

**INTEGRATING GAMIFICATION INTO GENRE PEDAGOGY IN
TEACHING DESCRIPTIVE TEXT TO SECONDARY SCHOOL
STUDENTS**

A THESIS

Submitted in partial fulfillment of the requirements for Master's Degree in English
Education



by

Kurniawan Suryatama

2105213

MASTER'S PROGRAM IN ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGE EDUCATION AND LITERATURE

UNIVERSITAS PENDIDIKAN INDONESIA

2023

PAGE OF APPROVAL

**INTEGRATING GAMIFICATION INTO GENRE PEDAGOGY IN TEACHING
DESCRIPTIVE TEXT TO SECONDARY SCHOOL STUDENTS**

A THESIS

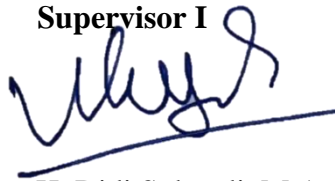
By:

Kurniawan Suryatama

2105213

Approved by:

Supervisor I



Prof. Dr. H. Didi Sukyadi, M.A.

NIP. 196706091994031003

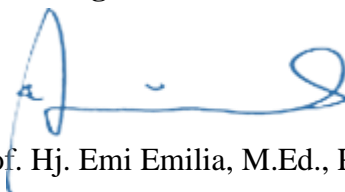
Supervisor II



Ika Lestari Damayanti, M.A., Ph.D

NIP. 197709192002122001

Head of English Education Program



Prof. Hj. Emi Emilia, M.Ed., Ph.D.

NIP. 196609161990012001

STATEMENT OF COPYRIGHT

INTEGRATING GAMIFICATION INTO GENRE PEDAGOGY IN TEACHING DESCRIPTIVE TEXTS TO SECONDARY SCHOOL STUDENTS

By
Kurniawan Suryatama

A Thesis submitted to fulfill one of the requirements for obtaining a Master's degree
in Education (M.Pd.) at the Faculty of Language and Arts Education."

© Kurniawan Suryatama 2023
Universitas Pendidikan Indonesia
September 2023

Copyright is protected by law
This thesis may not be reproduced in whole or in part, by means of photocopying,
photography, or any other method without the permission of the author

STATEMENT OF AUTHORIZATION

I hereby declare that the thesis entitled “**INTEGRATING GAMIFICATION INTO GENRE PEDAGOGY IN TEACHING DESCRIPTIVE TEXTS TO SECONDARY SCHOOL STUDENTS**” submitted to fulfill the requirement for a Master’s Degree in English Education at Universitas Pendidikan Indonesia is my work, and I am solely responsible for this thesis’s contents. I am fully aware that I have quoted or cited the other authors’ ideas, opinions, or findings, and those were recognized following the ethical standards.

Bandung, July 2023

Kurniawan Suryatama
2105213

ABSTRACT

The *Merdeka Belajar* reforms by the Indonesian government focus, among others, on encouraging innovative teaching practices in English language learning. To this end, the promotion of gamification as innovative teaching practice, specifically gamified escape rooms, emerged as a promising approach due to positive results in previous studies. However, limited research exists on its application in English language teaching, particularly for descriptive text. Therefore, this study investigates the integration of gamification into genre-based pedagogy to support students' development of descriptive text and identify linguistic evidence of their progress. This study employed an action-oriented case study with gamification integrated into Genre-based Pedagogy as the framework of teaching. The data collection involved observation notes, teacher reflective notes, and pre- and post-intervention descriptive texts from students. The findings reveal that gamification enhances student engagement and motivation, captivating their attention and fostering active participation. Moreover, it provides immediate feedback, enabling students to effectively monitor their progress and refine their writing skills. Importantly, the intervention resulted in improved linguistic competence, evidenced by students producing lexically denser and engaging descriptive texts while also adhering to the characteristics of it in their post-intervention writings. Despite these positive outlooks on gamification, they are not exclusively attributed to the influence of gamification. Instead, the Genre-Based Approach itself has played a critical role in shaping these outcomes. This is because while gamification brought excitement, competition, and immediate feedback to the learning process, the Genre-Based Approach contributed the vital knowledge and structural understanding that empower students to produce meaningful and proficient communication. Moreover, certain concerns arose, including variations in student engagement and preference, emphasizing the need for teachers to consider diverse learning styles. The study also underscores the significance of teacher support and encouragement in fostering students' self-confidence and resilience. Achieving a balance between collaboration and individual work is also essential to accommodate varying student preferences. And lastly, teachers must ensure that gamified elements align with educational outcomes and foster students' self-assessment and reflection.

Keywords: Descriptive text, Escape room, Gamification, Genre-based Pedagogy

ABSTRAK

Reformasi Merdeka Belajar oleh pemerintah Indonesia berfokus, antara lain, pada mendorong praktik pengajaran inovatif dalam pembelajaran bahasa Inggris. Dalam upaya ini, promosi gamifikasi sebagai praktik pengajaran inovatif, khususnya melalui penggunaan gamifikasi bertema *escape room*, muncul sebagai pendekatan yang menjanjikan karena hasil positif dalam penelitian sebelumnya. Namun, penelitian terbatas tentang penerapannya dalam pengajaran bahasa Inggris, terutama untuk teks deskriptif. Oleh karena itu, penelitian ini menyelidiki integrasi gamifikasi ke dalam pedagogi berbasis genre untuk mendukung pembelajaran teks deskriptif pada siswa dan mengidentifikasi bukti linguistik dari kemajuan mereka. Penelitian ini menggunakan studi kasus berorientasi aksi dengan mengintegrasikan gamifikasi ke dalam Pedagogi Berbasis Genre sebagai kerangka pengajaran. Pengumpulan data melibatkan catatan observasi, catatan reflektif guru, serta teks deskriptif pra- dan pasca-intervensi dari para siswa. Temuan penelitian mengungkapkan bahwa gamifikasi meningkatkan keterlibatan dan motivasi siswa, menarik perhatian mereka dan mendorong partisipasi aktif. Selain itu, gamifikasi memberikan umpan balik langsung, memungkinkan siswa untuk memantau kemajuan mereka dengan efektif dan menyempurnakan keterampilan menulis mereka. Selain itu, intervensi ini menghasilkan kompetensi linguistik yang lebih baik, terbukti dari siswa menghasilkan teks deskriptif yang lebih padat secara leksikal dan menarik sambil tetap mematuhi karakteristik teks deskripsi dalam penulisan pasca-intervensi mereka. Meskipun demikian, hasil positif ini tidak secara eksklusif disebabkan oleh pengaruh gamifikasi. Sebaliknya, Pendekatan Berbasis Genre sendiri memainkan peran penting dalam membentuk hasil-hasil ini. Ini karena sementara gamifikasi membawa kemenarikan, kompetisi, dan umpan balik langsung ke dalam proses pembelajaran, Pendekatan Berbasis Genre memberikan pengetahuan dan pemahaman struktural yang penting yang memberdayakan siswa untuk menghasilkan komunikasi yang efektif dan bermakna. Namun begitu, hasil intervensi juga muncul kekhawatiran tertentu, termasuk variasi dalam keterlibatan dan preferensi siswa, yang menekankan perlunya guru mempertimbangkan gaya belajar yang beragam. Studi ini juga menekankan pentingnya dukungan dan dorongan guru dalam membentuk kepercayaan diri dan ketahanan siswa. Mencapai keseimbangan antara kolaborasi dan pekerjaan individu juga penting untuk mengakomodasi preferensi siswa yang beragam. Dan terakhir, guru harus memastikan bahwa elemen-elemen yang digamifikasi sejajar dengan hasil pendidikan dan mendorong siswa untuk melakukan penilaian diri dan refleksi.

