The Effect of Gamification Learning on Primary School Students' Second Language Learning

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Abstract. Primary English teaching consists of two parts: language knowledge including vocabulary and grammar along with comprehensive language ability concerning listening, speaking, reading, and writing. Currently, there are lots of studies showing the positive effectiveness of gamification on primary English learning in different sections individually. However, few studies integrate these sections and explore the effect of them on an overall scale. The research will comprehensively illustrate the effectiveness of gamification and also investigate how it produces positive outcomes in improving primary school students' English learning based on case studies and systematic reviews. It aims to give an integrated synthesis of research findings which gives educators access to evidence-based insights and offers them valuable guidance for seeking to incorporate gamification strategies effectively into their language instruction. The research design will be distributed into three parts which are vocabulary learning, grammar learning, and comprehensive language ability enhancement to discuss the effectiveness of gamification on English language learning respectively.

Keywords: Gamification, ESL, primary students, reading, speaking.

1. Introduction

The use of games to learn second languages is growing in popularity. Gamification is a strategy for motivating learners while leading to increased interest and active participation and promoting enjoyment in computer-mediated contexts [1]. Or it employs contexts outside the realm of traditional gaming to foster a learning experience that emulates the engaging qualities of games [1]. While based on the new primary English curriculum standard, emphasizes the importance of engaging students actively in the learning process and embodying instrumental and humanistic characteristics [2]. It can be seen that its goals are more complex than simply being enjoyable. One of the important objectives of "Affect" in the new standard states that having a positive learning attitude is essential for students learning in primary school, based on the affective filter hypothesis [2]. Teachers should select appropriate methods to lower students' emotional filtering levels and games can lessen affective filters and support language learning. From those points of view, we can draw that gamification can be seen as aligned with the principle and objective of the new English curriculum, which can be adopted as a suitable pedagogy in primary English language learning.

Leveraging educational technology within English vocabulary and grammar classrooms through online learning platforms based on games cultivates favorable attitudes and bolsters students' motivation, which enables learners to have better long-term impressions and expectations of learning English [3]. Additionally, some researchers argue that language games effectively facilitate the acquisition of target language knowledge among students with long retention and development in a relaxed learning setting [4]. Encouraging students' use of games in the classroom benefits students' learning practice and application of second language acquisition. Based on these statements, it can be deduced that gamification can be used for English language learning on vocabulary acquisition and grammar application. Digital games are constructed upon solid educational principles, offering heightened engagement and personalized learning prospects, a setting for authentic and relevant assessment, and teaching 21st-century skills [5]. The ability to read, talk, listen, think critically, use technology effectively, and solve problems are all 21st-century skills that today's fast-growing society requires students to develop. Since pupils can rectify themselves without undue stress, learner

autonomy increases immensely. They advance by adapting their own pace while studying. According to Aydin, Digital games in foreign language instruction facilitate meaningful communication, enabling students to actively participate and build a strong groundwork for valuable contributions [6]. As stated above, gamification can be used by people of almost all ages especially primary learner who has a demand for improved comprehensive abilities and learning strategies apart from linguistic abilities in English learning.

Since English language learning through games has been the subject of review studies on the elementary education level, there is still a lack of systematic review comprehensively analyzing the effects of gamification learning on primary school students' second language acquisition from the perspective of vocabulary acquisition, grammar learning as well as comprehensive language abilities in the realm of English language acquisition as a second language (ESL).

As individual studies have explored gamification's positive impact on vocabulary, grammar, and reading, there demand for consolidated and synthesized research efforts in incorporating findings across these components. A research gap emerges in the absence of a comprehensive overview that examines how gamification influences vocabulary, grammar, and comprehensive language abilities collectively, shedding light on the interplay and synergies effect between these aspects.

