

Integrating Indigenous Semai Folktales into Millennials' Lives Through Gamification: Students' Feedback and Participation

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ABSTRACT

The Semai oral traditions, rich in morals and practices, symbolize significant elements of their cultural and spiritual lifestyle. These traditions serve as crucial teaching tools for younger generations, with parents modelling cultural practices inherited from their ancestors. Semai folktales, imbued with ancestral values and good deeds, are at risk of extinction. Thus, there is a need to connect the folktale genre with modern media to promote and sustain it within the younger indigenous community. The project of gamifying Semai folktales aims to preserve the Semai cultural heritage and values in the 21st century. This approach aligns with the Ministry of Higher Education Malaysia's emphasis on integrating gamification in teaching and learning. The project explores how gamification can encourage ESL students to read diverse short stories, helping them retain knowledge and ensuring its long-term sustainability. Additionally, the project reveals the impact of language gamification in ESL teaching, particularly through Malaysian short stories. By incorporating several Orang Asli Semai folktales, the project aims to raise awareness of Semai culture and heritage in Malaysia. Animated movies, accompanied by online quizzes, aid language learners in understanding these folktales, facilitating comprehension and analysis of story elements. Gamification enhances student engagement and prepares educators to adapt to evolving teaching methods and technology. The engaging nature of gamification offers commercialization opportunities, with potential videos on platforms like YouTube attracting followers and quizzes on platforms like Quizziz being accessible to ESL learners. Overall, the findings indicate that learners prefer language activities incorporating gamification, meeting the needs of 21st-century learners.

Keywords: Semai folktales; gamification; Kahoot; Quizziz; sustainability.



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1 BACKGROUND OF THE STUDY

The utilization of information and communication technology (ICT) plays a significant role in enhancing education by facilitating more effective teaching and learning processes. ICT serves as a valuable medium in English language teaching, supporting the development of reading, speaking, writing, and listening skills. Yürük's study (2019) demonstrates the benefits of gamification activities in language classrooms, highlighting their positive impact on learning outcomes. With the rapid advancements in technology, numerous gamification tools have emerged, such as Kahoot!, which offer user-friendly interfaces and require minimal prior knowledge (Kıyancicek & Uzun, 2022).

Furthermore, Prensky (2004) emphasizes the potential of computer game technologies in education, noting their widespread popularity and accessibility. Digital games are increasingly recognized for their ability to create socially interactive and constructivist learning environments, providing learners with cognitive challenges and opportunities for skill development (Giannakos, 2013). Educators view digital games as powerful motivators that enhance student engagement and foster autonomous learning (Hsu et al., 2017a; Hsu et al., 2017b; Papadakis et al., 2014). According to Gee (2007), video games offer intrinsically educational experiences, incorporating motivational, cognitive, and sociocultural perspectives (Chan et al., 2017).

Digital games are increasingly acknowledged for their ability to foster socially interactive and constructivist learning environments. Research suggests that engaging in video games provides learners with a cognitive workout, as the activities within these games help develop various cognitive skills (Giannakos, 2013). Moreover, numerous games employ pedagogical techniques recognized as effective for learning, even if they were not intentionally designed for educational purposes. During the completion of an activity through a custom-tailored digital game, students deal with concepts and more easily embrace the key points of the didactic module. Additionally, students take responsibility for their learning and become more autonomous in their decision-making (Sumner and Yakin, 2009).

Recent research continues to support the effectiveness of Game-Based Learning (GBL) in various educational contexts, including ESL classrooms. Gamification strategies not only enhance motivation and engagement but also foster the development of essential skills such as problem-solving and collaboration (Hanus & Fox, 2015). By integrating Web 2.0 gamification into ESL teaching practices, educators can create dynamic learning experiences that promote student autonomy and lifelong learning.