Kata kunci: *Escape room*, Gamifikasi, Pedagogi berbasis Genre, Teks deskripsi

TABLE OF CONTENTS

PAGE OF APPROVAL	ii
STATEMENT OF AUTHORIZATION	iii
MOTTO	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	x
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Research Questions	6
1.3. Objectives of the Study	6
1.4. Significances of the Study	6
1.5. Scope of the Study	8
1.6. Definition of Key Terms	8
1.7. Organization of the Thesis Paper	10
1.8. Concluding Remarks	11
CHAPTER II	12
LITERATURE REVIEW	12
2.1. <i>Merdeka Belajar: A Series of Systemic Education Changes in Indonesia</i> 12	
2.1.1. English language learning under merdeka belajar	14
2.2. Innovative Teaching: The Use of Game in Education	15
2.3. Game-Based Learning	17
2.4. Serious Games	18
2.5. Gamification	20
2.5.1. Gamification in instructional design	22
2.5.2. Design principles of gamification for education	24
2.5.3. Action-based and digital-based gamification	28
2.6. Gamification in Language Learning	30
2.7. Escape Room	32
2.7.1. Escape room as a concept	32
2.7.2. Educational escape room in practice	33
2.8. Genre-Based Pedagogy	34
2.8.1. A brief overview	34
2.8.2. The principle of genre-based pedagogy	36

2.8.3.	Stages of genre-based pedagogy.....	39
2.8.3.	Why genre-based pedagogy.....	44
2.8.4.	Criticism on genre-based pedagogy.....	45
2.9.	The Potential Relation between Gamification and Genre-Based Pedagogy.....	46
2.10.	The Potential of Teaching Descriptive Text through “Gamified” Escape Room.....	47
2.11.	Descriptive Text.....	48
2.12.	Related Previous Studies.....	53
2.13.	Concluding Remarks.....	54
CHAPTER III		55
METHODOLOGY		55
3.1.	Research Design.....	55
3.2.	Phases of Teaching through the Integration of Gamification into GBA.....	56
3.3.	Research Context and Participants.....	62
3.4.	Ethical Consideration.....	64
3.5.	Data Collection Techniques.....	65
3.5.1.	Instrumentation.....	66
3.5.2.	Procedures of data collection.....	70
3.6.	Data Analysis.....	72
3.6.1.	Reflective field notes analysis.....	72
3.6.2.	Observation notes analysis.....	75
3.6.3.	Students’ works analysis on their linguistic development.....	76
3.7.	Research Procedure.....	80
3.8.	Concluding Remarks.....	81
CHAPTER IV		81
FINDINGS AND DISCUSSION		81
4.1.	Findings.....	81
4.1.1.	What can be Seen and Reflected from the Intervention Program.....	82
4.1.2.	Students’ Linguistic Development.....	114
4.2.	Discussion.....	158
4.2.1.	What can be Learned from the Intervention Program.....	158
4.2.2.	What can be Learned from the Results of Students’ Linguistic Competence Development.....	171
CHAPTER V		173
CONCLUSION, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS		173
5.1.	Conclusion.....	173
5.2.	Implications.....	175
5.2.1.	Theoretically.....	176
5.2.2.	Practically.....	177
5.2.3.	Professionally.....	178

5.3. Limitations	179
5.4. Recommendations	180
REFERENCES	183
APPENDICES	217
Appendix 1. Lesson Plan	217
Appendix 2. Parental Consent Letter	231
Appendix 3: Sample of Gamified Learning Materials	232
Appendix 4. Sample of Classroom Situations	248
Appendix 5. Observation Notes	260
Appendix 6. Teacher's Reflective Notes	264
Appendix 7. Sample of Students' Descriptive Texts	267

REFERENCES

- Abercrombie, N., Hill, S., & Turner, B. (1984). *The penguin dictionary of sociology*. London: Penguin Books.
- Abrams-Schamroth, S. & Walsh, S. (2014). Gamified Vocabulary. *Journal of Adolescent & Adult Literacy* 58 1, 49-58.
- Abt, C. C. (1970). *Serious games*. Viking Press.
- Acar, O. A., & Tuncdogan, A. (2018). Using the inquiry-based learning approach to enhance student innovativeness: a conceptual model. *Teaching in Higher Education*.
- Akhand, M., & Hasan, K. (2010). Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level. *Journal of NELTA*, Vo. 15, No. 1-2, December 2017. Retrieved from www.nepjol.info/index.php/NELTA/3823.
- Aldrich, C. (2005). *Learning by Doing: A Comprehensive Guide to Simulations, Computer Games, and Pedagogy in e-Learning and Other Educational Experiences*. John Wiley & Sons.
- Aldrich, C. (2009). *Learning online with games, simulations, and virtual worlds: Strategies for online instruction*. John Wiley & Sons.
- Aldrich, C. (2009). *The complete guide to simulations and serious games: How the most valuable content will be created in the age beyond Gutenberg to Google*. John Wiley & Sons.
- Al-Furqon, A. S. (2017). The Effect of Word Search Puzzle Game in Teaching Vocabulary To the First Gradestudents of Smpn 3 Proppo. *Wacana Didaktika*, 5(02), 101-108.
- Alhojailan, M.I. (2012). Thematic Analysis A Critical Review of its Process and Evaluation. *West East Journal of Social Sciences*, 1, 39-47.

- Almusharraf, N. (2021). Incorporation of a game-based approach into the EFL online classrooms: Students' perceptions. *Interact. Learn. Environ.* 1–14. doi: 10.1080/10494820.2021.1969953
- Alomari, I., Al-Samarraie, H., & Yousef, R. (2019). The role of gamification technique in promoting student learning: a review and synthesis. *Journal of Information Technology Education: Research*, 395-417. doi.org/10.28945/4417
- Alsawaier, R.S. (2018), "The effect of gamification on motivation and engagement", *International Journal of Information and Learning Technology*, Vol. 35 No. 1, pp. 56-79. <https://doi.org/10.1108/IJILT-02-2017-0009>
- Alvarez-Bell, R., Wirtz, D., & Bian, H. (2017). Identifying keys to success in innovative teaching: Student engagement and instructional practices as predictors of student learning in a course using a team-based learning approach. *Teaching & Learning Inquiry*, 5(2). <http://dx.doi.org/10.20343/teachlearningqu.5.2.10>
- Amponsah, S., Kwesi, A. B., & Ernest, A. (2019). Lin's creative pedagogy framework as a strategy for fostering creative learning in Ghanaian schools. *Thinking Skills and Creativity*, 31, 11-18. <https://doi.org/10.1016/j.tsc.2018.09.002>
- Anderson T. (2008). *Theory and practice of online learning* (2nd ed.). Athabasca University Press.
- Angraeni, A., & Wirza, Y. (2021, April). The Evaluation of Genre-based Approach Cycle Implementation in Tasks Organization of Curriculum 2013 English Textbook for 9th Grade Students. In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 30-37). Atlantis Press.
- Annetta, L. A. (2010). The "I's" Have It: A Framework for Serious Educational Game Design. *Review of General Psychology*, 14(2), 105–113. <https://doi.org/10.1037/a0018985>

- Antara News. (2020, February 4). Indonesia's digital literacy program aims to develop skills of 56 million students. Retrieved from <https://en.antaranews.com/news/140616/indonesias-digital-literacy-program-aims-to-develop-skills-of-56-million-students>
- Armie, M., Sánchez, J. F. F., & Pérez, V. M. (2021). Escape room as a motivating tool in the English literature classroom at tertiary education. *Education and New Developments*, 270-275.
- Armie, M., Sánchez, J. F. F., & Pérez, V. M. (2021). Escape room as a motivating tool in the English literature classroom at tertiary education. *Education and New Developments*, 270-275.
- Arnold, B. J. (2014). Gamification in education. *Proceedings of the American Society of Business and Behavioral Sciences*, 21(1), 32-39.
- Avila, H. A. (2015). Creativity in the English class: Activities to promote EFL learning. *How*, 22(2), 91-103.
- Badger, R., & White, G. (2000). Product, process and genre: Approaches to writing in EAP. *ELT Journal*, 54(2), 153-160.
- Bai, S., Hew, K.F., & Huang, B. (2020). Does gamification improve student learning outcome? Evidence from a meta-analysis and synthesis of qualitative data in educational contexts. *Educational Research Review*.
- Barata, G., Gama, S., Jorge, J., & Gonçalves, D. (2013). Improving students' motivation with gamification: A case study of a Portuguese undergraduate course. *Computers & Education*, 63, 398-408. doi: 10.1016/j.compedu.2012.12.020
- Bawarshi, A. (2000). The genre function. *College English*, 62(3), 335-360.
- Bazerman, C. (1994). *Systems of Genres and the Enactment of Social Intentions*.
- Berkenkotter, C., & Huckin, T. N. (1995). *Genre knowledge in disciplinary communication: Cognition/culture/power*. Lawrence Erlbaum Associates, Inc.