2. The Effectiveness of Gamification on Vocabulary Learning

Learning vocabulary is a fundamental ability in learning a language and should be given serious consideration as it plays a pivotal role in shaping the prospects of learners successfully acquiring the language. In primary school, English vocabulary learning has attracted worldwide attention as English has become the main tool for international communication and globalization. However, despite early exposure to the target language, a significant portion of young learners, typically ranging from 7 to 12 years old, exhibit insufficient vocabulary acquisition [7]. With the advancement of educational technology and the research of cognitive psychology, primary school English vocabulary learning has gone through from the phase of traditional teaching relying on dictation and rote memorization to the developed phases like multimedia teaching and gamified learning. Game-based learning become a prevalent trend in primary school English vocabulary learning.

2.1. The Vocabulary Intervention Program Improves Students' Retention

Embedding gamified learning activities such as intervention programs into vocabulary instruction to some extent can improve students' vocabulary retention.

A study in Malaysia showed that due to students' lack of strategy and confidence in vocabulary learning, it employs a retention strategy to actively involve students in meaningful vocabulary acquisition, using an interactively cooperative approach crafted through the use of multimedia and storyboarding techniques, to enhance learners' vocabulary by integrating a compelling narrative [8]. On one hand, in terms of improving vocabulary acquisition and recall skills, including spelling, word meanings, and contextual usage, learning vocabulary becomes more motivating and enjoyable when paired with an interactive narrative, in fact reducing fear and anxiety. On another hand, games may inspire students and foster a playful learning environment that encourages creativity and self-expression in the real world while also improving communication skills. Most importantly, not only does it draw students' attention as they consider the visual augmentation for language retention but also students learn how to set up associations between new vocabulary and knowledge presentation in a meaningful context and reason for their decisions during the game, which enhance students' higher order thinking skills.

In general, the vocabulary intervention program adopts a cooperating learning approach incorporated into the gamification and delivers positive outcomes on students' vocabulary learning from the dimension of linguistic and logical intelligence, lastly promoting the effectiveness of vocabulary retention.

2.2. Online Gamification Platform can Increase Students' Focus and Perseverance

Nowadays, there are some common online platforms to be used in vocabulary teaching, which are widely accepted by students and teachers in primary school. The use of learning strategies for vocabulary acquisition is crucial, and many researchers have put strategies like the usage of media such as WhatsApp, Memrise, etc. as blended learning and evaluation platforms into practice when teaching vocabulary. It is known that the use of media will increase students' motivation to learn, inspire them to write and talk, and spark their imagination, which improve students' vocabulary achievement to an extent. What's more, the use of media can enhance the effectiveness and efficiency of the teaching and learning experience and foster positive interactions between teachers and students. Boredom can also be avoided by incorporating media into the learning process.

For instance, an action study was initiated by using a Kahoot game-based learning technique to assess the attitudes and motivation of primary-level children and their experiences learning English [9]. The final results of the surveys, interviews, and game results indicated that learning through gamification platforms promotes students' motivation to learn English more productively, actively, and interestingly. They were successful in effectively mastering the target language thanks to their enthusiastic participation in game-based learning. Moreover, a study adopting quantitative and qualitative methodologies was meant to explore the effectiveness of different types of digital games in enhancing vocabulary acquisition [10]. These encompass competitive games, cooperative games, and practice-oriented games on online platforms such as Quizizz and Quizlet. From the vocabulary test statistical analysis, the data demonstrated a positive correlation between students' vocabulary scores and their reported levels of focus and perseverance during the online vocabulary activities. From the record of participants' responses to the questionnaire and written feedback, they give more explanation that students' motivation and engagement levels during online vocabulary activities were notably higher compared to traditional paper-based exercises. Hence, the competitive and interactive nature of the platforms piqued students' interests and maintained their focus. The time constraints and competitive elements of online quizzes encouraged students to focus on vocabulary tasks and strive for accuracy to earn higher scores. The immediate feedback provided further motivated them to persist through the activities. Lastly, students displayed greater perseverance when encountering challenging vocabulary items. The sense of accomplishment and the desire to improve their scores drove them to persistently attempt challenging words. To sum up, the study yields positive results that digital games on the mobile application are conducive to participants' vocabulary learning. Participants could benefit from playing games, quizzes, and other activities created by educators to learn vocabulary individually and collaboratively.

