Effects of Gamification on The Students' Engagement and Behavior in English 11

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Abstract

This study aimed to determine the effect of gamification on the students' engagement and behavior in English 11. It sought to answer the following questions, the level of gamification components in terms of design, audio effect, and visual effect; the level of the students' engagement in terms of attention, interest, optimism, and the level of the students' behavior in terms of task-orientation, self-regulation, time management, the significant effect between gamification component and students' engagement, lastly the significant effect between gamification component and students' behavior in English 11 of the selected Grade 11 Senior High students of STI Campus at Sta. Cruz, Laguna.

The number of respondents that are used in this study was one hundred seventy (170) respondents, they were selected through stratified random sampling. At the time the actual correlational study was conducted to use as a sampled respondent in the present study from two hundred ninety-eight (298) populations from STI Campus at Sta. Cruz, Laguna.

The descriptive method of research was used to analyze the data systematically. The researcher administered a survey questionnaire as the main instrument in collecting all the relevant information to produce with significant answers for this study. The data were treated using appropriate statistical treatments: The Mean, Standard Deviation, and ANOVA.

Based on the data collected, the most enjoyed gamification component identified by the respondents was visual effects, followed by design both are "Highly Appropriate" and lastly is sound effects, it was verbally interpreted as "Appropriate". The respondents acknowledged optimism as the most effective for students' engagement with "Very High" verbal interpretation followed by interest then attention both Interest and Attention got "High" interpretation.

Also, the respondents identify self-regulation as the most effective for students' behavior with "Highly Favorable" interpretation followed by task-orientation interpreted as "Favorable", and finally time management with also Favorable interpretation.

In the light of the study's findings, the following conclusions are given.

The hypothesis stating that there is no significant effect between the gamification components and students' engagement in English 11 is rejected.

The hypothesis stating that there is no significant effect between the gamification components and students' behavior in English 11 is rejected.

Gamification had a "significant effect" on both students' engagement and students' behavior in English 11.

Based on the findings and conclusions presented, the researcher has arrived at the following recommendations. (1) The students may also study how they will apply gamification during their reporting schedule to make their presentations more engaging at the same time fun and exciting. The students can also gamify the activities they will prepare for class after their report so their classmates will be excited to participate. It is better if the students will learn more about gamification for it will also develop their creativity, patience, and critical thinking skills. (2) Teachers may use gamified PowerPoint presentations in their online teaching instead of using another online flat form for the benefit of those students who do not have a strong internet connection. In this way every student will learn effectively all together and at the same time they will have sense of enjoyment while they were learning so therefore, they will actively participate in their class discussion and activities even though they were separated by distance. (3) The school in partnership with their respective division may conduct seminars for the teachers to learn how to make gamified learning strategies. PowerPoint presentation explicitly has many pictures that can help teachers make their teaching strategy more interactive. It is a great help for the teachers to learn those things through sets of seminars so the teacher will gain sufficient skills and knowledge about gamification. Gamification is one of the best strategies to level up and make learning not only getting important information into the head of the students but also helping them to have excitement and enjoyment that as a youth they truly needed, especially in the midst of this pandemic. The teacher and the educational department must go hand in hand to develop the teaching strategy using gamification for it will not just produce intellectual students but

students with good skills about their knowledge at the same time active, enthusiastic and strategic ones who know how to solve and overcome life challenges. Through gamification of learning the students are given the essential tools to tackle challenges that they might otherwise find tough when game principles and techniques are used to educational settings. When difficulties are tackled through gamification, students' engagement and productivity improve because it allows them to focus and think more freely outside the box. (4) It is highly recommended that future researchers who are interested to study gamification how it conduct a Qualitative type of research, and must prepare good qualitative questions and possible interviews to get more personal and precise answers.

1. Main Text

Introduction

Students during this day because of COVID 19 are having a difficult time in their studies. From traditional face-to-face, where they have a close personal interaction with their teacher and classmates, to an online class where learning is mostly unclear and unsuccessful because of a prolonged internet connection. And because of these sudden changes, students' enthusiasm for learning swiftly died. Moreover, this problem must be addressed quickly before the youth's enthusiasm and willingness to study dies out because of difficulty and boredom from the online class that is always interrupted by poor internet connection.

This study focuses on how gamification of learning will influence the students' engagement and behavior in learning English 11, especially during the pandemic. Education is too important to be disregarded; like Mandela, N.R. said, "Education is the great engine of personal development. Through education, the daughter of a peasant can become a doctor, the son of a mineworker can become the head of the mine; a child of farm workers can become the president of a great nation. What we make out of what we have, not what we are given, separates one person from another. Education is the most powerful weapon which you can use to change the world. And it is quality education that can turn a nation to be successful and prosperous." Education is the key to open each door leading to success so each Filipino must have it!