- Bernstein, B. (1971) *Class, Codes and Control: Theoretical Studies towards a Sociology of Language*. Routledge & Kegan Paul, London. <http://dx.doi.org/10.4324/9780203014035>
- Bhatia, V. K. (1993). *Analyzing genre: Language use in professional settings*. New York: Longman.
- Blumberg, F. C., Almonte, D. E., Anthony, J. S., & Hashimoto, N. (2012). Serious games: What are they? What do they do? Why should we play them? *The Oxford Handbook of Media Psychology*, 334–351. doi:10.1093/oxfordhb/9780195398809.013.0019
- Bogost, I. (2011a). Gamification is bullshit. Ian Bogost Blog, August 8, 2011.
- Bogost, I. (2011b). Persuasive games: Exploitationware. Gamasutra, May 3, 2011.
- Boyatzis, R. E. (1998). *Transforming qualitative information: thematic analysis and code development*. Sage.
- Boyle, E. A., Hainey, T., Connolly, T. M., Gray, G., Earp, J., Ott, M., et al. (2016). An update to the systematic literature review of empirical evidence of the impacts and outcomes of computer games and serious games. *Comput. Educ.* 94, 178–192. doi: 10.1016/j.compedu.2015.11.003
- Bradford, C. C., Brown, V., El Houari, M., Trakis, J. M., Weber, J. A., & Buendgens-Kosten, J. (2021). English Escape! Using breakout games in the intermediate to advanced EFL classroom. *Ludic Language Pedagogy*, 3, 1-20.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57–71). American Psychological Association. <https://doi.org/10.1037/13620-004>

- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), 589-597.
- Braun, V., & Clarke, V. (2021). Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and psychotherapy research*, 21(1), 37-47.
- Breakout EDU. (2021). About Us. Retrieved from <https://www.breakoutedu.com/pages/about-us>
- Bree, R. & Gallagher, G. (2016). Using Microsoft Excel to code and thematically analyse qualitative data: a simple, cost-effective approach. *All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J)*, 8(2), 2811-28114.
- Brown, A. L., & Smiley, S. S. (1978). The development of strategies for studying texts. *Child development*, 1076-1088.
- Bruns W. J. & Kaplan R. S. (1987). *Accounting & management : field study perspectives*. Harvard Business School Press.
- Bryson, C., & Hand, L. (2007). The role of engagement in inspiring teaching and learning. *Innovations in Education and Teaching International*, 44, 349 - 362.
- Burguillo, J. C. (2010). Using game theory and competition-based learning to stimulate student motivation and performance. *Computers & Education*, 55(2), 566-575.
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using Functional Grammar*. National Centre for English Language Teaching and Research, Macquarie University.
- Byram, M. (2004). *Genre and genre-based teaching*. The Routledge.
- Caponetto, I., Earp, J., & Ott, M. (2014). *Gamification and Education: A Literature*.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide (2nd ed.)*. Cambridge University Press.

- Chan, Y. K. (2016). Investigating the relationship among extracurricular activities, learning approach and academic outcomes: A case study. *Active Learning in Higher Education*, 17(3), 223-233.
- Chappell, P. (2004). A genre based approach to developing oral skill in an adult Thai EFL context. A paper presented at the fifth Pan-Asian conference on language teaching at FEELTA, Vladivostok, Russia. Retrieved from: <http://homepage.mac.com/philchappel/PC/genre.html>.
- Checkland, P. (1981). *Systems thinking, systems practice*. Chichester: Wiley & Sons.
- Chen, C. M., Li, M. C., & Chen, T. C. (2020). A web-based collaborative reading annotation system with gamification mechanisms to improve reading performance. *Computers & Education*, 144, 103697.
- Chen, Y. (2021). Understanding foreign language learners' perceptions of teachers' practice with educational technology with specific reference to Kahoot! and Padlet: A case from China. *Educ. Inf. Technol.* 25, 1–27. doi: 10.1007/s10639-021-10649-2
- Chou, Y. (2019). *Actionable gamification: Beyond points, badges, and leaderboards*. Octalysis Media.
- Chou, Y. K. (2015). *Actionable gamification: Beyond points, badges, and leaderboards*. Octalysis Media.
- Christie, F. & Derewianka, B. M. (2008). *School Discourse: Learning to write across the years of schooling*. (1 ed.). London: Continuum.
- Clark, D. B., Nelson, B. C., Chang, H.-Y., Martinez-Garza, M., Slack, K., & D'Angelo, C. M. (2011). Exploring Newtonian mechanics in a conceptually-integrated digital game: Comparison of learning and affective outcomes for students in Taiwan and the United States. *Computers & Education*, 57(3), 2178-2195.
- Clark, D. B., Tanner-Smith, E. E., & Killingsworth, S. S. (2016). Digital games, design, and learning: a systematic review and meta-analysis. *Review of*

Educational Research, 86(1), 79–
122. <https://doi.org/10.3102/0034654315582065>.

- Clarke, S., Peel, D., Arnab, S., Morini, L., Keegan, H., & Wood, O. (2017). EscapED: A framework for creating educational escape rooms and interactive games for higher/further education. *International Journal of Serious Games*, 4(3), 73-86.
- Coffin, C., & Donohue, J. (2014). Exploring the impact of genre-based teaching on students' ability to write in the disciplines. *Higher Education*, 67(4), 471-487.
- Collins, A., & Halverson, R. (2010). The second educational revolution: Rethinking education in the age of technology. *Journal of Computer Assisted Learning*. 26. 18 - 27. 10.1111/j.1365-2729.2009.00339.x.
- Cope, B., & Kalantzis, M. (1993). The power of literacy and the literacy of power. *Powers of Literacy: A text-type approach to teaching writing*, 63-89.
- Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. *Pedagogies: An international journal*, 4(3), 164-195.
- Cope, B., & Kalantzis, M. (Eds.). (1993). *The Powers of Literacy (RLE Edu I): A Genre Approach to Teaching Writing (1st ed.)*. Routledge. <https://doi.org/10.4324/9780203149812>
- Creswell, J. W. (2012). *Educational research Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA Pearson.
- Creswell, J.W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th Edition*, SAGE Publications, Inc., London.
- Cronk, M. (2012). Using Gamification to Increase Student Engagement and Participation in Class Discussion. In T. Amiel & B. Wilson (Eds.), *Proceedings of EdMedia 2012--World Conference on Educational Media and Technology* (pp. 311-315). Denver, Colorado, USA: Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/primary/p/40762/>.