From those points of view, the study believes that incorporating an online gamification platform into vocabulary teaching is effective for students' motivation, focus, and perseverance. Online gamification can be utilized as a competitive and cooperative learning platform and evaluative tool for primary students, due to its effect, which is beneficial for students' vocabulary learning.

2.3. Gamified Methodology in an ESL Classroom Yield Lexical Development

Incorporating gamified methods like gamified flipped classrooms and traditional language games such as word puzzles, vocabulary bingo, language-based charades, and adventure games indeed promote students' vocabulary acquisition and development to some degree, which is at least as effective as learning words using textbook activities. When learning becomes fun, students are more likely to stay focused and committed to their studies. This active involvement helps reinforce the vocabulary words, collocation, and their meanings in the students' minds. In a study that delved into the impact of gaming on students' vocabulary mastery, researchers utilized the bingo game as a vocabulary evaluative tool for this investigation [11]. Based on the outcomes, it demonstrated that using games to improve and expand students' vocabulary knowledge is successful. According to P. Z. Chen et al. [12], To accommodate the characters' rapid-fire speech patterns and extensive use of new words, it is advisable to provide additional lexical support within the games. This research culminated in the creation of a dual-version adventure game. The second edition had vocabulary

exercises, whereas the first was an adventure game. According to the study, both groups picked up new vocabulary, nonetheless, the experimental group exhibited a higher level of proficiency in contrast to the control group on post-tests. These findings showed that participants might learn and expand new words only by playing the adventure game.

In a gamified flipped classroom, students may engage in educational games or activities outside of regular class time. This approach enables teachers to allocate classroom time to more in-depth discussions, clarifications, and activities that require the application of higher-order thinking skills. It often provides a context that helps students understand how words are used in real-life situations and makes it easier to remember and apply them. The initiation of flipped classrooms incorporated gamification for elementary education can be attributed to Zou's work [13]. Both students and teachers agreed that by fusing gamified methodology into the flipped classroom, motivation for learning and participation will be elevated as well and self-confidence will be relatively nurtured, ultimately fulfilling the learning experience and improving the outcomes of learning. Most importantly, additional class time was designated for activities such as games, interactive exercises, and the utilization of the Khate-Sefied application, etc. which assisted students in applying, delving into, and assessing their vocabulary knowledge. This is because instructors as monitors and facilitators help students recall and comprehend the essentials by taking into consideration their pre-class self-learning through video lectures in a context, which can be advantageous for lexical development.

All in all, based on the findings above, the use of gamified learning in EFL classrooms has a significant influence on students' vocabulary learning. Gamification adds an element of engagement, competition, and interactivity, enhancing the enjoyment and effectiveness of the learning process. Incorporating gamification into the flipped classroom model for vocabulary instruction holds the potential for notable enhancements in lexical skills and development.

3. The Effectiveness of Gamification on Grammar Learning

According to the early poll, pupils' fear of grammar was greater than their anxiety about listening or reading. The grammar component of the student's test scores typically indicated the lowest point. This suggested that the focus of the English proficiency test session should be on grammar learning issues. At this time, grammar rules could be taught, and practice activities and clear remedial feedback on errors could be given to achieve this. These techniques were employed in classes for students getting ready for the English proficiency test, but they did not affect how well the students did in the grammar component. Thus, many educators are investigating methods that could be applied to spark students' interest and promote grammar learning engagement through a novel method of planning lessons. Under this circumstance, games were seen as the most interesting part, in contrast to English grammar learning, which had been perceived as boring, and anxiety-provoking. Hence, it is effective to choose gamification in grammar learning and the study would analyze several case studies as follows to justify how different approaches incorporated into gamification improve the effectiveness of grammar learning for primary students from the perspective of motivation, curiosity, and heuristic thinking.