The incorporation of Semai folktales into gamification initiatives has been introduced to ESL students undergoing English courses at a public university. This endeavor draws inspiration from a statement by former minister Maszlee Malik (2019), who emphasized the importance of schools and universities fostering environments where learning is enjoyable, and differences are embraced and celebrated. Gamification encourages efficient and productive learning by utilizing game components and game-based thinking (Ahmed et al., 2022), (Abdul Rahim, Mia Emily, et al., 2023). Hence, it has become valuable for the teaching and learning of content that students regard as 'boring.' The issue, nevertheless, is in selecting appropriate platforms that can truly indulge learners who to some extent have largely grown up with technology since childhood. Lolita (2020) in her study mentioned that to achieve the learning outcomes planned in a lesson an educator must be able to choose the correct teaching materials. Therefore, it is imperative to consider the most suitable techniques to assist students in utilizing Game Based Learning to improve their ESL reading. Moreover, several researchers have implemented the idea of gamification in ESL classrooms (Barta et al., 2013), (Berkling & Thomas, 2013), (Betts et al., 2013) and believe that the current study should be able to explore the idea of gamification in encouraging ESL students to read short stories from various genres and culture. With their intention to introduce Orang Asli Semai folktales in the selection of short stories for Diploma students and to ensure the language learners' understanding of the Semai folktales, the researchers have applied gamification as a tool to enhance and engage the ESL readers.

In English language teaching and learning, the notion of gamification is still new and has not been ventured by many educators. Nonetheless, those who advocate it believe that the idea of gamification can be a good platform for making classroom lessons more interesting. This is due to its engagement element and its features that are similar with the games played by students at home. Scholars who agree that gamification of education is a strategy for increasing engagement by incorporating game elements into an educational environment (Dichev & Dicheva, 2017) also believe the main goals of gamification are to enhance certain abilities, introduce objectives that give learning a purpose, engage students,

optimize learning, support behaviour change, and socialize (Knutas et al., 2014; Krause et al., 2015; Dichev & Dicheva, 2017; Borges et al., 2013). Being stimulated by the games elements and its favorable impact, many researchers have investigated the effect of gamification in an educational context, getting favorable results, such as the increase of engagement, user retention, knowledge, and cooperation (Hakulinen & Auvinen, 2014; Tvarozek & Brza, 2014).

1.1 Problem Statement

The National Philosophy of Education aims to produce holistic graduates who excel academically and have better intercultural understanding, which resulted in the re-introduction of literature into the curriculum. In 2000, literature became a part of the English syllabus in secondary and tertiary-level education. Based on researchers' observation and research findings, it is discovered that presently, ESL learners at the tertiary level are facing some challenges in appreciating short stories because of the unfamiliar cultural content. Although literary texts provide contexts in which ESL students can learn more about the L2 culture (McCafferty, 2002), unsuitable texts can create distance between the text and the readers, especially culturally (Saraceni, 2003). The unfamiliar short story elements which exist in most foreign short stories introduced to them in the syllabus will result in their difficulty in writing the reading analysis assigned.

ESL students also find reading short stories boring and they would end up copy-pasting the answers from the internet for their reading log practices. One of the main challenges in learning literature is the text itself, for example the language of the text, especially when there is a mismatch between the texts selected and students' language ability. Struggling readers share the same problems which are weak comprehension, lack of interest and confidence (Arvidson & Blanco, 2004).

Another challenge is teachers are not creative in text selection to captivate student's interest although they generally agree that the texts should promote intellectual development and independent thinking, are interesting to adolescents and meet certain cultural and aesthetic standards (Agee, 1998a; Agee, 1998b). Teachers also cannot assume that ESL readers share the same background knowledge, similar values and norms to fully comprehend the texts, (Horowitz, 2002). Besides linguistic skills, students also need background knowledge to fully comprehend literary texts (Horowitz, 2002). It has been discovered that when students encounter unfamiliar cultural aspects, they tend to interpret the meaning based on their own culture, which might result in inappropriate cultural representation which sometimes is alien to them.

The researchers hypothesize that ESL learners will enjoy reading Orang Asli Semai short stories which are original stories from the largest aboriginal tribe which exists in Peninsular Malaysia. Even though these stories are the folklore of an aboriginal tribe, the genre is captivating and most importantly, most of the stories carry important messages to the learners in the present day. Most themes and values in the stories are still relevant to today's younger generations. Once the students become familiar with the elements in the Semai ghost stories, they can relate them to their own local stories. Moreover, the frequently emphasized values for global citizenship such as respect for diversity, human rights and sustainable development, which the stories touch on are deemed to be significant for ESL learners for lifelong learning experiences.

