

STUDENTS' BELIEFS ON THE USE OF GAMIFICATION PLATFORMS IN READING COMPREHENSION

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Abstract :

This study investigated students' beliefs on the use of gamification platforms in reading comprehension. Using a quantitative survey design, the study selected through simple random sampling involved 122 tenth-grade students from a senior high school in Pringsewu, Lampung. Data were collected through a questionnaire measuring students' beliefs regarding the motivational benefits of gamification, its contribution to reading comprehension, and its suitability for reading comprehension. The data were analyzed using descriptive percentage analysis. The findings revealed that students' beliefs toward gamification platforms were categorized as high, with an overall percentage score of 75%. The motivational benefits indicator obtained 72%, the reading comprehension improvement indicator obtained 79%, and the suitability indicator obtained 80%. These findings indicate that gamification platforms have the potential to foster positive beliefs and support reading comprehension learning.

Keywords: Beliefs, Gamification Platforms, Reading Comprehension

INTRODUCTION

Reading comprehension is an essential skill in English language learning because it enables students to understand, interpret, and construct meaning from written texts. Through reading comprehension, students are expected to identify main ideas, obtain specific information, make inferences, and draw conclusions based on textual

evidence. However, many students still encounter difficulties in comprehending English texts due to limited vocabulary mastery, low motivation, and difficulties in maintaining concentration while reading. Brown (2004), reading comprehension involves various cognitive processes that allow readers to derive meaning from written

language, indicating that successful comprehension requires not only linguistic knowledge but also active cognitive engagement. Therefore, effective instructional strategies are needed to support students in improving their reading comprehension.

In response to these challenges, the integration of technology in English language learning has gained increasing attention. Educational technology provides various tools that can facilitate learning and improve students' academic performance. In reading instruction, technology allows students to interact more actively with texts and promotes more engaging learning experiences. One of the approaches that has recently attracted attention is gamification, which incorporates game elements into learning activities. Hamari et al. (2022) state that gamification can enhance learners' motivation and engagement by embedding game mechanics in educational contexts, while Zainuddin et al. (2020) highlight that students tend to respond positively to learning tools that are perceived as enjoyable and useful. These findings suggest that

gamification platforms may offer meaningful support in improving students' reading comprehension.

Gamification platforms such as Kahoot, Quizizz, and Wordwall integrate elements like points, badges, leaderboards, rewards, and instant feedback to increase student engagement during learning activities. In reading comprehension tasks, these platforms can help students identify main ideas, understand text details, and answer comprehension questions in a more interactive way. Previous studies have shown that gamification contributes positively to reading comprehension by creating enjoyable learning environments and increasing student engagement Matyakhina et al (2024). In addition, Putra and Priyatmojo (2021) found that students perceive gamified learning as both effective and motivating, which indicates its potential in supporting reading instruction.

Despite these positive findings, most existing studies have focused on learning outcomes such as achievement, motivation, and engagement. Less attention has been given to students' beliefs toward the

use of gamification platforms, even though beliefs play an important role in shaping how learners respond to instructional strategies. Ajzen (1991), beliefs influence individuals' attitudes and behavioral intentions, while Piaget (1970) emphasizes that learning is constructed through active interaction with experiences. In this sense, students' beliefs toward gamification platforms may influence how they engage with reading activities and process information from texts. Therefore, this study investigates students' beliefs toward the use of gamification platforms in reading comprehension among tenth-grade students at a senior high school.

REVIEW OF RELATED LITERATURE

Constructivist learning theory underpins this study by explaining learning as an active cognitive process in which learners construct knowledge through experience, interaction, and mental engagement. Piaget (1970) states that knowledge is not passively transmitted from teacher to students, but actively constructed through processes of assimilation and accommodation when learners interact

with new information. This perspective implies that learning occurs when students are cognitively engaged in organizing and interpreting knowledge rather than simply receiving it. In line with this, Dichev and Dicheva (2021) emphasize that constructivist-based learning environments, particularly those supported by digital technologies, promote student-centered learning and higher-order thinking skills. This means that learning is most effective when students are actively involved in meaningful tasks that require exploration and problem-solving. Within this framework, gamification platforms can be understood as digital learning environments that facilitate such active engagement because they encourage students to participate, respond to challenges, and receive immediate feedback. Therefore, the constructivist view of learning naturally leads to the use of gamification platforms as tools that support active knowledge construction in educational settings.