3.1. Games or Gamified Tools as an Assessment Approach Improve Academic Performance and Students' Motivation

With the advent of information technology, the millennial generation has become accustomed to communicating via social networking and blogging. In this era, Pelling pushed gamification to the forefront of education, and as a result of his work, several interactive learning tools, including Kahoot!, Plickers, etc. have become prevalent to boost the communicative learning experience and increase the quality of teaching[14]. The utilization of games or gamified tools as an assessment approach to evaluate academic performance in grammar learning has gained attention for its potential to enhance both students' motivation and their overall learning outcomes.

Gamified assessments can make the evaluation process more engaging and enjoyable for students. The interactive and competitive elements of games can motivate students to participate actively and put in extra effort to perform well. Compared with the traditional assessments which sometimes cause stress and anxiety in students, Gamified assessments can create a more relaxed and enjoyable atmosphere, reducing the stress associated with exams. For instance, there is a Malaysian study [14] on the use of Kahoot! in grammar learning and assessing, through quantitative analysis it compares students' average scores in gamified grammar assessments to traditional assessments. The findings display promising indications that there can be an improvement in students' scores in their grammar use of the irregular verbs after the treatment, which Kahoot applied to their lesson. A positive correlation was observed between students' engagement levels during gamified grammar assessments and their academic performance. Students had a great positive attitude towards Kahoot to eliminate anxiety and burnout on one of the challenging grammatical elements "irregular verb". More importantly, students' grammar skills improved significantly after the introduction of gamified assessments. The interactive nature of the assessments prompted deeper engagement with grammar concepts, resulting in enhanced understanding and application.

Gamification taps into intrinsic motivation by providing a sense of accomplishment and mastery. In another study, language games such as "Basta" and several others were implemented during the practice stage of lessons [15]. The objective is to explore the impact of these games on learners' motivation and their academic performance in the realm of grammar learning. The researchers sought input from students regarding the utilization of games by administering a questionnaire, which encompassed various aspects, including interest, satisfaction, effort, tension, choice, usefulness, competition, and their experiences with learning grammar before and after one semester of instruction in the subject. Students reported higher levels of motivation compared to traditional grammar assessments because they are motivated to perform better to earn rewards within the game or reach higher levels of achievement. The gamified elements, such as earning points and unlocking levels, provided a sense of accomplishment that boosted intrinsic motivation. The study's manifestations show that language games inspire language learners of all ages even adults and improve grammar achievement. There is a recommendation to incorporate game-based teaching and learning activities into both the primary student curriculum and the training programs for primary teachers.

Both case studies provide compelling evidence that games and gamified assessment tools effectively enhance academic performance and students' motivation in primary grammar learning. By harnessing the principles of gamification, educators can create assessment experiences that not only assess learning but also foster engagement, intrinsic motivation, and a positive attitude toward grammar learning.

3.2. Gamification in E-learning System

The integration of gamification into e-learning systems would revolutionize the landscape of grammar learning. Gamification leverages game-like elements and mechanics to enhance engagement, motivation, and learning outcomes in the context of grammar education. This approach might transform the often-dreaded task of learning grammar rules into an interactive and enjoyable experience.

Using a gamifying system in a flipped classroom to create game content and construct their grammar knowledge in autonomy helps encourage students to engage their epistemic curiosity and motivation to improve grammar learning outcomes in the social learning environment. A study conducted by Jon-Chao Hong [16] focuses on students' gamification of course material. It examines the outcomes of students generating and gamifying questions related to grammar learning to validate the efficacy of gamification as a learning method. TipOn is a platform for gamification that enables students to create questions and gamify them with various game modes to help their peers practice English grammar. In this experiment, participants were required to ask verb tense-related English grammar questions and gamify them using TipOn. According to the findings, there appear notably positive impacts on students' learning performance when comparing the results of preceding tests and

succeeding tests. The study's findings suggested two things. First, there is an inverse correlation between learning anxiety in English and epistemic curiosity. Second, though epistemic curiosity had no discernible effect on attitude toward gamification, it exhibited a positive correlation with them. Therefore, the research finds it crucial to emphasize the significance of attitude toward gamification as a predictor of students' learning outcomes over time. It underscores the importance of forging a positive attitude toward gamified learning experiences to enhance overall learning performance. This insight highlights the potential benefits of incorporating gamification strategies in educational settings to reduce learning anxiety and encourage curiosity-driven engagement, ultimately leading to more effective language learning.