- Cruz, M., & Orange, E. (2016). 21st Century Skills In The Teaching Of Foreign Languages At Primary And Secondary Schools. Turkish Online Journal of Educational Technology. 2016.
- Damayanti, I. L. (2019). *Cerita (Stories): A Pedagogical Model for Teaching Story Genres to Lower Secondary School Students in Indonesia*.
- De Wever, B., Schellens, T., Valcke, M., & Van Keer, H. (2006). Content analysis schemes to analyze transcripts of online asynchronous discussion groups: A review. *Computers & Education*, 46, 6-28. doi:10.1016/j.compedu.2005.04.005
- Dearn, K. D., Tsolakis, A., Megaritis, A., & Walton, D. (2010, July). Adapting to Engineering Educational and Teaching Challenges. In *3rd International Symposium for Engineering Education, University College Cork, Ireland* (pp. 1-8).
- Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*. (2 ed.). South Melbourne, Australia: Oxford University Press.
- Derewianka, B. (1990). Exploring how texts work. Primary English Teaching Association
- Derewianka, B. (1990). Exploring how texts work. Primary English Teaching Association.
- Derewianka, B. (2003). Grammatical metaphor in the transition to adolescence. In: A.-M. Simon-Vandenberg, M. Taverniers, & L. J. Ravelli (Eds.), *Grammatical metaphor: Views from systemic functional linguistics* (pp. 185-219). Philadelphia, PA/Amsterdam: John Benjamins.
- Derewianka, B. M. (2011). *A new grammar companion for teachers*. (2 ed.). Australia: Primary English Teaching Association.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.

- Deterding, S. (2012) Gamification: Designing for Motivation. *Interactions*, 19, 14-17.
<https://doi.org/10.1145/2212877.2212883>
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From Game Design Elements to Gamefulness: Defining Gamification. *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments, MindTrek 2011*. 11. 9-15. 10.1145/2181037.2181040.
- Dewey, J. (1938). *Experience and education*. Kappa Delta Pi.
- Dichev, C., & Dicheva, D. (2017). Gamifying education: what is known, what is believed and what remains uncertain: a critical review. *International journal of educational technology in higher education*, 14(1), 1-36.
- Dicheva, D., Dichev, C., Agre, G., & Angelova, G. (2015). Gamification in education: A systematic mapping study. *Journal of educational technology & society*, 18(3), 75-88.
- Ding, D., Guan, C., & Yu, Y. (2017). Game-Based Learning in Tertiary Education: A New Learning Experience for the Generation Z. *International Journal of Information and Education Technology*. 7. 148-152. 10.18178/ijiet.2017.7.2.857.
- Dirgeyasa, I. (2016). Genre-Based Approach: What and How to Teach and to Learn Writing. *English Language Teaching*. 9. 45. 10.5539/elt.v9n9p45.
- Dixon-Krauss, L. R. (2012). Analyzing the development of academic writing skills in doctoral students using digital portfolios. *The Internet and Higher Education*, 15(3), 169-177.
- Doumanis, I., Economou, D., Sim, G. R., Porter, S. (2019). The impact of multimodal collaborative virtual environments on learning: A gamified online debate. *Computers & Education P* 121-138.
<https://doi.org/10.1016/j.compedu.2018.09.017>
- Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*.

- Educause Learning Initiative (2011). *Seven Things You Should Know about Gamification*. <http://www.educause.edu/library/resources/7-things-you-should-know-about-gamification>
- Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics* (2nd ed.). London: Continuum.
- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14, 532-550.
- Elashri, E.A., & Ibrahim, I. (2013). The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhr Secondary Students' Writing Skills and Their Attitudes towards Writing.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago press.
- Emilia, E. (2011). *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. Bandung: Rizqi Press.
- Emilia, E. (2014). *Introducing function grammar /Emi Emilia*. Bandung: Pustaka Jaya.
- Emilia, E., & Christie, F. (2013). Factual Genres in English: Learning to write, read, and talk about factual.
- Fairclough, N. (1995). *Critical discourse analysis*. London: Longman.
- Fairclough, N. (2003). *Analysing Discourse: Textual Analysis for Social Research*. London and New York: Routledge.
- Fan, K.-K., Xiao, P.-W., & Su, C. (2015). The Effects of Learning Styles and Meaningful Learning on the Learning Achievement of Gamification Health Education Curriculum. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(5), 1211-1229. <https://doi.org/10.12973/eurasia.2015.1413a>
- Feez, S. & Joyce, H. (2002). *Text-Based Syllabus Design*. Sydney: NCECTR, Macquarie University.

- Feez, S., & Joyce, H. (1998). Text-based syllabus design. Sydney: National Centre for English Language Teaching and Research.
- Fernández-Corbacho, A. (2014). Aprender una segunda lengua desde un enfoque comunicativo experiencial. Programa de Desarrollo Profesional. Madrid: Editorial Edinumen.
- Figuroa-Flores, J. F. (2015). Using Gamification to Enhance Second Language Learning. *Digital Education Review*, 27, 32-54.
- Fotaris, P., & Mastoras, T. (2019). Escape Rooms for Learning: A Systematic Review. In L. Elbæk (Ed.), *The proceedings of the 13th International Conference on Games Based Learning, ECGBL 2019* (pp. 235-243). Academic Publishing International Limited. <https://doi.org/10.34190/GBL.19.179>.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (8th ed.). New York: Mc Graw Hill.
- Freebody, P. (2003). Qualitative research in education: Interaction and practice. London: SAGE Publications.
- Freedman, A., & Richardson, P. (1997). Literacy and genre. In *Encyclopedia of Language and Education: Knowledge About Language* (pp. 139-149). Dordrecht: Springer Netherlands.
- Fuentes-Cabrera, A., Parra-González, M. E., López-Belmonte, J., & Segura-Robles, A. (2020). Learning Mathematics with Emerging Methodologies—The Escape Room as a Case Study. *Mathematics*, 8(9), 1586. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/math8091586>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). An introduction to educational research. *New York*.
- Garland, C. M. (2015). Gamification and implications for second language education: A meta analysis.

- Gebhard, M., & Harman, R. (2011). Reconsidering genre theory in K-12 schools: A response to school reforms in the United States. *Journal of Second Language Writing*, 20, 45–55.
- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.
- Gee, J. P. (2014) *An Introduction to Discourse Analysis: Theory and Method*. Routledge, Oxon.
- Gee, J.P. (2004). *Situated Language and Learning: A Critique of Traditional Schooling*. Routledge, New York.
- Gee, J.P. (2007). *Good Video Games and Good Learning: Collected Essays on Video Games, Learning and Literacy*. Peter Lang, New York.
- Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Sydney, NSW: AEE.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Cammeray, NSW: Antipodean Educational Enterprises.
- Gibbons, P. (2007). Writing in a second language across the curriculum. *BILINGUAL EDUCATION AND BILINGUALISM*, 61, 195.
- Gibbons, P. (2015). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann.
- Goethe, O. (2019). Gamification Mindset. 10.1007/978-3-030-11078-9.
- Gomes, C.M., Figueiredo, M., & Bidarra, J. (2014). Gamification in teaching music : case study.
- Gordillo, A., López-Fernández, D., López-Pernas, S., & Quemada, J. (2020). Evaluating an educational escape room conducted remotely for teaching software engineering. *IEEE Access*, 8, 225032-225051.
- Grönfors, S. (2022). *Game On: A fantasy-themed escape room as a learning environment for English as a foreign language*. [Master's Thesis]. University of Helsinki, Faculty of Arts. <http://urn.fi/URN:NBN:fi:hulib-202205101860>