Background of the Study

Department Order no. 73 series of 2012 entitled Guidelines on the Assessment and Rating of Learning Outcomes under the +12 Basic Education Curriculum, states that assessment is not necessary to be written all the time. That games can be incorporated into the lesson to reinforce understanding. Ofosu-Ampong et al. (2020) argued that leveraging gamification in the schools' learning management system (LMS) can enhance education to be fun and motivating.

Since COVID 19 started, it has turned into a worldwide health crisis. Furthermore, over 28 million Filipino students from all academic levels are among those who must live at home and adhere to the Philippine government's quarantine measures. (UNESCO, 2020). And now that the delivery of educational instruction has been a temporary change caused by the sudden occurrence of a crisis, this sudden shift of educational transmission makes it even harder for most students who were already underprivileged long before the pandemic.

It is common knowledge that not every student can provide and adapt to the rapid advances of technology in today's digital age (Alvarez, 2020), particularly those who are poor with very slow internet connections. Despite the efforts of the government and the Department of Education to make education accessible and convenient for all, many difficulties are still confronting Filipino students, especially the poor ones in the practice of distance education, and the two of the major problem that most students encounter are unstable internet connection and boredom.

Boredom in traditional, in-person English classes is one of the great hindrances to the effective learning process, but still little is known about how this silent, aversive emotion was experienced by students learning English in their online distance classes. Boredom is one of the biggest challenges teachers encountered inside the traditional classroom. However, it becomes an even greater challenge in an online class because of the continuous interruption of the internet connection. Students' engagement in the lesson and class discussion and instilling good behavior performance for them to clearly understand and absorb the lesson being taught become even more complex and sometimes even too impossible when the internet connection is prolonged.

Especially during those times that the lessons are way too lengthy and too boring but too important not to be discussed no matter what. But then according to Barrie Bennett & Peter Smilanich "If we believe in active student learning, we must consider the variety of ways in which students are encouraged to participate."

With the goal in mind to help our education system come up with better responses to education, this study endeavors to provide a simple but useful method that can be used to engage each student in the lesson and discussion and instill in them needed behavior

in improving study habits. One approach to addressing this issue is through gamification, which is a rapidly growing approach in education, thanks in part to technological advancements. Gamification and its applications in K-12 and higher education have grown in popularity over the years, but more research is needed, particularly in K-12 (Dichev & Dicheva, 2017).

Through interactive learning using gamified presentation software, the students will state to have higher recall of information and will retain lessons learned for a longer time and at the same time will develop behavior performance to be able to succeed in the gamified task given in every lecture. Newmann (1992) stated that the important effect of gamification is that it can engage the student in learning development. The students were learning what their schools offer and trying to understand and internalize the material in their life.

Over the past few years, computer-based presentations have become an essential daily means of sharing information. Millions of people work with presentation software and even more listen to presentations with digital slides. This "new" form of communication—the combination of mostly visual computer-based elements with speech, gestures, and the speaker's performance—has rapidly spread over the last two decades. (Thielsch & Perabo, 2012). Overhead transparencies were used until the late 1990s when software and hardware supporting video projections became popular (see Gaskins, 2007). Then slide presentation software such as PowerPoint has become an in-built part of most instructional teaching settings, mainly in large classes and in courses geared towards information exchange and in skill development through gamifying it.

Gamified PowerPoint presentations can be a highly effective tool to enhance students' engagement and behavior performance in learning English. Moreover, Gamification is not itself a product; one does not create gamification as one creates a game. Instead, one adds game elements to change a process that already exists to change how that process influences the students.

Theoretical Framework

The theoretical underpinning of this study is the **Theory of Gamified Learning by Richard N. Landers.** And he proposes that when gamifying, the designer's goal is to create a specific change in a distal target outcome, such as increased learning.

The theory of Gamified Learning is based on five propositions.

The first proposition suggests that the instructional content would directly impact the learning. This has been sufficiently explored and evaluated in the literature, and empirical evidence for the relationship is available (Arthur et al., 2003; Seidel & Shavelson, 2007).

The second proposition suggests that learner attitudes and behaviors influence learning. Paas et al. (2005) found that the learning was directly proportionate to the effort put into the process. Zhao & Kuh, (2004) suggested that the level of participation would influence learning. Similarly, it was found that levels of engagement could predict the learning that would result from the intervention. Thus, there is support for the second proposition.

The third proposition of the theory suggests that the Game Elements are likely to influence attitudes and behaviors. Support for this proposition can be found in the literature on serious games (Wilson et al., 2009).

The fourth and fifth propositions are the key relationships in this model.