Furthermore, the idea of introducing gamification in literature studies is to engage the learners. Gamification would fascinate the learners especially when there is an element of competition included in such games. In this study, games are part of the learning process. It is an instructional method where students learn specific skills or knowledge from playing an actual game. This type of learning takes educational content and transforms it into a game that students can play. On the other hand, gamification only makes use of game elements in a non-game context to enhance content comprehension and promote better retention of information. The main goal is still to improve student engagement, but gamification does not necessarily aim to teach them something new. The Semai short stories used in the project are packaged with animated movies and online quizzes (quizzes and Kahoot) to help the

language learners to grasp the content of the story better. The practice of using gamification will enable them to analyse the short story elements more clearly. Thus, this will enable them to write superb reading logs. Jang et al. (2015) found that users with low agreeableness who used a non-gamified version of a system had lower learning rates than those who used the gamified one. Thus, learners with gamification experiences have a better chance of learning.

According to Prensky (2011), game features can provide the *–tainment* part of the educational design needed to engage learners. Borrowing game elements, he argued, and incorporating them into the classroom environment can facilitate engagement. Little research has been done on the effect of gamification on motivation and engagement of the learners. The research literature connected to gamification is limited on multiple levels and there is a need to explore the long-term effect of gamification in promoting and sustaining learners' motivation and engagement. In addition, Codish and Ravid (2014) researched, through preference surveys, how extroverts and introverts received the gamification and discovered an adverse effect of the ranking on extroverted students and favourable but not substantial on introverted students; extroverts chose the badges. On the other hand, Jia et al. (2016) found different results, in which, also through preference surveys, identified that extroverted people are driven by points, levels, and ranking. McGonigal (2011) agrees with Prensky (2001) in recommending the gamified path in teaching and learning that allows the students to engage from beginning to end. Thus, through gamification, it is hoped that the learners would gain their motivation and confidence level in ESL classrooms.

It is expected that gamification will more easily capture and sustain the interest of millennials (Baptista & Oliveira, 2017). The rationale behind the statement is that they are 'raised on games' (Gamrat et al., 2014). There seems to be a large potential impact in using gamification to improve the acceptance and use of new technologies in education. What is more important is ESL educators can seize this opportunity for the betterment of ESL teaching and learning. Presently, gamification has a low solution maturity (Liu et al., 2017); the researchers recognize the opportunity to contribute new knowledge to this field and to propose new connections.

1.2 Aims of the Study

In this study, the researchers aimed to study whether language learning using Semai indigenous folktale gamification affects students' preferences and interests. More specifically, we aimed to investigate the suitability of introducing Orang Asli folklore as a short story selection for the Diploma students who study literary texts because of the familiarity with culture and the fascinating genre which indirectly helps to preserve these folktales. We also aimed to investigate the students' opinions on the use of gamification as a language activity. The findings would inform whether the distinct components of gamification affect students' engagement and learning.

1.3 Objectives of the Study

The objectives of the study are:

1. To find out students' perception of language learning using Semai Tribe ghost stories
2. To identify student's perception of the use of gamification as language activities.

1.4 Research Questions

There are two research objectives which are:

1. What are the students' perceptions of language learning using Semai Tribe ghost stories?
2. What are the students' perceptions of the use of gamification as language activities?

2 LITERATURE REVIEW

2.1 Cultural Preservation through Folktales

Cultural preservation is an important element to maintain the identity and heritage of indigenous communities. Folktales, as a form of oral tradition, play a crucial role in this preservation by conveying moral lessons, cultural values, and historical knowledge from one generation to the next. They serve not only as entertainment but also as a means of educating the younger generation about the beliefs, traditions and customs of their ancestors. As noted by Zipes (2009), folktales are a repository of a community's collective wisdom and experiences, reflecting the societal norms and values that shape their worldview.

The transmission of folktales within indigenous communities is often done orally, which makes them vulnerable to loss as languages and traditions fade over time. In many cultures, the role of storytellers, often elders, is crucial in keeping these narratives alive. However, the increasing influence of globalization and modernization has led to a decline in the practice of oral storytelling, posing a threat to the survival of these cultural assets (Thompson, 2018). The migration of younger generations to urban areas and the dominance of mainstream media have also contributed to the erosion of traditional storytelling practices (Anderson, 2020).