- Gummesson, E. (2000) *Qualitative Methods in Management Research*. Sage Publications, Thousand Oaks.
- Guthrie, J. T., Anderson, E., Alao, S., & Rinehart, J. (1999). Influences of concept-oriented reading instruction on strategy use and conceptual learning from text. *The Elementary School Journal*, 99(4), 343-366.
- Haas, L. (2012). A quantitative content analysis of leveled vocabulary embedded within massively multiplayer online role-playing games (MMORPGs). (Publication No. 3511601) [Doctoral dissertation, Texas A&M University-Commerce]. ProQuest Dissertations Publishing.
- Haas, L., Vasinda, S., McLeod, J., & Tussey, J. T. (2021). Expanding Family Literacy through Video Game Playographies. *Journal of Literacy & Technology*, 22(1).
- Halliday, M. A. K., & Matthiessen, C. (2014). *Halliday's Introduction to Functional Grammar* (4th ed.). Oxon: Routledge.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *An introduction to functional grammar* (4th ed.). Routledge.
- Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? A literature review of empirical studies on gamification. In *Proceedings of the 47th Hawaii International Conference on System Sciences* (pp. 3025-3034). IEEE. doi: 10.1109/HICSS.2014.377
- Hamari, J., Shernoff, D. J., Rowe, E., Coller, B., Asbell-Clarke, J., & Edwards, T. (2016). Challenging games help students learn: An empirical study on engagement, flow and immersion in game-based learning. *Computers in Human Behavior*, 54, 170–179.
- Hammond, J., & Macken-Horarik, M. (1999). Critical literacy: Challenges and questions for ESL classrooms. *Tesol Quarterly*, 33(3), 528-544.
- Han, H., C. (2015). Gamified Pedagogy: From Gaming Theory to Creating a Self-Motivated Learning Environment in Studio Art, *Studies in Art Education*, 56:3, 257-267, DOI: [10.1080/00393541.2015.11518967](https://doi.org/10.1080/00393541.2015.11518967)

- Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & Education*, *80*, 152–161. <https://doi.org/10.1016/j.compedu.2014.08.019>
- Hargadon, A.B. & Douglas, Y. (2001) When Innovations Meet Institutions: Edison and the Design of the Electric Light. *Administrative Science Quarterly*, *46*, 476-501.<http://dx.doi.org/10.2307/3094872>
- Harmer, J. (2008). How to teach English. *ELT journal*, *62*(3), 313-316.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. London: Routledge.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, *77*(1), 81-112. doi:10.3102/003465430298487
- Hermanns, M., Deal, B., Hillhouse, S., Opella, J. B., Faigle, C., & Campbell IV, R. H. (2017). Using an "escape room" toolbox approach to enhance Pharmacology Education.
- Hernández, S. Z., Mena, R. A., & Ornelas, E. L. (2016). Integración de gamificación y aprendizaje activo en el aula. *Ra Ximhai: revista científica de sociedad, cultura y desarrollo sostenible*, *12*(6), 315-325.
- Holsti, O.R. (1969). *Content Analysis for the Social Sciences and Humanities*. Reading, MA: Addison-Wesley.
- Homer, R., Hew, K. F., & Tan, C. Y. (2018). Comparing Digital Badges-and-Points with Classroom Token Systems: Effects on Elementary School ESL Students' Classroom Behavior and English Learning. *Educational Technology & Society*, *21* (1), 137–151.
- Huang, R., Ritzhaupt, A. D., Sommer, M., Zhu, J., Stephen, A., Valle, N., ... & Li, J. (2020). The impact of gamification in educational settings on student learning outcomes: A meta-analysis. *Educational Technology Research and Development*, *68*, 1875-1901.

- Hyland, K. (2002). Activity and evaluation: Reporting practices in academic writing. In J. Flowerdew (Ed.), *Academic discourse* (pp. 115-130). London: Longman.
- Hyland, K. (2002). Genre: Language, context, and literacy. *Annual review of applied linguistics*, 22(1), 113-135.
- Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
- Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
- Hyland, K. (2004). Graduates' gratitude: The generic structure of dissertation acknowledgements. *English for Specific Purposes*, 23(3), 303-324.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148-164.
- Hyland, K. (2019). *Teaching and researching writing* (3rd ed.). Routledge.
- Hyland, K., & Hamp-Lyons, L. (2002). EAP: Issues and directions. *Journal of English for Academic Purposes*. 1. 1-12. 10.1016/S1475-1585(02)00002-4.
- Jackson, M. (2016). Gamification in education: A literature review. Retrieved from https://www.usma.edu/cfe/Literature/MJackson_%2016.pdf
- Javadi, M. & Zarea, M. (2016). Understanding Thematic Analysis and its Pitfalls. *Journal Of Client Care*, 1 (1) , 33-39.
- Johns, A. (1997). *Text, role and context: Developing academic literacies*. Cambridge: Cambridge University Press.
- Johns, A. M. (2011). The future of genre in L2 writing: Fundamental, but contested, instructional decisions. *Journal of Second Language Writing*, 20(1), 56-68.
- Johnson, D. W., Johnson, R., & Smith, K. A. (2014). Cooperative learning: Improving University instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*, 25(3&4), 85-118.
- Jones, P. T. & Derewianka, B. M. (2016). A brief history of genre pedagogy in Australian curriculum and practice. *Sprogforum*, 63 1-16.

- Jones, S., Palmer, E., Czirr, J. et al. (1989). Observation of cold nuclear fusion in condensed matter. *Nature* **338**, 737–740. <https://doi.org/10.1038/338737a0>
- Julian, J. W., & Perry, F. A. (1967). Cooperation contrasted with intra-group and inter-group competition. *Sociometry*, *30*(1), 79–90. <https://doi.org/10.2307/2786440>
- Kaban, A., & Karadeniz, S. (2021). Children’s reading comprehension and motivation on screen versus on paper. *SAGE Open* *11*, 1–11. doi: 10.1177/2158244020988849
- Kam, A.H. (2018). FOSTERING AUTHENTIC LEARNING MOTIVATIONS THROUGH GAMIFICATION: A SELF- DETERMINATION THEORY (SDT) APPROACH.
- Kapp, K. M. (2012). *The gamification of learning and instruction: game-based methods and strategies for training and education*. John Wiley & Sons.
- Kay, H., & Dudley-Evans, T. (1998). Genre: What teachers think. *ELT Journal*, *52*(4), 308-314.
- Kay, H., & Dudley-Evans, T. (1998). Genre: what teachers think. *Elt Journal*, *52*, 308-314.
- Kemendikbud. (2019). Percepatan transformasi pendidikan melalui gerakan literasi digital untuk usia dini (hal. 1-2) [Accelerating education transformation through digital literacy movement for early childhood education]. <https://www.kemdikbud.go.id/main/blog/2019/09/percepatan-transformasi-pendidikan-melalui-gerakan-literasi-digital-untuk-usia-dini>
- Kemendikbud. (2020). Rencana Strategis Kementerian Pendidikan dan Kebudayaan Tahun 2020-2024 [Strategic Plan of the Ministry of Education and Culture for 2020-2024]. Jakarta, Indonesia.
- Kemendikbud. (2021). Merdeka Belajar: Empowering Student's Independence in Learning. <https://belajar.kemdikbud.go.id/merdeka-belajar>

- Kemendikbud. (2021). Merdeka Belajar: The Indonesian education culture in the digital era (p. 5). <https://www.kemdikbud.go.id/main/blog/2021/01/merdeka-belajar-indonesian-education-culture-in-the-digital-era>
- Kim, Y. & Kim, J. (2005). Teaching Korean University Writing Class: Balancing the Process and the Genre Approach. *Asian EFL Journal*. Volume 7. Issue 2. Article 5.
- Kinio, A. E., Dufresne, L., Brandys, T., & Prasad, J. (2018). Break out of the classroom: The use of escape rooms as an alternative teaching strategy in surgical education. *Journal of Surgical Education*, 76(1), 134-139. DOI: 10.1016/j.jsurg.2018.06.030.
- Kiryakova, G., Angelova, N., & Yordanova, L. (2014). Gamification in education.
- Klopfer, E. (2008). *Augmented learning: Research and design of mobile educational games*. MIT Press.
- Klopfer, E., & Osterweil, S. (2017). Playful learning: An integrated design framework. *Games and Culture*, 12(6), 521-548.
- Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar*. Sydney: University of New South Wales Press Ltd.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. unsw Press.
- Knutas, A., Ikonen, J., Nikula, U., & Porras, J. (2014, June). Increasing collaborative communications in a programming course with gamification: a case study. *In Proceedings of the 15th International Conference on Computer Systems and Technologies* (pp. 370-377).
- Koivisto, J., & Hamari, J. (2019). The rise of motivational information systems: A review of gamification research. *International Journal of Information Management*, 45, 191-210.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.