Gamification platforms are digital learning tools that integrate game elements such as points, challenges,

feedback, and rewards into educational activities to enhance student engagement and motivation. Hamari et al. (2022) define gamification as the application of game design elements in non-game contexts to increase user participation and learning involvement. This indicates that gamification is not merely for entertainment, but functions as a structured instructional approach that influences how students engage with learning tasks. Supporting this idea, Zainuddin et al. (2020) explain that gamified learning environments significantly improve students' motivation and sustained engagement when implemented effectively. This increased engagement becomes particularly important in reading activities, where comprehension requires continuous cognitive effort and active processing of text. Through gamification platforms, students are encouraged to interact with reading materials through quizzes, feedback, and challenges, which help sustain attention and deepen understanding. Therefore, gamification platforms serve as an instructional bridge that connects constructivist learning principles with

the development of reading comprehension skills by fostering active and sustained engagement with texts.

Reading comprehension is a complex cognitive skill that involves understanding, interpreting, and constructing meaning from written texts through the integration of linguistic and cognitive processes. Brown (2004) states that reading is not a passive activity but a complex process that involves both micro skills, such as recognizing vocabulary, grammar, and cohesive devices, and macro skills, such as making inferences, interpreting discourse, and understanding textual organization. This indicates that reading requires learners to actively process linguistic elements while simultaneously constructing meaning at a deeper cognitive level, rather than simply decoding words in isolation. Supporting this view, Grabe and Stoller (2020) explain that reading serves multiple academic purposes, including reading for general understanding, reading to obtain specific information, and reading to learn new knowledge, all of which require the application of strategic

processes such as scanning, skimming, and inferencing. This suggests that reading comprehension is a goal-oriented activity in which learners must select and apply appropriate strategies depending on text difficulty and reading purpose. Therefore, reading comprehension is best understood as an integrated cognitive and linguistic process in which meaning is actively constructed through interaction between textual information and readers' prior knowledge.

Within this learning context, students' perceptions, particularly their beliefs, become an important factor in determining how effectively they engage with gamification platforms in reading comprehension. Beliefs refer to students' convictions regarding the usefulness, value, and relevance of gamification platforms in supporting their learning process. Ajzen (1991), through the Theory of Planned Behavior, explains that beliefs significantly influence individuals' attitudes and behavioral intentions toward specific actions or tools. This suggests that when students believe that gamification platforms are helpful in improving their reading

comprehension, they are more likely to engage positively in learning activities. Supporting this, Matyakhya et al. (2024) found that positive beliefs about gamified learning environments enhance students' motivation and persistence in completing reading tasks. Similarly, Zainuddin et al. (2020) state that perceived usefulness and value strongly influence students' engagement and acceptance of digital learning tools. Therefore, beliefs represent the initial psychological response that connects students' experience in reading comprehension activities with their acceptance of gamification platforms as effective learning tools.

METHODOLOGY OF STUDY

This study employed a quantitative survey design to investigate students' beliefs on the use of gamification platforms in reading comprehension. According to Creswell and Guetterman (2023), survey research is appropriate for collecting quantitative data related to participants' attitudes, opinions, and beliefs. Therefore, a survey design was considered suitable for achieving the objective of this

study. The study was conducted during the 2025/2026 academic year at a public senior high school in Pringsewu, Lampung.

The participants of this study were tenth-grade students who had experienced reading comprehension learning through gamification platforms. The population consisted of 152 students from four classes. A simple random sampling technique was employed to select the participants. This technique was chosen because it gives every member of the population an equal chance of being selected, thereby reducing sampling bias and increasing the generalizability of the findings Etikan & Bala (2022). Prior to the main data collection, a try-out was conducted with 30 students to examine the validity and reliability of the questionnaire. These students were excluded from the final sample. Consequently, 122 students were included in the final sample of the study.

The instrument used in this study was a closed-ended questionnaire designed to measure students' beliefs regarding the use of gamification platforms in

reading comprehension. Closed-ended questionnaires were chosen because they provide standardized responses that facilitate quantification and comparison of data Taherdoost (2021). The questionnaire was developed based on three indicators: motivational benefits, reading comprehension improvement, and suitability of gamification platforms.

The questionnaire used a four-point Likert scale (Strongly Agree to Strongly Disagree) to avoid neutral responses and encourage clear opinions (Joshi et al., 2022). The instrument was initially developed with 45 items; however, after validity testing using Pearson Product Moment, 36 items were declared valid and used in the final analysis. Reliability was tested using Cronbach's Alpha to ensure internal consistency Boateng et al., (2021). The results indicated that the instrument was valid and reliable.

The data collection procedure began with obtaining permission to conduct the study and identifying students who met the research criteria. After the questionnaire had been validated and confirmed reliable, it was distributed

to the selected participants. The students completed the questionnaire based on their experiences using gamification platforms in reading comprehension activities. The completed questionnaires were then collected, checked, and prepared for data analysis.

