - Share the reports with participants or use them for educational purposes.

10. Explore Kahoot! Features:
    - Kahoot! offers various features like team mode, challenges, and surveys, depending on your needs. Explore these options to enhance your learning or training experience.

Remember that Kahoot! is a versatile tool used for education, training, and entertainment. You can use it in classrooms, workshops, team-building events, or simply for fun with friends and family. Explore the platform and its features to create engaging and interactive quizzes for your specific purposes.

In conclusion, Kahoot is crucial to education since it offers a fun, dynamic, and adaptable tool for instruction, evaluation, and learning. Its gamified methodology can improve the educational process and support different teaching and learning pedagogies. However, how technology is incorporated into the curriculum and applied by teachers to achieve particular learning goals and objectives will ultimately determine how effective it is.
The process of guiding a student through content using game characteristics without altering or changing the content itself is known as structural kahoot. This type of kahoot aims to motivate and reward students as they progress through the material in order to involve them in the learning process. The most often utilized elements in this type of kahoot include points, badges, achievements, and levels. In addition, this kind of platform usually has a leaderboard, tools for tracking students’ progress, and a social section where students may share and boast about their achievements with one another. Moreover, the process of altering already-existing content to make it more akin to a game is known as "content kahoot." A few instances of gamifying information are incorporating narrative elements into compliance courses and launching courses with obstacles as opposed to a list of goals. These components enhance the content's gaming qualities without really making it a game. It simply incorporates into the topic being taught the actions or context that are used in games. This study used structural kahoot as one of the kahoot kinds. In order to make learning more enjoyable, it offers students points, badges, levels, and a leaderboard.

It makes sense that role play and kahoot would be beneficial when used to teach speaking, given their many uses. It is also corroborated by earlier studies. Role play based on performance evaluation, according to Safitri and Oktaviani (2020), has a substantial impact on the English language proficiency and motivation of hotel hospitality students in the Dalung region. Role plays that is focused on performance evaluation fosters cooperative learning, problem-solving, active learning, and enjoyable learning environments. Asriyani, Suryawati, and Anggayana’s 2019 study found that using role play in the teaching and learning process significantly improved students’ speaking abilities. Ampatuan & San Jose (2016) found that role-playing has advantages in enhancing students’ self-confidence and giving them the chance to practice their language skills in order to improve their speaking ability. The study "Using Kahoot to Enhance Second Language Learning" was carried out by Flores (2015). It demonstrates how kahoot aids with second language learners’ transition from an introverted to a more driven manner of shyness. According to Bicen & Kocakoyun (2018), kahoot successfully raises students' interest in the class and has a beneficial impact on their motivation. Thus, the purpose of this study is to determine whether or not kahoot and role play, when coupled, can improve students’ speaking abilities during the teaching and learning process.
RESEARCH METHODOLOGY

The research design which used in this study was Descriptive Qualitative. The data described based on the observation taken during the implementation of these games in English Language Teaching. A descriptive qualitative research article typically focuses on providing a detailed and in-depth understanding of a particular phenomenon or subject. Unlike quantitative research, which uses numerical data and statistical analysis, descriptive qualitative research relies on words, narratives, and non-numerical data to explore and describe a specific topic or issue. This study used students of Akademi Komunitas MAPINDO as subject of study, especially for Diploma 2 Accommodation program study. This study used two instruments, namely observation and interview. The observation was done during those games applied. The researchers observed the situation of the class, the reaction of students and also the improvement of their English. Meanwhile, the interview was done after the research conducted. Five questions given to the students after the last section of treatment.

FINDINGS AND DISCUSSION

Based on the observation which was done by the researchers during applying these games in English teaching for the tourism students in Akademi Komunitas MAPINDO, gained the data which showed all the students were happy and exciting to attend English learning in each meeting. They were more motivated to speak, listen, write and read the materials in English. They tried to understand and used English in their short conversation with their partners. Besides that, all students felt more enthusiastic and challenging to be the best and the winner in each game. Students became active in joining the lesson through the games. They explored their ability, shared opinion each other and reviewed the lesson bravely. Meanwhile, the findings also showed all students gave positive responds for this technique to improve their learning motivation in English. All students answered the questions which were interviewed by the researchers fluently. The answer for the question number one was, they liked the way how researchers implemented the material through games. The second answer was, all the participants felt relief and were not under pressure in expressing their idea and opinion. The third respond was, all students felt challenging in acquiring English through games and wanted to be the best or the winner in the games. They also replied for the fourth questions, through games, they got advantages and new vocabularies in learning English. The last respond was, all students wanted this technique continued for the next meeting to make class more active and fun. By applying those games in the variation of
meeting, the researcher observed there was no student absent in the class and they felt curiosity in each meeting.