- Krippendorff, K. (2004). *Content Analysis An Introduction to Its Methodology* (2nd ed.) Thousand Oaks, CA Sage Publications.
- Landers, R. N. (2014). Developing a Theory of Gamified Learning: Linking Serious Games and Gamification of Learning. *Simulation & Gaming, 45*(6), 752–768. <https://doi.org/10.1177/1046878114563660>
- Lee, Y., & Choi, J. (2011). A review of online course dropout research: Implications for practice and future research. *Educational Technology Research and Development, 59*, 593-618.
- Liao, Y.-W., Chen, Y.-M., & Lin, H.-J. (2017). The effects of gamified flipped learning on the learning motivation and achievements of students. *Journal of Educational Technology & Society, 20*(1), 190-202.
- Lincoln, YS. & Guba, EG. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.
- Llumiquinga, J. S. (2022). Educational escape room as a gamification strategy for improving oral skills in the English language. *Kronos–The Language Teaching Journal, 3*(2), 32-40. <https://doi.org/10.29166/kronos.v3i2.3741>
- Lobron, A., & Selman, R. (2007). The interdependence of social awareness and literacy Instruction. *The Reading Teacher, 60*(6), 528–537. doi:10.1598/RT.60.6.3
- López, Á. G. (2018). Trapped in the English classroom: an escape room to foster language skills. *EDUNOVATIC 2018, 578*.
- López, Á. G. (2019). The use of escape rooms to teach and learn English at university. *Research, technology and best practices in education, 94-101*.
- López, Á. G. (2019). The use of escape rooms to teach and learn English at university. *Research, technology and best practices in education, 94-101*.
- López-Belmonte, J., Segura-Robles, A., Fuentes-Cabrera, A., & Parra-González, M. E. (2020). Evaluating Activation and Absence of Negative Effect: Gamification and Escape Rooms for Learning. *International Journal of*

- Environmental Research and Public Health*, 17(7), 2224. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/ijerph17072224>
- López-Pernas, S., Gordillo, A., Barra, E., & Quemada, J. (2019). Examining the use of an educational escape room for teaching programming in a higher education setting. *IEEE Access*, 7, 31723-31737.
- Macken-Horarik, M. (2002). "Something to shoot for: A Systemic Functional Approach to Teaching Genre in Secondary School Science". In Johns, A.M.2002 (Ed.) *Genre in the Classroom*,13-42. London: Lawrence Erlbaum Associates.
- Malone, T.W., & Lepper, M.R. (1987). Making learning fun: A taxonomy of intrinsic motivations for learning. In R.E. Snow & M.J Farr (Eds.), *Aptitude, learning, and instruction volume 3: Conative and affective process analyses* (pp. 223-253). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.
- Marczewski, A. (2013). *Gamification: A Simple Introduction and a Bit More*. E-Book.
- Marczewski, A. (2015). *Even Ninja Monkeys Like to Play: Gamification, Game Thinking and Motivational Design*. CreateSpace Independent Publishing Platform.
- Martin, J. R. (1993). Life as a noun: Arresting the universe in science and humanities. In M. A. K. Halliday, & J. R. Martin (Eds.), *Writing science, literary and discourse power* (pp. 241-293). London: Palmer Press.
- Martin, J. R. (2009). Genre and language learning: A social semiotic perspective. *Linguistics and Education*, 20, 10–21. <https://doi.org/10.1016/j.linged.2009.01.003>
- Martin, J. R., & Rose, D. (2007). Interacting with text: The role of dialogue in learning to read and write. *Foreign Languages in China*, 4(5), 66-80.
- Martin, J. R., & Rose, D. (2007). *Working with Discourse: Meaning Beyond the Clause* (2nd ed.). Open Linguistics Series, London: Bloomsbury.

- Martin, J. R., Matthiessen, C. M. I. M., & Painter, C. (1997). *Working with Functional Grammar*. New York: Arnold.
- Martin, J.R. (1992). *English Text: System and Structure*. Philadelphia/ Amsterdam: John Benjamins Publishing Company
- Martínez-Hernández, A. I., & Bellés-Calvera, L. (2021). Unlocking Animal Farm: Escape rooms as pedagogical tools for the teaching of literature in higher education.
- MASTEL. (2020, May 27). Empowering digital literacy for the better Indonesia. Retrieved from <https://www.mastel.id/en/empowering-digital-literacy-for-the-better-indonesia/>
- McFarlane, A., Sparrowhawk, A., & Heald, Y. (2002). Report on the educational use of games. TEEM (teachers evaluating educational multimedia). URL (last checked 30 September 2010). http://www.teem.org.uk/publications/teem_gamesined_full.pdf
- McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. Penguin.
- Mendikbudristek. (2022). *Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran*, No. 56/M/2022.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: Sage Publications.
- Miles, M.B., Huberman, A.M. and Saldana, J. (2014) *Qualitative Data Analysis: A Methods Sourcebook*. Sage, London.
- Mohamadâ, S. N. M., Sazali, N. S. S., Salleh, M. A. M. (2018). Gamification Approach in Education to Increase Learning Engagement. *International Journal of Humanities, Arts and Social Sciences* 4(1), pages 22-32. 10.20469/ijhss.4.10003-1.

- Moore, C., Toth, M., & Marzano, R. J. (2017). *The essentials for standards-driven classrooms: A practical instructional model for every student to achieve rigor*. Learning Sciences International.
- Nafisah, N., & Kurniawan, E. (2007). *Writing: English for general communication*. Bandung: UPI Press.
- Nemerow, L.G. (1996). Do Classroom Games Improve Motivation and Learning. *Teaching and change*, 3.
- Nicholson, S. (2015). A RECIPE for Meaningful Gamification. doi: 10.1007/978-3-319-10208-5_1.
- Nicholson, S. (2015). Peeking behind the locked door: A survey of escape room facilities. White Paper.
- Nicholson, S. (2018). Creating Engaging Escape Rooms for the Classroom. *Childhood Education*, 94(1), 44-49. DOI: 10.1080/00094056.2018.1420363.
- Niemeier, S. (2017). *Task-based grammar teaching of English: Where cognitive grammar and task-based language teaching meet*. Narr Francke Attempto.
- Ofosu-Ampong, K. (2020). The Shift to Gamification in Education: A Review on Dominant Issues. *Journal of Educational Technology Systems*, 49, 113 - 137.
- Opie, D. (2022). *What Kind Of Game Are You Playing? A Case Study on Escape Room Games, English Disciplinary Literacy and Motivation and Engagement in High School Students* (Doctoral dissertation, ResearchSpace@ Auckland).
- Paltridge, B. (2014). Genre and second-language academic writing. *Language Teaching*, 47(3), 303-318. doi:10.1017/S0261444814000068
- Pan, R., Lo, H., & Neustaedter, C. (2017, June). Collaboration, awareness, and communication in real-life escape rooms. In *Proceedings of the 2017 conference on designing interactive systems* (pp. 1353-1364).
- Pan, W. F. (2017). The Effects of Using the Kinect Motion-Sensing Interactive System to Enhance English Learning for Elementary Students. *Educational Technology and Society*, 20(2), 188-200