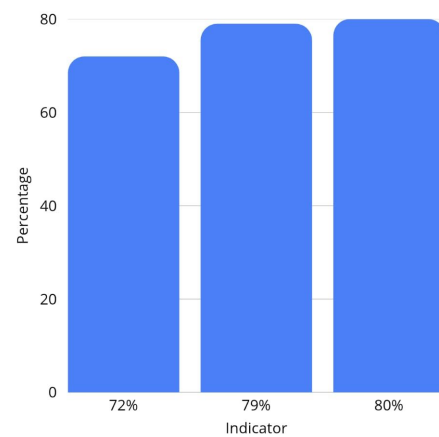
The data were analyzed using descriptive quantitative analysis. Students' responses were converted into percentage scores to determine the level of their beliefs toward the use of gamification platforms in reading comprehension. The percentage scores were interpreted using three categories: High (75–100%), Moderate (50–74%), and Low (25–49%) as proposed by Fadli (2021). The findings were then presented descriptively to provide a clear and comprehensive overview of students' beliefs regarding the use of gamification platforms in reading comprehension.

RESULT AND DISCUSSION

To obtain a more comprehensive understanding of students' beliefs toward the use of gamification platforms in reading comprehension, the findings were first analyzed based

on each indicator before presenting the overall results. The indicators included motivational benefits, reading comprehension support, and instructional suitability.

Figure 1. The result of each indicator



The findings revealed that the motivational benefits indicator obtained a percentage score of 72%, indicating that students generally held positive beliefs regarding the motivational role of gamification platforms in reading comprehension. This finding suggests that gamification elements such as points, badges, and rewards may encourage students to participate more actively in learning activities. Zainuddin et al. (2020), gamification can enhance students' motivation and engagement by incorporating game elements into educational contexts. Therefore, the

positive score obtained in this study indicates that students perceived gamification platforms as motivating tools for reading comprehension learning.

The reading comprehension improvement indicator obtained a percentage score of 79%, indicating that students believed gamification platforms contributed positively to their reading comprehension. This finding is consistent with previous studies showing that gamified learning activities can support students' understanding of texts and improve learning outcomes. Based on Dichev and Dicheva (2021), gamification promotes active learning and provides immediate feedback that can facilitate knowledge acquisition and comprehension. Therefore, students in this study may have perceived gamification platforms as useful tools for improving reading comprehension.

The suitability indicator obtained the highest percentage score (80%), indicating that students strongly believed that gamification platforms are suitable for reading comprehension instruction. This result suggests that

students considered gamification platforms compatible with their learning needs and preferences. Kapp (2022), gamification can create meaningful and engaging learning experiences by combining educational content with game-based elements. Consequently, students may perceive gamification platforms as appropriate instructional tools that support effective reading comprehension learning.

Overall, the results indicate that students held positive beliefs toward the use of gamification platforms in reading comprehension across all indicators. Among the three indicators, suitability received the highest percentage score, followed by reading comprehension improvement and motivational benefits. These findings suggest that students not only considered gamification platforms effective for supporting reading comprehension but also regarded them as appropriate and engaging tools for English language learning.

The descriptive statistical results of students' beliefs toward the use of gamification platforms in reading comprehension. The results originate

from students' responses to questionnaire items related to beliefs and show the overall tendency of students' perceptions. The complete results are presented:

Table 1. The result of beliefs

Students' Perceptions		Beliefs			Total
		Low	Moderate	High	
R	Frequency	1	30	91	122
	Percentage (%)	1%	25%	75%	100,0%
	Total Score	4415			75%

Based on Table 1, out of 122 students, 1 student (1%) were classified in the low category, 30 students (25%) in the moderate category, and 91 students (75%) in the high category. These results indicate that most students demonstrated high beliefs toward the use of gamification in reading comprehension.

The findings revealed that students' beliefs toward the use of gamification platforms in reading comprehension were categorized as high, with a descriptive percentage score of 75%. This result indicates that students generally perceive gamification platforms positively and believe that these platforms can support reading comprehension learning. Positive beliefs are important because they influence students' attitudes and

willingness to engage in learning activities. This finding is supported by Zeybek and Saygı (2024), who concluded that gamification generally promotes positive learner perceptions, engagement, and motivation in educational settings. Likewise, Putra and Priyatmojo (2021) reported that students perceived gamification as effective, motivating, and enjoyable in English language learning. Therefore, the positive beliefs identified in this study suggest that students recognize the educational value of gamification platforms in supporting reading comprehension.