Despite these challenges, there is a growing recognition of the importance of preserving indigenous folktales as part of cultural heritage preservation efforts. Various initiatives, such as documentation projects, digital archiving, and the integration of these narratives into formal education, aim to safeguard these stories for future generations. As UNESCO (2003) highlights, protecting intangible cultural heritage, including folktales, is essential for promoting cultural diversity and fostering respect for different cultural expressions. The inclusion of indigenous narratives in educational curricula can help raise awareness among younger audiences and encourage the appreciation of diverse cultural perspectives (Smith & Wyman, 2019).

To conclude, folktales are invaluable cultural resources that encapsulate the history, values, and wisdom of indigenous communities. Efforts to preserve these narratives are crucial in maintaining cultural continuity and diversity in the face of globalizing forces. By integrating folktales into modern platforms and educational settings, there is potential to revitalize interest in these stories and ensure their transmission to future generations.

2.2 Self-determination Theory and Gamification

In this study, Self-Determination Theory (SDT) provides a comprehensive framework for understanding motivation and behaviour change, focusing on the psychological processes within individuals (Ganotice et al., 2023; Hamari & Koivisto, 2015; Hanus & Fox, 2015). SDT posits that individuals are most motivated and likely to achieve optimal well-being when their three fundamental needs—autonomy, competence, and relatedness are met (Ryan & Deci, 2019; Scogin et al., 2023).

Gamification involves incorporating game elements and mechanics into non-gaming environments to increase user engagement and motivation. This approach aims to create engaging and enjoyable interactive experiences and improve customer loyalty (Alsaad & Durugbo, 2021). In the context of innovation, gamification is understood in three distinct aspects: as an intervention, an induction, and an investigation. As an intervention, it uses game elements to boost user engagement, productivity, and sustainable practices. As an induction, it focuses on fostering innovation and interactivity by integrating

game-based approaches that combine both game and reward systems. As an investigation, it utilizes gaming techniques to enhance reward-oriented investigation processes (Alsaad & Durugbo, 2021).

Motivation, defined as the internal drive that compels individuals to act or engage in behaviours directed towards achieving a specific goal, is critical in gamification (Morsink et al., 2022). SDT provides a conceptual framework for understanding this motivation, driven by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness (Ganotice et al., 2023). According to Ryan and Deci (2000), intrinsic motivation arises from genuine interest, while extrinsic motivation is driven by external rewards or deadlines.

Gamification in online services combines these motivations, enhancing user experience through engaging designs and fostering social interactions, while also offering tangible rewards such as ratings or tips. By integrating SDT, this research aims to provide deeper insights into structuring gamification to support not only immediate engagement but also long-term motivational and behavioural changes that enhance both individual satisfaction and organizational productivity. This theoretical grounding is anticipated to significantly deepen our understanding of the multifaceted impacts of gamification, guiding more effective implementation strategies in online transportation and beyond.

2.3 Gamification in Language Learning

Gamification involves integrating game elements and mechanics into non-gaming environments to enhance user engagement and motivation. This approach aims to create interactive and enjoyable experiences, ultimately improving customer loyalty (Alsaad & Durugbo, 2021). In the context of language learning, gamification can be understood in three ways: as an intervention, induction, and investigation. As an intervention, it employs game elements to increase engagement, productivity, and sustainable practices. As an induction, it promotes innovation and interactivity by incorporating game-based methods that blend game and reward systems. As an investigation, it uses gaming techniques to enhance reward-oriented research processes (Alsaad & Durugbo, 2021).

The primary goal of gamification is to influence user behaviour by offering services that provide enjoyable, game-like experiences (Huotari & Hamari, 2012). By aligning educational objectives with entertaining gaming experiences, gamification boosts student engagement, fosters stronger relationships, and encourages active participation for enhanced learning outcomes (Aparicio et al., 2021; Bhalla & Sareen, 2020). For example, language learning apps designed as games with points and rewards use enjoyable experiences to motivate learners to continually improve their skills.