The fourth suggests that the Game Elements moderate the relationship between the instructional material and learning outcomes through their influence on learner attitudes and behaviors. However, the moderating effect would not independently influence the outcome but only strengthen or weaken the initial relationship. Thus, the quality of the original material would still determine the strength of the relationship.

The last proposition looks at the role of the game elements indirectly influencing the dependent variable of learning. In their studies, Landers and Callan's (2011) used the elements to encourage certain behavior and found that this improved academic performance. This relationship of mediation is expected to be the primary role played by gamification (Hamari, Koivisto, & Sarsa, 2014).

The theory of gamified learning proposes that can affect learning via one of two processes and is intended to guide decision-making when creating gamified activities. Critically, gamification should not be intended to "get people to learn," and gamification cannot replace high-quality instruction. Instead, it should be targeted at learner behavior and attitudes.

First, gamification can target behavior or attitude that we already know affects learning. For example, we already know that students who spend more time engaging in metacognition (thinking about how they learn) tend to have higher grades. Thus, gamification might increase metacognition (e.g., a mobile app might be used to reward students who "check-in" to study).

Secondly, gamification can target behavior or attitude that makes existing instruction more effective. We might have a great lesson plan to teach oceanography, but students might be bored. We might bring in an interactive demonstration to illustrate key points to increase their interest. In such cases, the demonstration doesn't teach anything new – it is a type of gamification intended to increase student engagement.

This theory helps the researcher verify the effectiveness of gamification in acquiring learning. It proves that gamification has an impact on the performance and attitude of students as they were engaged in gamified lessons and activities. And also, the study shows the interest of the students in learning increases by embedding elements of the game into the learning process for it

makes the demonstration of the lesson interactive in exemplifying the main points of the lesson and as a result, it improves learning.

The second one is founded by **Deci and Ryan, Self-Determination Theory (SDT)** posits that humans continually and actively seek challenges and new experiences to develop and master. SDT is a theory of motivation asserting that people have innate psychological needs of competence, relatedness, and autonomy. SDT argues that people will function and grow optimally if these universal needs are met. To actualize their inherent potential, the social environment needs to nurture these needs, which are competence refers to the need to control the outcome and experience mastery, relatedness is the universal wish to interact, be connected to, and experience caring for others, and lastly autonomy is the universal urge to be causal agents of one's own life and act in harmony with one's integrated self, which does not mean being independent of others.

SDT is also concerned with assisting humans in their natural or intrinsic tendencies to behave in efficient and healthy ways. Its domain consists of the interaction between extrinsic forces acting on people and human nature's intrinsic motives and needs. It is argued that the conditions that support an individual's experience of autonomy, competence, and relatedness fosters the most volitional and high-quality forms of motivation and engagement for activities, such as improved performance, persistence, and creativity.

Motivation is frequently divided into two categories: extrinsic and intrinsic. Extrinsic motivation occurs when a person performs a task or activity primarily to receive a reward or benefit upon completion. On the other hand, intrinsic motivation is defined as doing something solely for the sake of enjoyment or fun.

This theory assists the researcher in validating the effectiveness of gamification in knowledge acquisition by designing a learning strategy with game elements that nurture students' basic human needs for autonomy, competence, and relatedness, and it produces a positive result. The driving force behind the behavior is motivation. An individual must be motivated to act to perform the desired action. Human behavior is not typically impulsive; somewhat, the actions are typically influenced by various factors. Motivation can be internal or external, and gamification of learning prompts the corresponding behavior to exist.

These theories proved the importance of practicing and applying positive and interactive reinforcement to develop the learning process to enhance students' engagement and behavior. The respondents, which are Grade 11 students, are in the dynamic phase of their lives, and for them to be influenced to have a good study routine, they must first be well motivated. So, based on the stated theories above, using gamified presentation software as a learning strategy will effectively enhance their engagement and behavior towards their study.

Statement of the Problem

This research aimed to determine the effects of gamification on the students' engagement and behavior of selected Grade 11 students of STI Senior High of Sta. Cruz, Laguna.

Specifically, this study sought to answer the following questions:
1. What is the level of gamification components in terms of:
    1.1 design:
    1.2, sound effects; and
    1.3 visual effects?
2. What is the mean level of the students' Engagement in terms of:
    2.1. attention;
    2.2. interest; and
    2.3. optimism?
3. What is the mean level of the students' Behavior in terms of:
    3.1. task-orientation;
    3.2. self-regulation; and
    3.3. time management?
4. Is there a significant effect between gamification components and students' engagement in English 11?
5. Is there a significant effect between gamification components and students' behavior in English 11?

Research Methodology

The descriptive questionnaire survey method was utilized in this study. The primary objective was to identify the level of the influence of gamification components on the students' engagement and behavior of selected Grade 11 students of STI Senior High of Sta. Cruz, Laguna.