Thus, E-learning as a system to track students' progress and harness their epistemic curiosity can effectively bolster grammar content acquisition and amplify the positive outcomes of learning in flipped (blended learning) classrooms.

3.3. Discovery-based Gamified Tasks Improve Primary Pupil's Grammar Learning

Indeed, incorporating discovery-based gamified tasks can be a valuable approach to enhancing primary pupils' grammar learning. This method combines the benefits of both discovery learning and gamification to create an engaging and effective learning experience. Grammar instruction can employ a fusion of guided exploration, promoting self-directed rule elicitation, and gamification, which enhances engagement by making learning enjoyable. This is done to enhance student's interaction and motivation, which are two essential components for improving grammar instruction and ensuring the development of primary students' grammatical awareness.

Discovery-based tasks encourage students to actively explore grammar concepts on their own. This hands-on approach promotes deeper understanding as students manipulate and interact with the language rules. Gamified tasks often present challenges that require problem-solving. When students encounter grammar rules in the context of a game, they are more likely to figure out the patterns and rules on their own. Most importantly, they promote autonomous learning as students take control of their learning process. They become more independent learners capable of exploring language concepts on their own. To assess the efficacy of guided discovery-based gamification in primary grammar learning, students engage in both individual and collaborative practice sessions for each grammar rule through a series of structural gamified tasks including grammar structure identification, multiple choice, and rearrangement in the preceding two phases [17]. In phase three students are asked to review based on the content gamified task. In the post-administrations of the grammar test, statistical analysis reveals a significant difference in favor of the experimental group regarding the average scores in comparison to the control group

Based on log analysis, through educators' efforts in facilitating the retention capability of constructing arduous grammatical sentence structure correctly and guiding students through rigorous grammar exercises, they successfully showcased the value and innovation of gamifying in grammar instruction by applying an inductive approach and deductive reasoning. Last but not least, they mentioned that attention, desire to learn, self-satisfaction, mastery, and progress can be monitored and increased due to the mechanism. Therefore, applying game-thinking to non-game grammar assignments holistically aids students in understanding the complexities and subtleties of the target grammar rules' patterns and applications. At this time, it can highly improve heuristic thinking, higher cognitive skills, and consciousness.

Based on the results shown above, discovery-based gamified exercises significantly enhanced primary students' grammar acquisition, which is recommended for use in grammar instruction.

4. Gamification of Comprehensive Language Ability

English classrooms attach great importance to productive skills. Therefore, students should focus on improving their productive English skills, and speaking is one of the most important productive English abilities. While speaking skills hold great significance for English learners, there are several

challenges often emerging from the learning process that can't be overlooked. These challenges can stem from instructional methods, curriculum design, the learning surroundings, or factors associated with the learners themselves. Students often encounter a multitude of challenges when acquiring speaking skills, primarily attributed to factors like diminished motivation, inadequate support, and limited access to authentic English language materials. Additionally, because the assessment process does not emphasize speaking ability, students are not motivated to work hard to learn to speak. In general, it is acknowledged that most students are thought to lack desire, which is a major factor why they disregard this aspect and treat it like a second-class language. Hence, for pupils to successfully study English, motivation is essential. To speed up the learning process, teachers should introduce innovative methods and techniques for teaching speaking abilities. Gamification is one of the recently adopted strategies to quicken the development of speaking ability.