Motivation is the internal drive that compels individuals to engage in behaviours aimed at achieving specific goals (Morsink et al., 2022). The Self-Determination Theory (SDT) provides a framework for understanding motivation, emphasizing the satisfaction of three basic psychological needs: autonomy, relatedness, and competence (Ganotice et al., 2023). According to Ryan and Deci (2000), intrinsic motivation stems from genuine interest, while extrinsic motivation is driven by external rewards or deadlines. Gamification in language learning combines these motivations, enhancing the user experience through engaging designs, fostering social interactions, and offering tangible rewards such as ratings or tips.

2.4 Language Learners' Engagement and Motivation

Gamification, widely utilized in various sectors, including online education, employs game elements to enhance user enjoyment, foster positive behavioural changes, and boost participatory involvement (Jun et al., 2020; Kusumawardani et al., 2023; Schöbel et al., 2023). Motivation, defined as the

psychological state driving individuals to act and persist towards goal attainment, is crucial in gamification contexts. This motivational force propels language learners to actively participate, engage, and interact, which is vital for successful language learning (Alsawaier, 2018; Almiawi et al., 2020).

Gamification leverages both intrinsic and extrinsic motivations. Intrinsic motivation arises from personal drive and the desire for meaningful challenges, while extrinsic motivation is fuelled by tangible rewards such as points and badges. These motivations enhance learner engagement by fostering a sense of achievement, recognition, and an interactive experience. Therefore, gamification effectively increases language learners' active participation in a captivating and immersive learning environment (Dahalan et al., 2023; McHenry & Makarius, 2023; Sotos-Martínez et al., 2023; Thomas & Baral, 2023; Wang et al., 2021).

3 METHODOLOGY

3.1 Participants

The study involved 147 students from public universities, all enrolled in their second semester of Diploma classes. They were taking Integrated Language Skills II, a mandatory English proficiency course. The course syllabus contains a literature component whereby the students must read short stories from Western and Asian genres.

3.2 Research Instrument

The instrument used in this study was a survey questionnaire, designed to capture the students' feedback and perceptions following an educational intervention that incorporated Semai folktales and online games. The questionnaire utilized a Likert scale to quantitatively measure the students' attitudes and responses to various aspects of the intervention. This scale allowed the students to express their level of agreement or disagreement with a series of statements, providing a nuanced understanding of their experiences and opinions.

In addition to the Likert scale items, the survey included one open-ended question. This qualitative component aimed to gather more detailed and personalized insights from the students, focusing specifically on their reactions to the selection of texts (the indigenous short stories) and the teaching strategies employed, which involved gamification techniques. The open-ended question encouraged students to elaborate on their thoughts and feelings, offering a richer, more comprehensive understanding of how the integration of Semai folktales and gamified learning influenced their engagement and learning experience. By combining quantitative data from the Likert scale with qualitative data from the open-ended responses, the survey provided a well-rounded view of the students' experiences, and the effectiveness of the teaching methods used.

3.3 Data Collection and Data Analysis Procedure

To gauge the student perception of gamification using ghost stories from the Semai tribe, this study has employed a few steps. Firstly, three animated videos encapsulating stories from the Semai tribe namely *The Ghost of Terloche*, *Geget Ghost* and *Cherik Noit* were recorded and uploaded to Youtube. The duration is about 5-6 minutes long and contain animation and narration to help viewers understand the stories. 15 questions were devised for every story. These questions were then uploaded to Kahoot.com and Quizziz.com which are two easily accessible gamification platforms so that the students could answer them after they had viewed the videos. Students were given the choice to answer the questions as homework or in class, depending on the quality of their internet connection. After the

students had answered the questions on Kahoot.com and Quizziz.com, they were required to record their marks by saving the screenshots as proof of their gamification activities.

Concurrently, a survey was conducted to attain the student feedback on the gamification activities done. This survey was carried out using a questionnaire consisting of one demographic question and sixteen questions on how they perceived their English language learning experiences via ghost stories from the Semai tribe through gamification. For the demographic section, only required the students to indicate the English language code that they are pursuing this semester. For the perception section, the questionnaire contained one open-ended question, two yes/no questions, one multiple-choice question and twelve Likert-scale questions ranging from strongly disagree (1) to strongly agree (5). This questionnaire was administered to the students using Google form. The internal reliability of the questionnaire calculated by Cronbach's alpha was at $\alpha = .77$. The questionnaire was sent out to the respondents and collected a week later. The results from the analysis of the questionnaire are presented descriptively and discussed in the subsequent section of this paper. The open-ended question was analysed using thematic analysis using NVIVO 1.4. Braun and Clarke (2006) argued that thematic analysis should be a foundational method for qualitative analysis, as it provides core skills for conducting many other forms of qualitative analysis.