After the approval of the researcher's title, the researcher made the first three chapters. Then the researcher sought permission from the School's Principal on STI Campus at Sta. Cruz, Laguna to gather the needed data through a letter of request intended for this study. Upon approval, the researcher looked for the population of the STI Campus at Sta. Cruz, Laguna.

The total population of the respondents consisted of 298 Grade 11 students. Of the total population, the respondents included in this study were one hundred seventy (170) Grade 11 students from STI Campus at Sta. Cruz, Laguna was selected using stratified random sampling.

Stratified Random Sampling was used to select respondents for the study. Stratified sampling is a probability sampling strategy in which the researcher divides the entire population into smaller groups or subgroups, known as strata, and then randomly selects the final subjects proportionally from each stratum. The members of the group are arranged into groups or strata based on shared qualities or attributes. This method assures that people from all of the population's subgroups are chosen, improving the researcher's statistical precision.

To estimate the target respondents, the researcher used Slovin's Formula $(n=N/(1+Ne2)$ on the overall population of Grade 11 students in STI. Slovin's formula allows the researcher to examine the population with great precision. It will tell the researcher how big of a sample they need to acquire a reasonable level of accuracy out of their data.

Data were collected using the self-made questionnaire survey. The students have explored themselves to gamified learning using PowerPoint interactive lessons and gamified activities for a one-hour class. And then to collect data, the questionnaire was translated into a Google Form for the online gathering of data aligned with the safety precautions observed during the pandemic. The researcher created and designed the survey questionnaire based on the study research questions.

The data were collected, tabulated, analyzed, and interpreted. Weighted mean and standard deviation were used to compute the level gamification components in terms of design, sound effects; and visual effects; the level of the students' engagement in terms of attention, interest, and optimism; and the level of the students' behavior in terms of task-orientation, self-regulation, and time management. Meanwhile, ANOVA was used to determine if there is a significant effect between the gamification component and the students' engagement and at the same time significant effect between the gamification component and students' behavior in the English 11 subject of selected Grade 11 students of STI Campus at Sta. Cruz, Laguna.

Results and Discussion

1. Level of Gamification Components

Level of Gamification Components in terms of Design

Table 1. Mean Level of Gamification Components in terms of Design

Statement	Mean	Standard Deviation	Verbal Interpretation
1. I appreciate how the game-based mechanics and aesthetics were designed using presentation software, as it is captivating.	4.32	0.674	Highly Appropriate
2. I enjoy the gamified Design of the lesson, for it is well-matched to my interest.	4.26	0.684	Highly Appropriate
3. I can understand and can adapt to the rules easily	4.22	0.675	Highly Appropriate
4. I think the Design of gamified presentation is effective in engaging and motivating students to learn	4.25	0.651	Highly Appropriate
5. I am encouraged by how the ranking for excelling students is designed.	4.26	0.684	Highly Appropriate
Overall Mean	**4.26**		**Highly Appropriate**

Legend:
4.20 – 5.00 Highly Appropriate
3.40 – 4.19 Appropriate
2.60 – 3.39 Moderately Appropriate
1.80 – 2.59 Less Appropriate
1.00 – 1.79 Not at all Appropriate

Table 1 illustrates the mean level of gamification components in terms of Design. The students find the game-based mechanics and aesthetic design of the gamification components *Highly Appropriate* because it is captivating (M=4.32, SD=0.674) and well-matched to the students' interests (M=4.26, SD=0.684). Based on the perception of the students, the design of the gamification components is *Highly Appropriate* because they were encouraged by how the ranking for excelling students is designed (M=4.26, SD=0.684), effective and motivating (M=4.25, SD=0.651), and comes with understandable and adaptable rules (M=4.25, SD=0.651).

Level of Gamification Components in terms of Sound Effects

Table 2 Mean Level of Gamification Components in terms of Sound Effects

Statement	Mean	Standard Deviation	Verbal Interpretation
1. I get more excited to participate because of the sound effect	4.17	0.714	Appropriate
2. I love the gamified sound effect of the presentation, for it makes me excited to learn	3.96	0.817	Appropriate
3. I am captivated by the sound effect; it keeps me engaged	4.31	0.608	Highly Appropriate
4. I appreciate the sound effect; it keeps me motivated	3.99	0.773	Appropriate
5. I become even more challenged to participate in class activities and interactions because of the sound effect	4.28	0.655	Highly Appropriate
Overall Mean	**4.14**		**Appropriate**

Legend:
4.20 – 5.00 Highly Appropriate
3.40 – 4.19 Appropriate
2.60 – 3.39 Moderately Appropriate
1.80 – 2.59 Less Appropriate
1.00 – 1.79 Not at all Appropriate

Table 2 presents the mean level of gamification components in terms of Sound Effects. The students discovered that the sound effect of the gamification components is *Appropriate* because it gets them more excited to participate (M=4.17, SD=0.714), and it makes them excited to learn (M=3.96, SD=0.817).

