



**EXPLORING AUTONOMOUS ENGLISH LEARNING THROUGH
GAMIFICATION AND M-LEARNING FROM A SELF-REGULATED
LEARNING ANALYTICS PERSPECTIVE**

THESIS

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ABSTRACT

Farida, Ana. Lutfiana, (2024) *Exploring Autonomous English Learning through Gamification and M-Learning from a Self-Regulated Learning Analytics Perspective*. Thesis (Tesis). Malang: Master of English Language Teaching, Graduate Program, Universitas Islam Malang.
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Keywords: Autonomous English Learning, Gamification and M-Learning, Self-Regulated Learning, Narrative Inquiry

This study aims to analyze and retell the stories of an EFL student's process during the English Learning in Edinburgh scholarship program activities. Self-regulated learning through gamification and m-learning in the English language has been widely explored; however, research that discusses the process achieved still needs to be explored in academic discourse. To fill this gap, this narrative inquiry study looks at how an Indonesian EFL student can succeed in learning English by developing his self-regulated learning, which changes his learning patterns over time.

This research is a narrative inquiry method because the researcher examines, analyzes, and retells stories from someone else. In this research, a sociological approach is used for analysis. Then, the problem-solving is explored through the theory of Autonomous Learning by Leslie Dickinson (1987), Gamification Mc Conatha by Armstrong & Landers (2017), MALL by Praul & Lynch (2008), and Self-Regulated Theory (SRT) by Deci and Ryan (1985) because it focuses on the how does an EFL student experience a self-regulated learning process during the English Learning in Edinburgh scholarship program activities. Then, the researcher analyzed the data by explaining the data and comparing the research with theory.

The results show five kinds of process experiences an EFL student has during the English Learning in Edinburgh scholarship program activities. Data was collected through in-depth interviews and analyzed based on Braun and Clarke's (2006) thematic analysis. This research revealed several stages in which participants could gradually control their learning goals and management in a complex learning atmosphere through learning management/learning orientation, internal and external motivation, Independent Learning upswings, environment, and knowing personal strengths or weaknesses. Apart from that, this research also illustrates that participants made continuous and sustainable changes in the concept of independent learning methods for survival amidst imperfection towards increasing competence, directed from their place of struggle in the community of practice.

ABSTRAK

Farida, Ana. Lutfiana, (2024) *Studi Exploratif Kemandirian Belajar Bahasa Inggris melalui Gamification and M-Learning dari Perspektif Pembelajaran yang Diatur Sendiri*. Thesis (Tesis). Malang: Magister Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang.

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Penelitian ini bertujuan untuk menganalisis dan menceritakan kembali kisah-kisah proses siswa EFL selama kegiatan program beasiswa Pembelajaran Bahasa Inggris di Edinburgh. Pembelajaran mandiri melalui gamifikasi dan m-learning dalam bahasa Inggris telah dieksplorasi secara luas; Namun penelitian yang membahas proses yang dicapai masih perlu dieksplorasi dalam wacana akademis. Untuk mengisi kesenjangan ini, studi inkuiri naratif ini melihat bagaimana siswa EFL Indonesia dapat berhasil dalam belajar bahasa Inggris dengan mengembangkan pembelajaran mandiri, yang mengubah pola belajarnya seiring berjalannya waktu.

Penelitian ini merupakan metode inkuiri naratif karena peneliti mengkaji, menganalisis, dan menceritakan kembali cerita orang lain. Dalam penelitian ini, pendekatan sosiologi digunakan untuk analisis. Kemudian pemecahan masalah dieksplorasi melalui teori Autonomous Learning oleh Leslie Dickinson (1987), Gamification Mc Conatha oleh Armstrong & Landers (2017), MALL oleh Praul & Lynch (2008), dan Self-Regulated Theory (SRT) oleh Deci dan Ryan (1985) karena berfokus pada bagaimana seorang siswa EFL mengalami proses pembelajaran mandiri selama kegiatan program beasiswa Pembelajaran Bahasa Inggris di Edinburgh. Kemudian peneliti menganalisis data dengan menjelaskan data dan membandingkan penelitian dengan teori.

Hasilnya menunjukkan lima jenis pengalaman proses yang dimiliki siswa EFL selama kegiatan program beasiswa Pembelajaran Bahasa Inggris di Edinburgh. Data dikumpulkan melalui wawancara mendalam dan dianalisis berdasarkan analisis tematik Braun dan Clarke (2006). Penelitian ini mengungkap beberapa tahapan di mana peserta secara bertahap dapat mengendalikan tujuan dan pengelolaan belajarnya dalam suasana belajar yang kompleks melalui pengelolaan/orientasi pembelajaran, motivasi internal dan eksternal, peningkatan Belajar Mandiri, lingkungan, dan mengetahui kelebihan atau kekurangan pribadi. Selain itu, penelitian ini juga menggambarkan bahwa peserta melakukan perubahan secara terus-menerus dan berkesinambungan terhadap konsep metode belajar mandiri untuk bertahan di tengah ketidaksempurnaan menuju peningkatan kompetensi, diarahkan dari tempat perjuangannya dalam komunitas praktik.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the objectives of the study, the scope and limitation of the study, the significances of the study and the definition of key terms.