4 RESULTS AND DISCUSSIONS

The main objectives of this research are to identify students' perceptions of language learning using Semai tribe ghost short stories and students' perceptions of the use of gamification as language activities. The questions will be analysed into two categories, language learning using Semai Tribe Ghost Stories and second, the use of gamification as language activities. 147 respondents were involved in this research study which explored the idea of gamification to read short stories from various genres across the world and culture. Most of the students came from Part 2 students (81.6%) whereas Part 1 only represented (18.4%). The questionnaire consists of 16 questions; 1 open-ended question, 2 closed-ended and 9 Likert Scale questions Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5). 2 questions will be analysed for research Question 1 while 10 questions will be based on Research Question 2. Table 1 shows the respondents.

Table 1 Respondents

Course Code	Students	Percentage
ELC121	27	18.4%
ELC151	120	81.6%
Total	147	100%

4.1 Research Question 1: What are the students' perceptions of language learning using Semai Tribe ghost stories?

Table 2 Do you find the story interesting?

Answer	Percentage	Total
Yes	98.6	145
No	1.4	2
Total	100	100

Table 3 Reasons for No Response from Students

Answer	Percentage
Student 1	It's don't really relate to us in these modern days.
Student 2	Because it's not really my cup of tea.

Table 4 Reasons for Yes Response from Students

Themes	Students Responses
Interesting storyline	<ul style="list-style-type: none"> • The story interesting because Atok Ha Laq is brave when he deals with teloche to leave Bahluit body. • Because the short story has an interesting storyline makes me more interested in reading it. • Interesting story and definitely will use it to tell others
New Knowledge	<ul style="list-style-type: none"> • Because it helps me to gain more knowledge. • Because I can learn so much knowledge from there. • Because it exposes me with new informations.
Indigenous culture, tradition and mythical stories	<ul style="list-style-type: none"> • It a tradition story where there is taboo that need to be followed. • Because through the story, I can get to know more about the cultures and races that exists in our country. • Because we can learn about others culture.
Moral Values	<ul style="list-style-type: none"> • Because it helps me to always be careful on the things that I am doing. • Because I learn many values from the stories. • I think the story is interesting because the story gives me many moral values
Different genres	<ul style="list-style-type: none"> • The story has attractive character. • It is about ghost. • Because it's creepy
Improves the students' language learning	<ul style="list-style-type: none"> • It can improve my English skill. • Because easy to understand. • The story is easy to understand

Based on these two questions which are subsequently related to each other, the respondents showed that they have a positive response towards the use of Semai tribe ghost short stories in language learning classrooms. There were 145 students (98.6%) who agreed with the statement that they find the short stories interesting compared to only 2 students (1.4%) who disagreed.

The following question requires the students to respond to their feedback on “Why do you think the story is interesting/not interesting?”. Thus, the responses were analysed using NVIVO 1.4 in order to categorise the themes accordingly. The students who answered “No” listed their reasons as *it doesn't relate to us in these modern days* and *because it's not my cup of tea*. Based on the analysis, there are 6 themes mined from the responses. The themes are listed as; interesting storylines, new knowledge, indigenous culture, tradition and mythical stories, moral values, different genres and improves the students' language learning. These themes show positive feedback towards language learning by using Semai tribe ghost short stories.

4.2 Research Question 2: What are the students' perceptions of the use of gamification as language activities?

Table 5 Which language activities do you prefer with indigenous story?

Responses	Percentage	Total
A group discussion/presentation on short story elements	32.7	48
Writing activities	1.4	2
Reading the text and answer quiz	22.4	33
Listening activities	9.5	14
Language activities with games (Gamification)	34	50

Table 6 Do you prefer gamification such as Quiziz and Kahoot to be used in language activities?