What's more, the new standard also emphasizes incorporating language abilities under the theme, and making full use of language knowledge to acquire, absorb, synthesize, and transmit information in context [2]. At this time, getting through effective reading in written discourse is a necessity. Therefore, it is believed that reading plays a drastic role in language comprehensive language ability. In light of this perspective, educational institutions have dedicated their efforts to research instructional strategies geared toward fostering students' adeptness in reading, consequently elevating reading comprehension as a pivotal cornerstone within educational objectives. However, after primary school, reading motivation starts to wane. As a result, motivation and attitude go hand in hand since kids' attitudes toward reading also tend to deteriorate with age. Fostering the growth of positive attitudes toward reading is crucial for learning because children who possess favorable attitudes are often more inclined to feel motivated when it comes to reading.

Undoubtedly, gamification has become one of the innovative instructional approaches that teachers are constantly looking for because traditional methods don't seem to be as engaging as they once were and students often find them to be boring or ineffective.

In the following discussion, we will illuminate how gamification enhances mastery of speaking skills and reading skills.

4.1. Students' Sgnificant Differences in Reading Attitudes towards Reading Comprehension.

Gamification has made great significance in students' reading attitudes and motivation, which promotes reading comprehension to a greater extent. Below is how gamification can influence students' reading attitudes and potentially address differences.

Engaging and enhancing the learning process, gamified reading activities infuse enjoyment and excitement. This involvement can lead to a positive change in students' attitudes, as they view reading as a fun and interactive activity rather than a chore. According to a study done with pupils in elementary school in the third grade, gamification increases motivation and reading comprehension. It is important to note that reading comprehension improved for more than 50% of the pupils, but this gain was not long-lasting and instead declined after the project's initial excitement had worn off [18]. There is an experiment to see whether playing a word identification game would increase the decoding efficiency of these particular pupils (poor readers) [19]. Being involved in the experience with a highlight of gamification components incorporation, students acknowledged a substantial enhancement in decoding efficiency, which contributes positively to their reading comprehension skills to a certain extent. The positive experiences associated with gamified reading activities can lead to positive associations with reading itself. This change in attitude can have a long-lasting impact on students' reading habits. In primary education, a web-based collaborative reading annotation system, enriched with gamification elements, was introduced to stimulate annotation engagement and enhance reading comprehension among a group of fifth-grade students [20]. Though students' comprehension doesn't have conspicuous improvement, the behavior and competence of the students' note-taking improved as a result of the study, which implies a certain degree of positive reading attitude.

The gamified intervention in this study would account for the improvements in reading and attitudes given that gamification research in the academic arena demonstrates improvements in students' engagement, motivation, and academic accomplishment. Gamification can provide differentiated experiences based on students' reading levels and preferences. Students with different attitudes or reading abilities can engage with materials that suit them, potentially bridging gaps in reading attitudes. The current study examines the impact of technology-based gamification on reading promotion among primary school pupils in the fourth grade, examining its impact on reading comprehension and attitudes about reading separately [21]. The study chose the Ta-tum platform to create reading activities because it offers a setting for gamifying children's literature blending through puzzles or tasks. It demonstrates the positive impact of the gamified intervention on the development of the students' reading abilities. Furthermore, regarding reading attitudes, while there has been minimal change in the control group, the experimental group has shown improvement in both categories, with a particular emphasis on enhanced leisure reading attitudes. These findings imply that the integration of technology into gamification can effectively boost interest in reading, encompassing both academic and leisure contexts.

In conclusion, the growth of these initiatives demonstrates the potential for gamification to advance reading comprehension and favorable reading attitudes.

4.2. Gamification in Improving Students' Speaking Skills

Using Gamification such as technology-based program, and offline interactive game enable students to increase motivation and efficiently enhances speaking skills. Numerous studies suggest promising outcomes for the influence of gamification on students' proficiency, with a specific emphasis on speaking skills improvement and their motivation to acquire speaking abilities.