1.1 Background of the Study

The rapid development of science and technology presents new demands in various aspects of life, including education. New policies on curriculum changes in recent years have attracted more interest in exploring innovative approaches to learning English independently. In English language learning, autonomy refers to an approach and process in which individuals are responsible for learning. It aligns with learners' ability to control their learning process and decide about learning objectives, content, pace, and evaluation methods Bravo et al. (2017). It is intended so that individuals actively participate in learning activities, which can then increase learning motivation. One such approach combines gamification and mobile learning (m-learning) techniques. By incorporating gamification and m-learning techniques, learners can improve their autonomy in learning English (Aghayani, 2021). Many findings from several studies show that this approach has a positive perception of language learning. Apart from that, with the help of technology, this learning can motivate individuals to study English actively Ramalingam et al. (2022).

Using an interactive and exciting mobile application, it can also choose various digitalization media for language learning to meet individual's learning preferences and needs. This approach of using a learning platform through gamification and mobile learning provides opportunities for students to carry out self-assessment and self-reflection, allowing them to monitor progress in learning and improve skills that need to be enhanced (Helvich et al., 2023). Students can work with peers to access various sources of authentic language material, fostering a sense of togetherness and learning concepts. This approach facilitates students' learning independence and encourages them to make decisions about their language learning process and develop self-regulated learning skills (Reynolds, 2020).

Besides, this aligns with the idea that gamification and mobile learning in education can create a more exciting and interactive learning experience. The approach uses mobile learning with a gamification application with many features, such as quizzes, educational smartphones, and other features developed to attract students' interest in learning languages (Siosan et al., 2021). The features contained in gamification and mobile learning approaches, such as Bananas gram, Pixton, 4 pics 1 word, Duolingo, Edugame, Laut-ABC, and Afaneen, have proven to be very helpful in increasing motivation, engagement, and language proficiency among students (Irzawati, I et al., 2023). It can provide interest and motivation to continue learning independently, especially in English. Then, it shows that gamification and mobile learning in independent English learning have shown promising results in increasing student motivation and learning outcomes.

In incorporating self-analytics into a self-paced English learning environment can provide new, more valuable insights into learner progress, preferences, and areas for improvement. These new insights can augment experiential information and personalized learning interventions, allowing learners to adjust their language learning approaches and receive timely feedback (Han, 2022). By harnessing the power of gamification and mobile learning, students can navigate their English learning journey and develop essential self-regulation skills to support their lifelong learning (Ahada, 2021).

The features of gamification and mobile learning applications offer new environments that are more immersive and provide meaningful interactions. One is adding educational game features to solve learning problems (Bravo et al., 2021). Using mobile devices and gamification methods in self-paced English learning can revolutionize knowledge acquisition for students. It makes learning possible anytime, anywhere, and more fun (Reynolds, 2020). In the world of education and technology, which is changing rapidly, it is clear how important it is to predict the future where digitalization media references will develop significantly. Combining learning methods with gamification and mobile learning techniques can improve the English language learning technology process. Then, for learning to be carried out independently, students can control their language skills and make decisions about their learning process (Mahbub et al., 2020). Students can choose from various language learning educational game features according to their needs. Additionally, the platform's gamification and mobile

learning features provide opportunities to add self-assessment and reflection, allowing students to monitor their progress and identify areas for improvement.

This approach facilitates independent students' ability to keep up with current developments with self-managed concepts. Combining gamification and m-learning techniques in autonomous English learning can improve students' autonomous learning and engagement. It encourages learners to actively participate in their language learning journey actively, increasing their sense of ownership and motivation. By integrating gamification and m-learning into autonomous English learning, learners can engage in interactive and immersive activities that make the language learning process more fun and engaging. By combining gamification and m-learning techniques, students can develop their language skills and improve their independent learning abilities. This autonomous English learning approach empowers learners to take control of their education and actively participate in their language-learning journey (Helvich et al., 2023).

Several previous studies have discussed autonomous learning from various perspectives, but some only focus on the context between teachers, students, and other knowledge. Apart from that, learning that is carried out independently by a student through gamification and m-learning technology and provides an exploration of English language education still needs to be explored in academic discourse. This gap underscores the need for further scientific investigation to elucidate the efficacy, challenges, and implications inherent in exploring autonomous English language learning through technology to explore

motivational affordances in English language learning experiences in educational contexts.

1.2 Research Questions

The research question that guided this study is:

- How does an EFL student experience a self-regulated learning process during the Learning English program activities?

1.3 Objective of the Study

The objective of the study in this research is:

- This study aims to re-tell the stories of an EFL student's process during the Learning English Edinburgh scholarship program activities.