- Papert, S. (1993). *The children's machine: Rethinking school in the age of the computer*. Basic Books.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks, California: Sage Publications.
- Paulsen, E. K. (2017). Addressing 21st century skills: Breakout games in the EFL classroom [Master's thesis]. Inland Norway University of Applied Sciences. <https://brage.inn.no/inn-xmlui/bitstream/handle/11250/2468528/Paulsen.pdf?sequence=1&isAllowed=y>
- Pearson, P.D., & Gallagher, M.C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8(3), 317–344. [https://doi.org/10.1016/0361-476X\(83\)90019-X](https://doi.org/10.1016/0361-476X(83)90019-X)
- Pechenkina, E., Laurence, D., Oates, G., Eldridge, D., & Hunter, D. (2017). Using a gamified mobile app to increase student engagement, retention and academic achievement. *International Journal of Educational Technology in Higher Education*. <https://doi.org/10.1186/s41239-017-0069-7>
- Piñero-Charlo, J. C. (2020). Educational Escape Rooms as a Tool for Horizontal Mathematization: Learning Process Evidence. *Education Sciences*, 10(9), 213.
- Pivec, M. (2018). Gamification in Education: A Systematic Mapping Study. *Educational Technology & Society*, 21(1), 222-236.
- Prados Sánchez, G., Cózar-Gutiérrez, R., del Olmo-Muñoz, J., & González-Calero, J. A. (2021). Impact of a gamified platform in the promotion of reading comprehension and attitudes towards reading in primary education. *Computer Assisted Language Learning*, 1-25.
- Prensky, M. (2001). *Digital game-based learning*. McGraw Hill Professional.
- Prensky, M. (2006). *Don't Bother Me Mom -- I'm Learning!: How Computer and Video Games are Preparing Your Kids For 21st Century Success - and How You Can Help!*. Paragon House Publishers.

- Prensky, M. (2010). *Teaching digital natives: Partnering for real learning*. Corwin Press.
- Pritchett, L., & Beatty, A. (2015). Slow down, you're going too fast: Matching curricula to student skill levels. *International Journal of Educational Development*, 40, 276–288. <https://doi.org/10.1016/j.ijedudev.2014.11.013>
- Purgina, M., Mozgovoy, M., & Blake, J. (2020). WordBricks: Mobile Technology and Visual Grammar Formalism for Gamification of Natural Language Grammar Acquisition. *Journal of Educational Computing Research*, 58(1), 126–159. <https://doi.org/10.1177/0735633119833010>
- Pyrczak, F., & Bruce, R. R. (2005). *Writing empirical research reports: a basic guide for students of the social and behavioral sciences*. 5th ed. Glendale, CA, Pyrczak Pub.
- Queiruga-Dios, A., Santos Sánchez, M. J., Queiruga Dios, M., Gayoso Martínez, V., & Hernández Encinas, A. (2020). A Virus Infected Your Laptop. Let's Play an Escape Game. *Mathematics*, 8(2), 166. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/math8020166>
- Rachels, J., & Rockinson-Szapkiw, A. (2017). The effects of a mobile gamification app on elementary students' Spanish achievement and self-efficacy. *Computer Assisted Language Learning*. 31. 1-18. 10.1080/09588221.2017.1382536.
- Randall, J., Karim, A., & Hardaker, G. (2022). Indonesia's "Merdeka Belajar" reform: implications for English language education. *ELT Journal*, 76(1), 32-41. <https://doi.org/10.1093/elt/ccab033>
- Randall, R., Sukoco, G.A., Heyward, M., Purba, R., Arsendy, S., Zamjani, I., & Hafiszha, A. (2022). *Reforming Indonesia's curriculum: how Kurikulum Merdeka aims to address learning loss and learning outcomes in literacy and numeracy*. Jakarta: INOVASI.
- Ratnasari, E., Hikmawati, R., & Ghifari, R. N. (2019). Quizizz application as gamification platform to bridge students in teaching reading comprehension. In *Prosiding Seminar Nasional Pendidikan* (Vol. 1, pp. 1333-1337).

- Rees-Lewis, D. G., Gerber, E. M., Carlson, S. E., & Easterday, M. W. (2019). Opportunities for educational innovations in authentic project-based learning: understanding instructor perceived challenges to design for adoption. *Educational technology research and development*, 67, 953-982.
- Resnick, M. (2017). *Lifelong kindergarten: Cultivating creativity through projects, passion, peers, and play*. MIT Press.
- Rose, D. & Martin, J. R. (2012). *Learning to Write, Reading to Learn: Genre, knowledge and pedagogy in the Sydney School*. London: Equinox.
- Rose, D. (2009). Writing as linguistic mastery: The development of genre-based literacy pedagogy. 10.4135/9780857021069.n11.
- Rose, D. (2013). Genre in the Sydney school. In J. Gee & M. Handford (Eds.), *The Routledge handbook of discourse analysis* (pp. 209–225). London: Routledge.
- Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school*. Sheffield: Equinox.
- Rouse, W. (2017). Lessons Learned While Escaping From a Zombie: Designing a Breakout EDU Game. *The History Teacher*, 50(4), 553–564.
- Ružić, I. M., & Dumančić, M. (2015). Gamification in Education. *Informatol*, 48(3–4), 198–204
- Sailer, M., & Homner, L. (2020). The gamification of learning: A meta-analysis. *Educational Psychology Review*, 32(1), 77-112.
- Salen, K., & Zimmerman, E. (2004). *Rules of play: Game design fundamentals*. The MIT Press.
- Sanchez, E., & Plumettaz-Sieber, M. (2018). Teaching and Learning with Escape Games from Debriefing to Institutionalization of Knowledge. *International Conference Games and Learning Alliance*.
- Santamaría, A., & Alcalde, E. (2019). Escaping from the English Classroom. Who Will Get out First?. *Aloma*, 37(2), 83-92.
- Santos, A.M., Sá, S., Costa, L., & Coheur, L. (2021). Setting up Educational Escape Games: Lessons learned in a Higher Education setting. *2021 4th International*

- Conference of the Portuguese Society for Engineering Education (CISPEE)*, 1-8.
- Sawyer, B. (Ed.). (2006). *Serious games: First Joint International Conference, JCSG 2006, Proceedings*. Springer.
- Sawyer, B., & Smith, P. (Eds.). (2003). *Serious games: Games that educate, train, and inform*. Thomson Course Technology.
- Schell J. (2008). *The Art of Game Design: A Book of Lenses*. Burlington, USA: Morgan Kaufmann Publishers.
- Schell, J. (2014). *The art of game design: A book of lenses*. CRC Press.
- Schell, J. (2018). *Educational game design fundamentals: A journey to creating intrinsically motivating learning experiences*. CRC Press.
- Schilling, J. (2006). On the pragmatics of qualitative assessment: Designing the process for content analysis. *European Journal of Psychological Assessment*, 22(1), 28–37. <https://doi.org/10.1027/1015-5759.22.1.28>
- Schleppegrell, M. J. (2009). Language in academic subject areas: Implications for classroom instruction and teacher preparation. *Linguistics and Education*, 20(1), 6-24.
- Schön, D. A. (1991). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
- Schwandt, T. A. (2015). *The SAGE Dictionary of Qualitative Inquiry*. (4 ed.) SAGE Publishing.
- Shaffer, D. W. (2006). *How computer games help children learn*. Palgrave Macmillan.
- Shakeri, H., Singhal, S., Pan, R., Neustaedter, C., & Tang, A. (2017, October). Escaping together: the design and evaluation of a distributed real-life escape room. In *Proceedings of the annual symposium on computer-human interaction in play* (pp. 115-128).
- Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189. doi:10.3102/0034654307313795