Despite the potential benefits, creating a game environment specifically for language learning and striking a balance between learning and gameplay are challenging undertakings that need careful planning in order to produce successful learning (Chen & Hsu, 2020). According to Sarah Smith-Robbins, a game should have the following three fundamental elements:

1. A Goal
   Every excellent game has a goal that is exactly and clearly defined to compel the students to complete it, and it provides the necessary resources to help them do so.

2. Obstacles
   There should be obstacles and challenges in the game for the students to enjoy themselves. Without those challenges, winning would mean very little.

3. Collaboration or competition
   There are two main categories of game winners: those who win by outlasting other players and those who win by winning the game itself. It's possible that the games are made to promote player competition or to pit each player against the other.

In addition, there are several elements used in gamification according to Adukaite (2016), as following:

1. In a gamified application, rewards are the comments and/or incentive structures that encourage and push users to continue using the program. Even negative reinforcement, which would be interpreted as punishment in the game, could encourage learning. The results of this study demonstrated a strong correlation between reward and the transfer of acquired skills: transfers of skills were made easier by incentives, which were in and of themselves gratifying. Thus, points and badges—which serve as a kind of reward while playing the game and recording little victories—are classic gamification features.

2. The degree to which a player's skills match the challenges of a particular digital game determines how challenging it is. Maintaining the player's motivation and interest throughout the game will improve the overall quality of the experience. Consequently, the user may soon lose patience if the program is too challenging. However, if the program isn't challenging enough, the user can become disinterested. Tough game aspects are usually complemented by varying degrees of difficulty.
3. Gamers often get rapid, succinct, and straightforward feedback from games. Based on feedback, players can modify or vary their playing style, enabling them to form certain opinions. Scholars specializing in educational gamification argue that learners’ efficacy, engagement, and success are boosted by frequent and prompt feedback.

4. One common game feature is player competition, in which players strive to outperform one another and obtain the best outcome. Another type of gamification is leader boards, which often increase the level of competition. The leader board, an integrated social component of the online game, shows a list of players with the highest scores. All players in the game can see the leaderboard. Leader boards, according to game designers, can be powerful inducements for players to play more frequently in an attempt to move up the rankings. Social comparison leads to competition. When social comparison is presented in a way that is beneficial to both sides, competition is encouraged (such as an open scoreboard). Competition is a typical instrument for inspiring students in learning environments. Other academics, however, caution that competitiveness can also negatively impact one's capacity for problem-solving, teamwork, and academic achievement.

5. Another common gaming feature that lets players try again and get a higher score is replay.

6. The total user experience is also impacted by visual aesthetics, which encompasses both visual elements and the overall look and feel of a welcoming and stimulating place.

7. A timer, or simply time, is a motivator that forces competitors to focus and take action by placing them under time pressure.

8. The story of the game encourages learners to be motivated and interested. In addition to contextualizing the problem-solving process and the learning process, narrative can demonstrate the potential real-world applications of recently acquired concepts. Viewing the characteristics and elements of a game could make students interested in joining the game applied by teachers.

Huang and Soman (2013) identify five steps for applying gamification in education:

1. Being aware of the setting and the intended audience
   The instructors need to be aware of the identities of the students and the setting in which the program is being taught. Understanding the target audience’s age range, preferred learning method, and current skill level is essential. Analyzing the setting is also crucial in order to determine the size, surroundings, skill sequence, and duration of the student
group. By being aware of these problems, instructors could remove roadblocks that prevent students from achieving the objectives.

2. Defining learning objectives
   A effective teaching and learning experience requires the capacity to identify the learning objectives involving general instructional goals, particular learning goals, and behavioral goals.

3. Structuring the Experience
   Teachers must organize knowledge and specify what needs to be learned and accomplished by students at the conclusion of each phase. In order to maintain students' motivation after finishing a stage and to move on to the next one, instructors are suggested to start the stage with easier milestones.

