

REFERENCES

- Abubakar, A. M., Abubakar, Y., & Itse, J. D. (2017). Students' Engagement in Relationship to Academic Performance. *Journal of Education and Social Sciences*, 8(1), 5–9. <https://doi.org/2289-1552>
- Almurashi, W. A. (2016). The Effective Use of Youtube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32–47. Retrieved from <https://www.eajournals.org/journals/international-journal-of-english-language-and-linguistics-research-ijellr/vol-4-issue-3-april-2016/the-effective-use-of-youtube-videos-for-teaching-english-language-in-classrooms-as-supplementary-material-at-taibah-univ>
- Amstrong, S. (2018). Gamification - Exploring the Octalysis Framework. Retrieved September 15, 2019, from Medium website: <https://medium.com/namaste-tech-blog/gamification-exploring-the-octalysis-framework-e03c524aa500>
- Aronson, J. (1995). A Pragmatic View of Thematic Analysis. *The Qualitative Report*, 2(1), 1–3. Retrieved from <https://nsuworks.nova.edu/cgi/viewcontent.cgi?referer=https://scholar.google.co.id/&httpsredir=1&article=2069&context=tqr/>
- Ashwin, P., & McVitty, D. (2015). The Meaning of Student Engagement: Implications for Policies and Practices. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *The European Higher Education Area* (pp. 343–359). https://doi.org/10.1007/978-3-319-20877-0_23
- Axelson, R. D., & Flick, A. (2011). Defining Student Engagement. *Change: The*

Magazine of Higher Learning, 43(1), 38–43.

<https://doi.org/10.1080/00091383.2011.533096>

Barkley, E. F. (2009). *Student Engagement Techniques: A Handbook for College Faculty*. Retrieved from

https://books.google.co.id/books?hl=en&lr=&id=NKOdDwAAQBAJ&oi=fnd&pg=PR12&dq=Barkley,+E.F.+2010.+Student+Engagement+Techniques.+San+Francisco:+Jossey-Bass.&ots=hVsHFG9och&sig=-_58nbd69nB6tUxby1OIXKjeXpg&redir_esc=y#v=onepage&q&f=false

Birner, B. J. (2017). *Language and Meaning*. Retrieved from

https://books.google.co.id/books?id=BDk9DwAAQBAJ&printsec=frontcover&dq=definition+of+LANGUAGE&hl=en&sa=X&ved=0ahUKEwik6_bbo7_kAhUff30KHff6CMsQ6AEIRDAE#v=onepage&q=definition of LANGUAGE&f=false

Bouvier, P., Lavoue, E., & Sehaba, K. (2014). Defining Engagement and Characterizing Engaged-Behaviors in Digital Gaming. *SAGE*, 45(4–5), 491–507. <https://doi.org/10.1177/1046878114553571>

Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th ed.; L. Hellegers, Ed.). New York: Longman.

Brull, S., & Finlayson, S. (2016). Importance of Gamification in Increasing Learning. *The Journal of Continuing Education in Nursing*, 47(8), 372–375. <https://doi.org/10.3928/00220124-20160715-09>

Brummelen, H. Van. (2009). *Walking with God in the Classroom: Christian Approaches to Teaching and Learning* (third). Colorado: Purposeful Design Publications.

- Cahyani, A. D. (2016). Gamification Approach to Enhance Students Engagement in Studying Language Course. *MATEC Web of Conferences*, 58(03006), 1–6.
<https://doi.org/https://doi.org/10.1051/mateconf/20165803006>
- Chou, Y.-K. (2013). The 8 Core Drives of Gamification (3): Empowerment of Creativity & Feedback. Retrieved September 6, 2019, from Wordpress website:
<https://yukaichou.com/gamification-study/8-core-drives-gamification-3-empowerment-creativity-feedback/>
- Chou, Y. (2014). *Actionable Gamification: Beyond Points, Badges, and Leaderboards*.
- Christians, G. (2018). *The Origins and Future of Gamification* (University of South Carolina). Retrieved from https://scholarcommons.sc.edu/senior_theses/254
- Cruz, M., & Oliveira, S. (2018). The Gamification Octalysis Framework within the Primary English Teaching Process: the Quest for a Transformative Classroom. *Revista Lusófona de Educação*, 41(41), 63–82.
<https://doi.org/10.24140/issn.1645-7250.rle41.04>
- Deterding, S., Nacke, L., Sicart, M., O'Hara, K., & Dixon, D. (2011). Gamification: Using Game Design Elements in Non-Gaming Contexts. *International Conference on HUMAN Factors in Computing Systems*.
<https://doi.org/10.1145/1979742.1979575> · Source: DBLP
- Exeter, D. J., Ameratunga, S., Ratima, M., Morton, S., Dickson, M., Hsu, D., & Jackson, R. (2010). Student Engagement in Very Large Classes: The Teachers' Perspective. *Studies in Higher Education*, 35(7), 761–775.
<https://doi.org/10.1080/03075070903545058>
- Garland, C. M. (2015). *Gamification and Implications for Second Language*

Education: A Meta Analysis (No. 40). St. Cloud.

Harmer, J. (1998). *How to Teach English*. Malaysia: Longman.

Hielema, S. J. (2006). *Deepening the Colors Life Inside the Story of God*. Sioux Center: Dordt College Press.

Ivone, F. M. (2017). Old Software, New Purpose: Exploring PPT for Interactive Language Learning. *Language, Society and Culture in Asian Contexts*, 445–454. <https://doi.org/10.18502/kss.v1i3.767>

Jusuf, H. (2016). Penggunaan Gamifikasi dalam Proses Pembelajaran. *Journal TICOM*, 5(1).

Kim, B. (2015). *Understanding Gamification* (P. Hogan, Ed.). Chicago: American Library Association.