Based on the students' perception, the sound effect of the gamification components is *Highly Appropriate* because they become even more challenged to participate in class activities and interactions because of the sound effect. (M=4.28, SD=0.655), it keeps them engaged (M=4.31, SD=0.608) and keeps them motivated (M=3.99, SD=0.773).

The overall mean of 4.14 indicates that the students find the sound effect of the gamification components *Appropriate.* The sound effect of gamified learning gets them more excited to participate and learn. The students were captivated by the sound effect of the gamified presentation, for it keeps them engaged, motivated, and even more challenged to participate in class activities and interactions.

Level of Gamification Components in terms of Visual Effects

Table 3. Mean Level of Gamification Components in terms of Visual Effects

Statement	Mean	Standard Deviation	Verbal Interpretation
1. I am motivated by the animated background to engage in the lesson	4.48	0.655	Highly Appropriate
2. I am convinced that gamified visual effects transform the presentation more exciting and appealing.	4.22	0.694	Highly Appropriate
3. I feel curious about exploring the lecture content	4.20	0.640	Highly Appropriate
4. I am immersed in learning; it got my Attention	4.14	0.628	Appropriate
5. I enjoy the visual effect; it makes the lesson more captivating	4.32	0.674	Highly Appropriate
Overall Mean	**4.27**		**Highly Appropriate**

Legend:
4.20 – 5.00 Highly Appropriate
3.40 – 4.19 Appropriate
2.60 – 3.39 Moderately Appropriate
1.80 – 2.59 Less Appropriate
1.00 – 1.79 Not at all Appropriate

Table 3 demonstrates the mean level of gamification components in terms of Visual Effects. The students find the visual effect of the gamification components as *Highly Appropriate* because they are motivated by the animated background that makes them engaged in the lesson (*M=4.48, SD=0.655*). They are convinced that gamified visual effects transform the presentation more exciting and appealing. (*M=4.22, SD=0.694*).

Based on the students' perception, the gamification components' visual effect is *Highly Appropriate* because they feel curious about exploring the lecture content (*M=4.20, SD=0.640*). It got their attention and then immersed them in learning (*M=4.14, SD=0. 628*). They enjoy and are captivated by the visual effects (*M=4.32, SD=0.674*).

The overall mean of 4.27 indicates that the students find the visual effect of the gamification components *Highly Appropriate*. The visual effect of gamified learning motivates them through its animated background that causes them to get engaged in the lesson. The students were convinced that gamified visual effects transformed the presentation to be more exciting and appealing that it got their attention and enjoyed it. Then, it makes the lesson more captivating and causes them immersed in their learning.

2. Level of Students' Engagement

Level of Students' Engagement in terms of Attention

Table 4. Mean Level of Students' Engagement in terms of Attention

Statement	Mean	Standard Deviation	Verbal Interpretation
1. I can concentrate on what I must learn	4.05	0.699	High
2. I am immersed in learning; it got my Attention	4.14	0.628	High
3. I feel curious about exploring the lecture content	4.20	0.640	Very High
4. I love the gamified presentation as it makes me excited to learn and engage in learning	4.16	0.668	High
5. I could focus on the lecture, and it got my Attention	4.27	0.632	Very high
Overall Mean	**4.17**		**High**

Legend:
4.20 – 5.00 Very High
3.40 – 4.19 High
2.60 – 3.39 Moderately High
1.80 – 2.59 Low
1.00 – 1.79 Very Low

Table 4 illustrates the mean level of students' engagement in terms of Attention. The students' concentration on what they must learn is *High* (*M=4.05, SD=0. 699*), and their attention is captured, so they get immersed in learning (*M=4.14, SD=0.628*). Based on the perception of the students, the level of engagement in terms of attention is *Very High* because they can focus on the lecture (*M=4. 27, SD=0.632*), feel curious about exploring the lecture content (*M=4.20, SD=0.640*), and love the gamified presentation as it makes the learner excited to learn and engage in learning (*M=4.16, SD=0.668*).

The overall mean of 4.17 indicates that the student's level of engagement in terms of attention is *High*. The students can concentrate on what they must learn, and their Attention is captured, so they get immersed in learning. The students can focus on the lecture as they feel curious about exploring the lecture content. They love the gamified presentation, making them excited to learn and engage in learning.