4. Identifying Resources
   Following the stages' identification, teachers could determine which ones could or could not be gamified. Teachers have a lot of things to think about, like levels, currencies, tracking systems, rules, and feedback.

5. Applying Gamification Elements
   Whatever gamification features are used are determined by the teachers. Self-elements and societal elements are the two groups into which the elements are divided. Self-elements assist the kids in concentrating on self-achievement recognition and competition. They could be time limits, levels, achievement badges, or just points. On the other hand, social components are interactive contests where students' accomplishments are displayed to the public.

The lecturer must take into account a number of factors when creating a well-planned gamification strategy, including understanding the target and the context, clearly defining the learning objectives, and giving students access to both easy and difficult game levels, each of which should have obstacles. Additionally, the lecturer must decide which stages of the game can be gamified and which gamification elements will be used. By taking those factors into account, students who play the game will be able to fulfill their demand for point collection while also being aware of what they have learnt. Since the primary goals of utilizing the game in the classroom are to aid in students’ learning and enjoyment, it is crucial that teachers thoroughly explain the game’s rules to their students. In the modern world, games have become increasingly important and useful in the process of learning other languages. Through the inclusion of game components such points, badges, leaderboards, progress bars/progression charts, performance graphs, quests, levels, avatars, social
elements, and prizes, gamification promotes student participation and motivation (Flores, J. F. F. 2015). Additionally, because gamification incorporates instantaneous feedback in the form of rankings, badges, scores, and awards, it motivates students to participate in the learning process and facilitates their task completion (Zainuddin et al., 2020). The benefits of gamification include rapid feedback, increased productivity, increased engagement, increased loyalty, and more regular attendance in class (Topirceanu, 2017). Furthermore, Carrier (in Sanchez, 2007) claims that there are numerous benefits to using games in the classroom. Possess a variety of tools to aid in the teaching-learning process and foster students’ learning strategies; games are adaptable enough to be used in the teaching of any subject by taking into account the students’ proficiency and the learning objectives; games provide a variety of classroom activities to keep students engaged and motivated; games encourage students to participate and feel much more comfortable with their performance; games shift the role of the teacher from that of a formal instructor to that of an organizer or moderator; and games can also be used as a means of testing students’ knowledge of the material by recording their errors.

Language can help people build positive relationships with other members of society, but it can also lead to misunderstandings between speakers and listeners if one of them doesn’t understand the language being spoken or doesn’t know the language well enough to understand the other person (Anggayana & Sari, 2018). According to Amrullah (2015b), the capacity to communicate in a language is what determines whether or not a language acquisition is successful. Additionally, Kusuma, Osin, and Anggabawa (2019) think that when the recipients understand the information correctly, effective communication takes place. In order to convey and comprehend the message, both the sender and the recipients need to use communication tactics. Speaking is a vital communication tool, so it becomes extremely difficult for educators to support. Students get better in speaking (Tari, Safitri, & Oktaviani, 2021). Speaking activities offer students the chance to practice speaking in a safe and real-world setting. Speaking tasks where students attempt to use all or part of the language could provide feedback to both the teacher and the students. Finally, the more opportunities students have to activate the various language elements they have stored in their brains, the more automatic their use of these elements becomes. These are the three main reasons for encouraging students to speak in the classroom. Students will consequently be able to employ words and sentences on their own (Harmer, 2007). In the language classroom, speaking should be clearly taught as a highly complex and dynamic ability through a succession of undertakings. Furthermore, learning to speak English requires students to
understand how native speakers use the language in social situations in addition to its grammatical and semantic rules. The ability of students to utilize a language in social situations is a good measure of how well they are learning the language. More speaking exercises should be done by students in order to improve their communication abilities.

CONCLUSION

From the data and findings, it can be concluded that those games namely; roleplay and Kahoot brought benefits toward English teaching and learning process for the tourism students in Akademi Komunitas MAPINDO. Students were enthusiastic and more active in attending the class because they felt motivated and more challenging in acquiring English for their communication. This technique will be implemented continuously in English teaching learning process even after this research was conducted.

REFERENCES (Examples)

Kapp Karl M., Blair L., Mesch R. (2014). The Kahoot of Learning and Instruction Fieldbook. USA: Wiley