1.4 Scope and Limitation of the Study

This research is essential to provide appropriate answers to research problems. Additionally, to determine the scope of limitations related to the topic to stay on track. This research focuses on an important issue entitled *Exploring Autonomous English Learning through Gamification and M-Learning from a Self-Regulated Learning Analytics Perspective*. In addition, the research questions address the following: How does an EFL student experience a self-regulated learning process during the Learning English program activities? Besides strengthening research, researchers used several theories, such as Autonomous Learning by Leslie Dickinson (1987), Gamification Mc Conatha by Armstrong & Landers (2017), MALL by Praul & Lynch (2008), and Self-Regulated Theory

(SRT) by Deci and Ryan (1985). It is hoped that the results of this research will first help achieve goals, as well as greater initiative, persistence, and self-efficacy. Second, the researcher finds learning management/learning orientation, internal and external motivation, Independent Learning upswings, environment, and knowing personal strengths or weaknesses.

The results of this research have several benefits. First is the practical benefit. This autonomous learning perspective analysis study to explore autonomous English learning through gamification and m-learning adaptation can be carried out on an ongoing basis by anyone interested in this field and contribute to future program development. Apart from that, the empirical benefit of this research is to provide enlightenment about what needs to be done to succeed in learning English autonomously through gamification and m-learning in an analytical perspective carried out in a self-regulated learning manner.

1.5 Significances of the Study

The significance of this research can contribute to a better understanding of the research objectives. The research results are what the researchers want to convey to readers. Based on the topic and problems, this study will provide significant benefits both from a theoretical and practical perspective:

1. Theoretically

Theoretically, this research is expected to reveal its empirical benefit to provide enlightenment about what must be done to succeed in autonomously

learning English through gamification and m-learning from an analytical perspective governed by self-regulated learning.

2. Practically

Practically, this research can provide new information and insight to readers regarding the content of the self-regulated learning perspective analysis to explore autonomous English learning through gamification and m-learning adaptation, which can be carried out on an ongoing basis by anyone who is interested in this field and contributes for future program development.

1.6 Definition of key terms

The meaning of the description of keyword terms is essential to pay attention to because they relate to the study. This study uses several technical keyword terms. The terms used in the context of the following definitions need to be defined.

1. Autonomous English Learning refers to the desire and responsibility that motivate one to regulate how participants want to learn and what goals they wish to achieve in gamification and m-learning.
2. Gamification is a strategy in the elements of a game that contains a learning concept to increase the active motivation of participants to be better at learning.
3. M-learning is a technological device that functions to make it easier for participants in learning programs.



4. Self-regulated learning is an effective process of increasing the motivation of participants in learning for the purpose of improving learning outcomes than better.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions. The conclusion recaps the kinds of to re-tell the stories of an EFL student's process during the Learning English Edinburgh scholarship program activities. The suggestion is extended to future researchers, students, and teachers.

Conclusion

The researcher draws two main conclusions based on the findings and discussions discussed in the previous chapter.

The findings of this research highlight that Alivin, as an EFL student, retells stories during the study period in Edinburgh. The developments experienced during this process gave Alivin independence in gradual learning, such as learning management/orientation, where Alivin felt he had a goal to achieve his desires/aspirations with as much effort as possible. Furthermore, secondly, there is a need for internal and external motivation; internal motivation includes that Alivin is pursuing his goal of studying at Edinburgh University of his own accord because of the various beauties in the State of Edinburgh and the track record which is so unique that he feels that everything will be more accessible because of his own will. The external motivation experienced by Alivin was due to the motivation of a professor who recommended him to continue his PhD studies at Edinburgh University because he saw Alivin's potential. Thirdly, learning independence, Alivin realized he lacked capacity and had to work harder

to achieve the desired capacity. Then, Alivin finally made it, such as adding more time to reading the last recommendations in the library, reading more research, and then trying to apply it to educational game applications to get a little refreshed brain. Then, you will read, practice, and prepare before entering class. The fourth environment is why it is evident that Edinburgh has a powerful participation expansion program and is very supportive of getting very satisfying track record results. Plus, the beautiful atmosphere of the environment around the library, with substantial green grass, creates a new refresh for the brain to be better at work. Finally, the fifth is to find out about personal strengths or weaknesses, personal experiences that Alivin experiences when he sees his strengths, he can achieve his dreams well, but sometimes he still has difficulties in studying, sometimes Alivin feels small when he sees the people around him like they are superior to him, they are still no one. I felt like there was no place for me, but that way, Alivin was motivated to fight for everything.

Suggestions

The researcher makes the following suggestions:

- 1) Future researchers can use lesson research to address this study's shortcomings, and the agenda should recruit more participants so that findings from similar studies can be better conveyed and verified.
- 2) Students can use lessons from positive values brought by retold stories to motivate learning English languages, as generating diverse perspectives from different languages is essential.



- 3) To teachers, the findings of this research can motivate learning English, both in secondary and post-secondary education contexts, and better motivated students in hobbies or passions to achieve their goals carefully and without emotion.



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