The first finding shows that students believed gamification platforms provide motivational benefits in reading comprehension. Students perceived that gamification made reading activities more interesting and encouraged them to participate actively in learning. This finding is consistent with Matyakhina et al. (2024), who reported that positive beliefs toward gamified learning enhance students' motivation and persistence in text-based learning tasks. Similarly, Juanrung and Petchprasert (2023) found that gamification positively influenced

students' motivation to improve their English reading comprehension skills. The present study also indicates that students believe gamification can increase their enthusiasm and engagement when interacting with reading texts. Therefore, students' positive beliefs regarding the motivational value of gamification may contribute to greater participation in reading comprehension activities.

The second finding indicates that students believed gamification platforms contribute to improving reading comprehension. Students perceived that gamified learning environments helped them understand reading materials more effectively and supported their comprehension of texts. This finding is in line with Hamari et al. (2022), who found that students who perceived gamification positively demonstrated higher engagement and deeper cognitive processing during learning activities. Similarly, Cheng et al. (2025) reported that gamified learning significantly improved students' reading proficiency and language enjoyment in English language classrooms. The present findings suggest that students view gamification not only as an

entertaining learning tool but also as a meaningful instructional strategy that supports reading comprehension. Therefore, positive beliefs toward gamification may strengthen students' confidence in their ability to understand and interpret reading texts.

The third finding shows that students believed gamification platforms are suitable for reading comprehension instruction. Students perceived that gamification platforms provide interactive features that support reading comprehension learning rather than distract them from learning objectives. This finding supports the study conducted by Zainuddin et al. (2020), who emphasized that perceived usefulness and suitability significantly influence students' acceptance of educational technologies. In addition, Sulistyanto and Prayoga (2025) found that students showed positive perceptions of gamified platforms because of their interactive features, immediate feedback, and ability to increase learning motivation. In the context of this study, students considered gamification platforms appropriate for facilitating reading comprehension learning. Therefore, students' beliefs

regarding the suitability of gamification reinforce its potential as an effective instructional tool in reading comprehension classes.

These findings can also be explained through the perspective of constructivist learning theory proposed by Piaget (1970). According to this theory, learners actively construct knowledge through meaningful interaction with their learning environment. Gamification platforms provide interactive experiences that encourage students to engage actively with reading materials and construct understanding through participation and feedback. This interpretation is supported by David and Weinstein (2023), who reported that gamified learning environments enhance student engagement by promoting active participation and meaningful learning experiences. Therefore, students' positive beliefs may reflect their perception that gamified learning environments support meaningful learning experiences in reading comprehension and facilitate knowledge construction.

In addition, the findings can be interpreted through Ajzen's (1991)

Theory of Planned Behavior. The theory suggests that beliefs influence attitudes and behavioral intentions. Students who believe that gamification platforms are useful, motivating, and suitable for reading comprehension are more likely to develop positive attitudes toward learning and participate actively in reading tasks. This explanation is supported by Baah et al. (2023), who argued that gamification strengthens learners' motivation and encourages active involvement in learning activities through meaningful rewards and engagement mechanisms. Therefore, positive beliefs toward gamification platforms may contribute to stronger engagement and willingness to participate in reading comprehension learning, ultimately supporting more effective learning outcomes.

Overall, the findings indicate that students hold positive beliefs toward the use of gamification platforms in reading comprehension. The high percentage score demonstrates that students perceive gamification as motivating, beneficial, and suitable for reading comprehension instruction. This finding is consistent with Putra and Priyatmojo (2021), who reported

that students considered gamification effective in creating positive learning experiences, as well as Kaya and Ercag (2023), who found that gamification positively influenced students' motivation and academic achievement. These findings suggest that gamification platforms have the potential to support reading comprehension learning by fostering positive beliefs and encouraging active student engagement. Therefore, students' beliefs can be considered an important factor in maximizing the effectiveness of gamification platforms in reading comprehension instruction.

CONCLUSION & SUGGESTION

Conclusions

This study investigated students' beliefs on the use of gamification platforms in reading comprehension. The findings revealed that students demonstrated positive beliefs toward the use of gamification platforms, as indicated by the high percentage score of 75%. Students believed that gamification platforms enhanced their motivation, supported their reading comprehension, and were appropriate for reading instruction. These findings suggest that positive beliefs toward

gamification can encourage students' engagement in reading activities and contribute to more meaningful learning experiences. Furthermore, the interactive features of gamification platforms may help create a more engaging and student-centered learning environment that supports the development of reading comprehension.

Suggestions

Future researchers are encouraged to investigate students' beliefs toward the use of gamification platforms in different educational settings and with larger sample sizes to enhance the generalizability of the findings. Further studies may also employ mixed-method or qualitative approaches to gain a deeper understanding of the factors influencing students' beliefs toward gamification platforms in reading comprehension.

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