Level of Students' Engagement in terms of Interest

Table 5 indicates the mean level of students' engagement in terms of Interest. The gamification of learning inspires the students to take good notes; therefore, the students determine its level as *High* (*M=4.11, SD=0.709*) and are encouraged to listen carefully (*M=4.31, SD=0.608*). Based on the observation of the students, the level of engagement in terms of interest is *Very High* because they are curious about exploring the lecture content (*M=4. 20, SD=0.640*), excited to attend class, and learn using this strategy (*M=4.12, SD=0.715*). They look forward to the following English lessons that use gamified learning strategies (*M=4.19, SD=0.696*).

The overall mean of 4.19 indicates that the student's level of engagement in terms of interest is *High*. The students are inspired to take good notes and encouraged to listen carefully. The students feel curious about exploring the lecture content and excited to attend class and learn using this strategy. They look forward to the following English lessons that use a gamified learning strategy.

Table 5. Mean Level of Students' Engagement in terms of Interest

Statement	Mean	Standard Deviation	Verbal Interpretation
1. I am inspired to take good notes	4.11	0.709	High
2. I am encouraged to listen carefully	4.31	0.608	Very high
3. I feel curious about exploring the lecture content	4.20	0.640	Very high
4. I am excited to attend class and learn using this strategy	4.12	0.715	High
5. I look forward to following English lessons that use a gamified learning strategy	4.19	0.696	High
Overall Mean	**4.19**		**High**

Legend:
4.20 – 5.00 Very High
3.40 – 4.19 High
2.60 – 3.39 Moderately High
1.80 – 2.59 Low
1.00 – 1.79 Very Low

Level of Students' Engagement in terms of Optimism

Table 6. Mean Level of Students' Engagement in terms of Optimism

Statement	Mean	Standard Deviation	Verbal Interpretation
1. I am sure I will improve my performance with this kind of learning strategy	4.18	0.685	High
2. I will strive to get good results in all my class activities	4.34	0.654	Very High
3. I get motivated to study well to get good grades	4.15	0.722	High
4. I think that gamified learning strategy is a wonderful idea	4.22	0.675	Very High
5. I am sure I can do well in class in this mode of learning	4.26	0.579	Very High
Overall Mean		**4.23**	**Very High**

Legend:
4.20 – 5.00 Very High
3.40 – 4.19 High
2.60 – 3.39 Moderately High
1.80 – 2.59 Low
1.00 – 1.79 Very Low

Table 6 illustrates the mean level of students' engagement in terms of Optimism. The students discovered that striving to get good results in all their class activities is *Very High* (*M=4.34 SD=0.654*). They are confident that they can improve their performance through the gamification strategy (*M=4.18, SD=0.685*). Based on the observation of the students, the level of engagement in terms of optimism is *Very High* because they observed that gamified learning strategy is a beautiful idea (*M=4.22, SD=0.675*). They get motivated to study well to get good grades (*M=4.15, SD=0.722*), and they are sure that they can do well in class in this mode of learning (*M=4.26, SD=0.579*).

3. Level of Students' Behavior

Level of Students' Behavior in terms of Task-Orientation

Table 7. Mean Level of Students' Oral Communication Proficiency as to Speaking Skills in terms of Pronunciation

Statement	Mean	Standard Deviation	Verbal Interpretation
1. I was encouraged to do all my assignments creatively and adequately	4.08	0.725	Favorable
2. I get excited to have group activities, for I enjoy working with my team	3.94	0.759	Favorable
3. I was inspired to listen attentively to understand the lesson and each instruction clearly and do everything correctly	4.25	0.584	Highly favorable
4. I was aspired to study hard to be on the top of the leaderboard	4.25	0.635	Highly favorable
5. I am motivated to participate and work cooperatively with my teammate for us to level up	4.21	0.663	Highly favorable
Overall Mean	**4.15**		**Favorable**

Legend:
4.20 – 5.00 Highly Favorable
3.40 – 4.19 Favorable
2.60 – 3.39 Moderately Favorable
1.80 – 2.59 Less Favorable
1.00 – 1.79 Not at all Favorable

Table 7 illustrates the mean level of students' behavior concerning Task Orientation. the students' willingness to do all their assignments creatively and adequately is *Favorable* because they are encouraged (*M=4.08, SD=0.725*). They get excited to have group activities because they enjoy working with their team (*M=3.94, SD=0.759*). Based on the students' perception, the level of behavior concerning task orientation is *Highly Favorable* because students were inspired to listen attentively to understand the lesson and each instruction clearly and they do everything correctly (*M=4.25, SD=0.584*). They are also aspired to study hard to be on the top of the leaderboard (*M=4.25, SD=0.635*) they are motivated to participate and work cooperatively with teammates to level up (*M=4.21, SD=0.663*).