A gamified speaking program can be designed to be interactive and immersive. Students become more motivated and engaged in speaking activities when they are presented with fun challenges or scenarios. For instance, a study using the Duolingo program investigated how well gamification could motivate students to pursue independent ESL leaner and improve their speaking abilities [22]. The findings indicated that for the pupils to gradually grow more independent, the ESL teacher's guidance and training are required. According to data research, the gamified elements within Duolingo did not effectively promote autonomous learning among students; however, they did contribute to the improvement of their speaking skills. This observation prompted the need for further research on the influence of gamification, specifically about Duolingo, on learner autonomy.

Moreover, some gamified speaking activities involve peer interaction, fostering collaborative learning and communication. Engaging with classmates in a game-like setting can reduce anxiety and enhance speaking confidence. Gamification frequently incorporates progress-tracking functionalities, allowing students to monitor their advancements on their speaking journey. This tracking can motivate them to continue practicing and improving. A case study was carried out to look into how gamification affected STEM students' motivation and ESL performance [23]. Using the peer-response system "Kahoot" from the gamification application, students engaged in active learning using their own devices. The findings showed that students had improved their overall ESL proficiency especially speaking skills, their level of learning motivation, and their degree of learning autonomy. Besides, Alfulaih [24] also looked at the effectiveness of teaching female students in Saudi Arabia ESL speaking classes using a gamification approach. The study applied various tactics and games to track how students interacted using the Class Action Research technique. The results showed that the students' speaking skills had improved, and gamification had a significant impact on increasing motivation and energizing students' attitudes.

Gamification allows for a wide range of scenarios and speaking situations. Students can practice speaking in different contexts, from role-playing to simulated conversations, enhancing their versatility. Research encouraged Indonesian language teachers to use gamification as a strategy to increase student engagement and make lessons more effective. The research aims to further investigate how well gamification works for teaching speaking abilities [25]. 34 students from the

class participated in a small-scale face-to-face learning process in the form of a monopoly game where quasi-experimental research was carried out. Data was gathered through the utilization of a survey and the frequency distribution method was employed for its evaluation comprising10 distinctive aspects like overcoming the fear of speaking, fluency in expressing ideas, verbal and non-verbal compatibility, etc. The results indicated that the implementation of gamification significantly improved students' overall competencies, with a notable emphasis on enhanced speaking skills, increased motivation for learning, and heightened engagement. The inference drawn is that the gamification system devised for this study can be enhanced to overcome its limitations. One possible avenue for improvement lies in the realm of digital game development.

Gamification can be a powerful tool. Through peer interaction and a variety of scenarios, it can boost students' motivation and engagement, which effectively enhances their speaking skills.

5. Conclusion

All things considered, compared to the traditional method based on exercise, and worksheet, we can affirm that implementation of gamification through offline language games, gamified tasks, intervention programs, technology-based gamification platforms or tools, and gamified E-learning systems has certain positive impacts on promoting vocabulary acquisition, grammar learning, as well as comprehensive language abilities made up of speaking and reading skills. So, it seems clear that taking gamification into account or incorporating gamified components through different ways introduced to primary students has a promising potential for their learning improvement.

These optimistic outcomes were credited to both the carefully thought-out gamification design and the advantageous effects of the learning environment. A variety of activities, games, and quizzes are beneficial and give students ample practice to noticeably enhance vocabulary, grammar, and comprehensive language abilities in meaningful contexts. Additionally, it often includes progress tracking features, enabling students to see how far they've come in their learning journey. This tracking can motivate them to continue practicing and improving. Last but not least, cooperative exercises as well as pair or group activities in a communicative way significantly bolstered students' achievements and enthusiasm for learning.

In short, gamification provided students with a better learning environment that encouraged timid or anxious students to learn, promoted problem-solving and critical thinking, and improved their long-term retention and sustained focus on language knowledge and abilities. In this way, students' motivation, interest levels, and attitudes toward learning are highly elevated and their engagement is correspondingly increased, which leads to great progress in learning outcomes. However, a holistic approach that combines various teaching strategies will provide a well-rounded learning experience. The findings in this study open up further opportunities for exploring and developing a cluster of approaches embedded into gamification.

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