Answer	Percentage	Total
Yes	97.3	143
No	2.7	4

Table 7 Likert Scale Questions

Question 5: Gamification method increases my interest in the lesson.					
Likert Scale	SD	D	N	A	SA
Percentage	0	0	4.1	47.6	48.3
Total	0	0	6	70	71
Question 6: Students want to be more successful through gamification method.					
Likert Scale	SD	D	N	A	SA
Percentage	0	0	12.2	47.6	40.1
Total	0	0	28	70	59
Question 7: Students compete with motivation using gamification method.					
Likert Scale	SD	D	N	A	SA
Percentage	0	0	6.1	56.5	37.4
Total	0	0	9	83	55
Question 8: Students prefer gamification method in other lessons.					
Likert Scale	SD	D	N	A	SA
Percentage	0	0.7	10.2	44.2	44.9
Total	0	1	15	65	66
Question 9: Students communicate more through gamification method.					
Likert Scale	SD	D	N	A	SA
Percentage	0	1.4	19	46.9	32.7
Total	0	2	2	69	48
Question 10: Gamification methods are fun.					
Likert Scale	SD	D	N	A	SA
Percentage	0	0	6.8	34.7	58.5
Total	0	0	10	51	86
Question 11: Group work in gamification foster collaboration.					
Likert Scale	SD	D	N	A	SA
Percentage	0	0	12.2	42.9	44.9
Total	0	0	18	63	66
Question 12: Gamification improves students self-confidence.					
Likert Scale	SD	D	N	A	SA
Percentage	0	0.7	8.8	47.6	42.9
Total	0	1	13	70	63
Question 13: I like being placed in competition with other students in the classroom via a game-based method increases my motivation					
Likert Scale	SD	D	N	A	SA
Percentage	0	1.4	25.2	40.1	33.3
Total	0	2	37	59	49

11 questions were analysed to answer research question 2. For Question 3, the respondents were given 5 options to choose from the answers. They were required to choose one answer based on this question; Which language activities do you prefer with indigenous stories? The highest percentage chosen by the students is Language Activities with games (Gamification) with 34% followed by A group discussion/ presentation on short story elements (32.7%), Reading the text and answer quiz (9.5%), Listening Activities (9.5%) and Writing Activities (1.4%). The answer shows that the use of gamification is favoured by these students while they learn language compared to other activities. In the following question, the questions emphasized the use of Quizizz and Kahoot in language learning where the question asked, "Do you prefer gamification such as Quizizz and Kahoot to be used in language activities?" Most of the students responded Yes with 97.3% compared to No (2.7%). This question is relevant as researchers used both website-based gamifications to engage the students with the Semai tribe's ghost short stories.

In the next section, the respondents were required to choose the Likert Scale to scale their opinions regarding the use of gamification in language learning. There are 9 questions which are listed as follows.

1. The gamification method increases my interest in the lesson.
2. Students want to be more successful through the gamification method.
3. Students compete with motivation using the gamification method.
4. Students prefer the gamification method in other lessons.
5. Students communicate more through the gamification method.
6. Gamification methods are fun.
7. Group work in gamification fosters collaboration.
8. Gamification improves students' self-confidence.
9. I like being placed in competition with other students in the classroom via a game-based method increases my motivation.

The results of the study demonstrate a predominantly positive response from students toward the use of gamification in their language learning classes. Most respondents expressed strong agreement or agreement with the statements provided in the survey. Specifically, 48.3% of students strongly agreed and 47.7% agreed that the gamification method increased their interest in the lessons. Additionally, 47.6% agreed and 40.1% strongly agreed that this approach motivated them to strive for greater success. The sense of competition fostered by gamification was also positively received, with 56.5% agreeing and 37.4% strongly agreeing that it increased their motivation.