The overall mean of 4.15 indicates that students' behavior concerning task orientation is *Favorable.*

Level of Students' Behavior in terms of Self-Regulation

Table 8. Mean Level of Students' Behavior in terms of Self-Regulation

Statements	Mean	Standard Deviation	Verbal Interpretation
1. I make time to study and review our lesson to be prepared for the next meeting	4.01	0.738	Favorable
2. I make sure to study regularly	4.28	0.662	Highly Favorable
3. I jot down things that must be done to accomplish it all	4.25	0.678	Highly Favorable
4. I am aimed to improve my learning performance	4.32	0.612	Highly Favorable
5. I am motivated to participate enthusiastically in class	4.17	0.714	Favorable
Overall Mean	**4.21**		**Highly Favorable**

Legend:
4.20 – 5.00 Highly Favorable
3.40 – 4.19 Favorable
2.60 – 3.39 Moderately Favorable
1.80 – 2.59 Less Favorable
1.00 – 1.79 Not at all Favorable

Table 8 illustrates the mean level of students' behavior in terms of Self-Regulation. The students' willingness to study is *Highly Favorable* because they make sure to study regularly (*M=4.28, SD=0.662*), and they make time to study and review their lessons to be prepared for the next meeting (*M=4.01, SD=0.738*). Based on the students' perception, the level of behavior concerning self-regulation is *Highly Favorable* because they jot down things that must be done to accomplish it all (*M=4.25, SD=0.678*). They also aim to improve their learning performance (*M=4.32, SD=0.612*) and are motivated to participate enthusiastically in class (*M=4.17, SD=0.714*).

The overall mean of 4.21 indicates that the level of students' behavior concerning self-regulation is *Highly Favorable.*

Level of Students' Behavior in terms of Time Management

Table 9. Mean Level of Students' Behavior in terms of Time Management

Statements	Mean	Standard Deviation	Verbal Interpretation
1. I am excited to be in the class ahead of time	4.02	0.725	Favorable
2. I am motivated to do assignments and submit them on time.	3.95	0.748	Favorable
3. I am motivated to set an exact time when to do my assignments and projects so I can do them properly and creatively	4.24	0.581	Highly Favorable
4. I was encouraged to have a to-do list	4.34	0.605	Highly Favorable
5. I am encouraged to spend much of my time reading and reviewing our lesson	4.01	0.738	Favorable
Overall Mean	**4.11**		**Favorable**

Legend:

4.20 – 5.00   Highly Favorable
3.40 – 4.19   Favorable
2.60 – 3.39   Moderately Favorable
1.80 – 2.59   Less Favorable
1.00 – 1.79   Not at all Favorable

Table 9 presents the level of students' behavior in terms of Time Management. The students' excitement is *Favorable* because they are excited to be in the class ahead of time (*M=4.02, SD=0.725*), and they are motivated to do assignments and submit them on time (*M=3.95, SD=0.748*). Based on the perception of the students, the level of behavior concerning time management is *Highly Favorable* because they were encouraged to have a to-do list (*M=4.34, SD=0.605*) and are motivated to set an exact time when to do their assignments and projects so that they can do them properly and creatively (*M=4.24, SD=0.581*), they are also encouraged to spend much of their time reading and reviewing their lessons (*M=4.01, SD=0.738*).

The overall mean of 4.11 indicates that students' behavior concerning time management is *Favorable*.

Effects of Gamification Components on Students' Engagement

Table 10. Effects of Gamification Components on Students' Engagement

Students' Engagement	Gamification Components		
	F-value	p-value	Analysis
Attention	15.070	0.000	**Significant**
Interest	15.271	0.000	**Significant**
Optimism	15.142	0.000	**Significant**

Table 10 illustrates the effects between Gamification Components and Students' Engagement. Gamification Components in terms of design, sound effects, and visual effects *Significantly* affect the students' engagement in terms of attention (*F=15.070, p=0.000*), interest, (*F=15.271, p=0.000*), and optimism (*F=15.142, p=0.000*). The optimism is *Very High* which made the students strive to get good results in all their class activities and do their best to surely improve their performance in gamified learning strategy. The students observed that gamified learning strategy is a wonderful idea, they get motivated to study well to get good grades, and they are sure that they can do well in class in this mode of learning.

Effects of Gamification Component on Students' Behavior

Table 11. Effects of Gamification Component on Students' Behavior

Students' Behavior	Gamification Components		
	F-value	p- value	Analysis
Task orientation	4.452	0.000	**Significant**
Self-Regulation	4.475	0.000	**Significant**
Time management	4.752	0.000	**Significant**

Table 11 presents the effects between Gamification Components and Students' Behaviort. G Gamification Components in terms of design, sound effects, and visual effects *Significantly* affect the students' behavior in terms of task orientation (*F=4.452, p=0.000*), self-regulation (*F=4.475, p=0.000*), and time management (*F=4.752, p=0.000*). Self-regulation is rated *Highly Favorable* and the students aim to improve their learning performance by studying regularly, making time to review past lessons to be prepared for the next meeting, and they also will jot down the things that must be done to accomplish it all. And another great thing gamification motivated the students to enthusiastically participate in class.