- Shute, V. J. (2011). Stealth assessment in computer-based games to support learning. In S. Tobias & J. D. Fletcher (Eds.), *Computer games and instruction* (pp. 503-524). Charlotte, NC: Information Age Publishing.
- Sillaots, M. (2014). Gamification of Higher Education by the Example of Course of Research Methods. In: Popescu, E., Lau, R.W.H., Pata, K., Leung, H., Laanpere, M. (eds) *Advances in Web-Based Learning – ICWL 2014*. ICWL 2014. *Lecture Notes in Computer Science*, vol 8613. Springer, Cham. https://doi.org/10.1007/978-3-319-09635-3_11
- Simon, M. K., & Goes, J. (2013). *Dissertation and Scholarly Research: Recipes for Success*. Seattle, WA: Create Space Independent Publishing Platform.
- Spink, J., Cloney, D., & Berry, A. (2022). Beyond letters and numbers: The COVID-19 pandemic and foundational literacy and numeracy in Indonesia (p. 37). INOVASI and ACER.
- Squire, K. (2011). *Video games and learning: Teaching and participatory culture in the digital age*. Teachers College Press.
- Squire, K. D. (2005). Changing the game: What happens when video games enter the classroom? *Innovate: Journal of Online Education*, 1(6), 1-9.
- Squire, K. D. (2011). Video games and education: Designing learning systems for an interactive age. *Educational Researcher*, 40(5), 1-7.
- Squire, K. D. (2017). *Game-Based Learning Across the Lifespan: Cross-Generational and Age-Oriented Topics*. Taylor & Francis Group.
- Steinkuehler, C. (2014). Video games and digital literacies. *Journal of Adolescent & Adult Literacy*, 58(1), 1-4.
- Steinkuehler, C., & Duncan, S. (2008). Scientific Habits of Mind in Virtual Worlds. *Journal of Science Education and Technology*, 17(6), 530-543.
- Stevens, L.P., & Bean, T.W. (2007). *Critical literacy: Context, research, and practice in the K–12 classroom*. Thousand Oaks, CA: Sage.

- Stieglitz, S., Lattemann, C., & Robra-Bissantz, S. (2018). Gamification in healthcare management education: A mixed-methods study. *BMC Medical Education*, 18(1), 1-13. doi: 10.1186/s12909-018-1319-y
- Stott, A., & Neustadter, C. (2013). Analysis of Gamification in Education. Simon Fraser University. (Unpublished Material) <http://clab.iat.sfu.ca/pubs/Stott-Gamification.pdf>
- Sun, J.C., & Hsieh, P. (2018). Application of a Gamified Interactive Response System to Enhance the Intrinsic and Extrinsic Motivation, Student Engagement, and Attention of English Learners. *J. Educ. Technol. Soc.*, 21, 104-116.
- Susman, G.I, & Evered, R.D. (1978) An Assessment of the Scientific Merits of Action Research. *Administrative Science Quarterly*, 23, 582-603. <http://dx.doi.org/10.2307/2392581>
- Swales, J. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge, UK: Cambridge University Press.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- The Asia Foundation. (2017, September 12). Digital literacy in Indonesia: Challenges and opportunities. Retrieved from <https://asiafoundation.org/2017/09/12/digital-literacy-indonesia-challenges-opportunities/>
- The World Bank. (2017, March 29). Digital literacy key to Indonesia's development. Retrieved from <https://www.worldbank.org/en/news/feature/2017/03/29/digital-literacy-key-to-indonesias-development>
- Thompson, G. (1996). *Introducing Functional Grammar*. China: Edward Arnold (Publishers) Ltd.

- Toda, A.M., Valle, P.P., & Isotani, S. (2017). The Dark Side of Gamification: An Overview of Negative Effects of Gamification in Education. *Higher Education for All*.
- Tsai, F. H. (2018). The development and evaluation of a computer-simulated science inquiry environment using gamified elements. *Journal of Educational Computing Research*, 56(1), 3-22.
- Tulloch, R. (2014). Reconceptualising gamification: play and pedagogy. *Digital Culture and Education*, 6(4), 317-333.
- Turkle, S. (2009). *Simulation and its discontents*. The MIT Press.
- UNESCO. (2019). Indonesia: Towards a Digital Future. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000368198>
- UNESCO. (2020, November 26). Digital literacy in Indonesia: Boosting digital citizenship through innovative teaching methods. Retrieved from <https://en.unesco.org/news/digital-literacy-indonesia-boosting-digital-citizenship-through-innovative-teaching-methods>
- Urbieto, A. S., & Peñalver, E. A. (2019). Escaping from the English classroom. Who will get out first?. *Aloma: revista de psicologia, ciències de l'educació i de l'esport Blanquerna*, 37(2), 83-92.
- Vaismoradi, M., Jones, J., Turunen, H., & Snelgrove, S. (2016). Theme development in qualitative content analysis and thematic analysis.
- Vaismoradi, M., Turunen, H. & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Sciences*, 15(3), 398-405.
- Van Eck, R. (2006). Digital game-based learning: It's not just the digital natives who are restless. *EDUCAUSE Review*, 41(2), 16-30.
- Van Eck, R. (2010). *Interdisciplinary models and tools for serious games: Emerging concepts and future directions*. IGI Global.

- VanLehn, K. (2011). The relative effectiveness of human tutoring, intelligent tutoring systems, and other tutoring systems. *Educational Psychologist*, 46(4), 197-221. doi:10.1080/00461520.2011.611369
- Veldkamp, A., van de Grint, L., Knippels, M.P., & van Joolingen, W.R. (2020). Escape education: A systematic review on escape rooms in education. *Educational Research Review*.
- Vidgen, R., & Braa, K. (1997). Balancing Interpretation and Intervention in Information System Research: The Action Case Approach. In: Lee, A.S., Liebenau, J., DeGross, J.I. (eds) *Information Systems and Qualitative Research*. IFIP — The International Federation for Information Processing. Springer, Boston, MA. https://doi.org/10.1007/978-0-387-35309-8_26
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Massachusetts: Harvard University Press.
- Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.
- Walsh, C. (2010). Systems-based literacy practices: Digital games research, gameplay and design. *Australian Journal of Language & Literacy*, 33(1), 24-40.
- Weber, R. P. (1990). *Basic content analysis* (Vol. 49). Sage.
- Webster-Wright, A. (2009). Reframing Professional Development through Understanding Authentic Professional Learning. *Review of Educational Research*(2), 702. doi:10.3102/0034654308330970
- Werbach, K., & Hunter, D. (2012). *Gamification*. University of Pennsylvania, Coursera.
- Wiemker, M., Elumir, E., & Clare, A. (2015). Escape room games: Can you transform an unpleasant situation into a pleasant one? *Game Based Learn.* 55, 1–22. Available online: <https://thecodex.ca/wp->

[content/uploads/2016/08/00511Wiemker-et-al-Paper-Escape-Room-Games.pdf](#)

- Wu, C.-J., Chen, G.-D., & Huang, C.-W. (2014). Using digital board games for genuine communication in EFL classrooms. *Educ. Technol. Res. Dev.* 62, 209–226. doi: 10.1007/s11423-013-9329-y
- Wynn, C.T.S., & Okie, W. (2017). "Problem-Based Learning and the Training of Secondary Social Studies Teachers: A Case Study of Candidate Perceptions during their Field Experience," *International Journal for the Scholarship of Teaching and Learning*: Vol. 11: No. 2, Article 16. Available at: <https://doi.org/10.20429/ijstl.2017.110216>
- Yin, R. K. (2009). *Case Study Research: Design and Methods* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Zhang, S., & Hasim, Z. (2022). Gamification in EFL/ESL instruction: A systematic review of empirical research. *Frontiers in Psychology*, 13.
- Zhang, X. C., Lee, H., Rodríguez, C., Rudner, J., Chan, T. M., & Papanagnou, D. (2018). Trapped as a group, Escape as a Team: Applying gamification to incorporate team-building skills through an ‘Escape Room’ experience. *Cureus*, 10(3), 1-9.
- Zhang, Y., & Wildemuth, B.M. (2005). *Qualitative Analysis of Content*.
- Zichermann, G., & Cunningham, C. (2011). *Gamification by design: Implementing game mechanics in web and mobile apps*. O'Reilly Media.
- Zichermann, G., & Linder, J. (2013). *The gamification revolution: How leaders leverage game mechanics to crush the competition*. McGraw-Hill.
- Zyda, M. (2005). From visual simulation to virtual reality to games. *Computer*, 38(9), 25-32.