Furthermore, a substantial proportion of students indicated a preference for using gamification in other lessons, with 44.9% strongly agreeing and 44.2% agreeing. The method also appeared to enhance communication among students, as 46.9% agreed and 32.7% strongly agreed that it facilitated better communication. The enjoyment factor was highlighted by 58.5% of students who strongly agreed and 34.7% who agreed that gamification methods were fun. In terms of collaboration, 44.9% strongly agreed and 42.9% agreed that group work within the gamification framework fostered teamwork. Moreover, gamification was found to boost students' self-confidence, with 47.6% agreeing and 42.9% strongly agreeing on this point. Lastly, the competitive aspect of gamification was seen as a motivator, with 40.1% agreeing and 33.3% strongly agreeing that competition via game-based methods increased their motivation. Overall, the feedback indicates that students perceive gamification as a beneficial and engaging tool in the context of language learning. Referring to the research question, students' perception of the use of gamification during language learning is important in deciding the tools for classroom engagement. The use of gamification in the classroom is seen as a teaching aid as it helps students to build their interest. Most of the respondents agreed as they chose Strongly Agree and Agree as their responses. Through gamification, students are motivated in their learning process as there is a sense of competition built up in the mechanism. The element of competitiveness provided by the gamifications will boost students' confidence. This can be seen as the students agreeing when they answered *Gamification improves students' self-confidence*. Other than that, motivation is also evident

in the result. Respondents chose Agree and Strongly Agree to reflect their opinion. Meanwhile, the rest of the questions depict the positive elements posed using gamification in language learning. Hence, the findings are in line with McGonigal (2011) and Prensky (2001) who agree with recommending the gamified path in teaching and learning that allows students to engage in learning from beginning to end. In conclusion, the result shows a very positive response from students' perception of the use of gamification in language learning.

5 DISCUSSION AND RECOMMENDATIONS

A way to motivate students to read literature is through better text selection. The most important criterion in text selection is probably the students' interest. The students' responses suggested that they would like to read about adventure, mysteries and life experiences. As students come from different backgrounds, interests and abilities, the best option is to choose texts which vary in terms of genres, topics and language level. Data from this study suggested that students were generally satisfied with the short stories' genre. Using a variety of attractive teaching strategies is another way to improve students' attitudes and motivation. Based on the results of the study, it can be said that most students enjoyed gamification as a tool to enhance their understanding of short stories.

There are two major contributions to this study. Firstly, the study contributes to the understanding of how gamified environment systems affect users based on their characteristics. Specifically, it contributed to the comprehension of how gamification affects the engagement and learning behaviour of university students based on their personality traits. As students participated in their learning activities, the interactivity and feedback have a positive impact on the perceived enjoyment (Hsu & Lu, 2004; Lin et al., 2012; Wang & Wang, 2008). Pappas (2015) found in a survey that 89% of the students stated that a point system would increase their engagement. Future research could study the effect of gamification in various disciplines over a more extended period. It could help to verify whether, over time, gamification loses its effectiveness, to identify possible saturation points and limitations in its application.

Secondly, the study has also contributed to the preservation of folktales which belong to the Semai community. The innovative resource package which includes Semai folktales and gamification, is tailored to appeal to the current generation's consumer interests and lifestyles. These projects help to promote the folktales of the indigenous Semai in a way that can attract the young Semai to learn the priceless cultures and values of their tribe in one hand and learn the English language on the other by doing the interactive gamification activities prepared in the application related to the Semai folktales. With the immense popularity of social networking and technology, it is high time to develop a high-tech edutainment product for the young Semai to quench their thirst for knowledge. This fascinating product design is aligned with the 21st-century teaching and learning of a language as it can be used in the classroom as technology-based language enrichment activities. In brief, the effort of integration gamification in the Semai folktales has also opened the educators' and students' eyes and taught them to appreciate the orang Asli cultural heritage, one that is often ignored.

Another related area for future studies, it can be suggested that researchers can further develop the study into project-based learning where ESL teachers use activities where students get to practice their creative and critical thinking skills such as writing their scripts, staging a drama or even creative writing. Teachers can encourage students to be more autonomous by using their internet searching skills and guiding them in activities like researching information on the indigenous tribe in Malaysia or the cultural beliefs and principles of life as mentioned in the stories. For gamification, recommendations can be teachers can use multitasking tasks in groups for large classes which enables students to rotate tasks so that they can try a variety of activities and create their content for online games by using the free applications on the internet while working at their own pace. More research needs to be conducted on students' reading abilities as they seem to lack higher-level reading skills. Other possible future

research areas which can help improve the teaching of literature in ESL contexts are students' reading interests and teacher training.

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CONFLICT OF INTEREST / KONFLIK KEPENTINGAN

No conflict of interests.

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