Summary of Findings

Based on the data gathered, different findings are hereby presented.

1. Level of Gamification Components

The gamification components of presentation software in terms of design were remarked with **Highly Appropriate,** yielding a mean score of 4.26. On the hand, gamification components of presentation software in terms of sound effects had a mean score of 4.14, which was **Appropriate**. In comparison, gamification components of presentation software in terms of visual effect had a mean score of 4.27, remarked with **Highly Appropriate**.

2. Level of the Students' Engagement

Students' engagement in terms of optimism had a **Very High** interpretation with a mean level of 4.23. On the other hand, attention and interest had a **High** interpretation. Students' engagement in terms of attention got a mean level of 4.17. While Students' engagement in terms of interest was **High** and got a mean level of 4.19.

3. Level of Students' Behavior

Students' behavior with regard to self-regulation had a **Highly Favorable** interpretation with a mean level of 4.21. On the other hand, task orientation and time management had a **Favorable** interpretation. Students' behavior with regard to task orientation had a mean level of 4.15. At the same time, Students' behavior with regard to time Management had a mean level of 4.15.

4. The Significant effect between Gamification Components and Students' Engagement.

Then when it comes to the effect of gamification components in terms of attention, it positively affected students' engagement (F=15.070, p=0.000). The effect is **Significant.** This means that gamification components in attention had been effective in students' engagement.

Similarly, a **Significant Positive Effect** exists between gamification components in terms of interest (F=15.271, p=0.000). This means that gamification components in interest had been effective in students' engagement.

The effect of gamification components in optimism had a **Significant Positive Effect** on students' engagement (F=15.142, p=0.000). This means that gamification components in terms of optimism had been effective in students' engagement.

5. The Significant effect between Gamification Components and Students' Behavior.

When it comes to the effect of gamification components in terms of task orientation, it had a positive effect on students' behavior (F=4. 452, p=0.000). The effect is **Significant.** This result means that gamification components in task orientation had been effective in students' behavior.

Similarly, a **Significant Positive Effect** exists between gamification components in terms of self-regulation and students' behavior (F=4.475, p=0.000). This result means that gamification components in self-regulation had been effective in students' behavior.

The effect of gamification components in terms of time management positively affected students' behavior (F=4.752, p=0.000). The effect is **Significant**. This means that gamification components in time management have effectively enhanced students' behavior.

Conclusion

In the light of the study's findings, the following conclusions are given.

The hypothesis stating that there is no significant effect between the gamification components and students' engagement in English 11 is rejected.

The hypothesis stating that there is no significant effect between the gamification components and students' behavior in English 11 is rejected.be.

Recommendations

Based on the conclusions drawn from the study, the following was recommended:

1. The students may also study how they will apply gamification during their reporting schedule to make their presentations more engaging at the same time fun and exciting. The students can also gamify the activities they will prepare for class after their report so their classmates will be excited to participate. It is better if the students will learn more about gamification of learning for it will also develop their creativity, patience, and critical thinking skills.

2. Teachers may use gamified PowerPoint presentations in their online teaching instead of using another online flat form for the benefit of those students who do not have a strong internet connection. In this way, every student will learn effectively altogether and at the same time they will have a sense of enjoyment while they were learning so, therefore, they will actively participate in their class discussion and activities even though they were separated by distance.

3. The school in partnership with their respective division may conduct seminars for the teachers to learn how to make gamified learning strategies. PowerPoint presentation explicitly has many pictures that can help teachers make their teaching strategy more interactive. It really is a great help for the teachers to learn those things through sets of seminars so the teacher will gain sufficient skills and knowledge about gamification. Gamification is one of the best strategies to level up and make learning not only get important information into the head of the students but also help them to have excitement and enjoyment that as a youth they truly needed, especially in the midst of this pandemic. The teacher and the education department must go hand in hand to develop the teaching strategy using gamification for it will not just produce intellectual students but students with good skills about their knowledge at the same time active, enthusiastic, and strategic ones who know how to solve and overcome life challenges. Through gamification of learning the students are given the essential tools to tackle challenges that they might otherwise find tough when game principles and techniques are used in educational settings. When difficulties are tackled through gamification, students' engagement and productivity improve because it allows them to focus and think more freely outside the box.

4. It is highly recommended that future researchers who are interested to study gamification conduct a Qualitative type of research, and must prepare good qualitative questions and possible interviews to get more personal and precise answers.

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