Knight, G. R. (2009). *Filsafat & Pendidikan: Sebuah Pendahuluan dari Perspektif Kristen* (4th ed.). Jakarta: Universitas Pelita Harapan.

Knudson, P. (2017). Gamification in 2017: Top 5 Key Principles. Retrieved September 15, 2019, from UX Planet website: <https://uxplanet.org/gamification-in-2017-top-5-key-principles-cef948254dad>

Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development* (2nd ed.; J. G. Levine, Ed.). Retrieved from [https://books.google.co.id/books?id=jpbeBQAAQBAJ&pg=PA49&dq=definition+of+learning&hl=en&sa=X&ved=0ahUKEwjb2aPTob_kAhVo6XMBHXxGDhA4ChDoAQhYMAc#v=onepage&q=definition of learning&f=false](https://books.google.co.id/books?id=jpbeBQAAQBAJ&pg=PA49&dq=definition+of+learning&hl=en&sa=X&ved=0ahUKEwjb2aPTob_kAhVo6XMBHXxGDhA4ChDoAQhYMAc#v=onepage&q=definition%20of%20learning&f=false)

Lee, J., & Hammer, J. (2011). Gamification in Education: What, How, Why Bother? *Academic Exchange Quarterly*, 15(2), 1–5.

Manik, S., & Christiani, M. (2016). Teaching Vocabulary using Matching Word on

Computer Assisted, Language Learning. *International Journal of English Language Teaching*, 4(7), 1–26.

Marczewski, A. (2013). *Gamification: A Simple Introduction*. Retrieved from <https://books.google.co.id/books?id=IOu9kPjIIndYC&printsec=frontcover#v=onepage&q&f=false>

Muniroh, A. (2015). *Academic Engagement: Penerapan Model Problem-Based Learning di Madrasah* (A. Arifin, Ed.). Retrieved from https://books.google.co.id/books?id=_D5aDwAAQBAJ&pg=PA191&lpg=PA191&dq=Bruce,+M.,+Omne-

Ponten, M. + Gustavsson, P. J. + 2010. Active and Emotional Student Engagement: A Nationwide, Prospective, Longitudinal Study of Swedish Nursing Students. *International*

Papp, T. A. (2017). Gamification Effects on Motivation and Learning: Application to Primary and College Students. *International Journal for Cross-Disciplinary Subjects in Education*, 8(3), 3193–3201.

Pazmino, R. W. (2006). *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective* (2nd ed.). Grand Rapids: Baker Books.

Phillips, R. D. (2010). *The Masculine Mandate: God's Calling to Men* (1st ed.). Sanford: Reformation Trust Publishing.

Pooja, G. (2017). Study The Effect of Teaching Method on The Academic Achievement of School Going Children of Semiurban Area, S Schools of Lucknow City. *International Journal of Home Science*, 3(2), 447–453.

Pornel, J. B., & Saldana, G. A. (2013). Four Common Misuses of the Likert Scale.

Philippine Journal of Social Sciences and Humanities, 18(2), 12–19.

Retrieved from

https://www.researchgate.net/publication/309240449_Four_Common_Misuses_of_the_Likert_Scale/link/5806c75908ae03256b76fe0f/download

Pratomo, A. (2018). Pengaruh Konsep Gamifikasi Terhadap Tingkat Engagement.

Tourism and Hospitality Essentials Journal, 8(2), 63–74.

<https://doi.org/http://dx.doi.org/10.17509/thej.v8i2.13740.g7977>

Pratt, R. L. (2002). *Dirancang bagi Kemuliaan* (H. Ongkowidjojo, Ed.). Surabaya:

Momentum.

Rahman, M. H. A. R., Panessai, I. Y., Noor, N. A. Z. M., & Salleh, N. S. M. (2018).

Gamification Elements and Their Impacts on Teaching - A Review. *The International Journal of Multimedia & Its Applicants (IJMA)*, 10(6).

<https://doi.org/10.5121/ijma.2018.10604>

Recard, M., Sembel, S., & Hasibuan, S. (2019). Effectiveness of Using YouTube

to Develop Nursing Students' Autonomous Learning and Listening

Comprehension: An Experimental Study. *Nursing Current Journal*

Keperawatan, 6(2), 1–11.

Sabandar, G. N. C., Supit, N. R., & Suryana, H. T. E. (2018). Kahoot!: Bring the

Fun Into the Classroom! *Indonesian Journal of Informatics Education*, 2(2),

127–134. <https://doi.org/10.20961/ijie.v2i2.26244>

Salonen, A., & Mohammad, A. (2017). *Practicing Octalysis* (Uppsala Universitet).

Retrieved from [http://www.diva-](http://www.diva-portal.org/smash/get/diva2:1108441/FULLTEXT01.pdf)

[portal.org/smash/get/diva2:1108441/FULLTEXT01.pdf](http://www.diva-portal.org/smash/get/diva2:1108441/FULLTEXT01.pdf)

Sproul, R. C. (2005). *Mendambakan Makna Diri* (I. Tjulianto, Ed.). Surabaya:

Momentum.

Subramani, P. C. N., & Iyappan, V. (2018). Innovative Methods of Teaching and Learning. *Journal of Applied and Advanced Research*, 3(1), 20–22.

<https://doi.org/https://dx.doi.org/10.21839/jaar.2018.v3S1.161>

Taylor, L., & Parsons, J. (2011). Improving Student Engagement. *Current Issues in Education*, 14(1), 1–32. Retrieved from

<https://cie.asu.edu/ojs/index.php/cieatasu/article/view/745>

Toth, A., & Tovolygi, S. (2016). The Introduction of Gamification: A Review Paper about the Applied Gamification in the Smartphone Applications. *7th IEEE International Conference on Cognitive Infocommunications*.

International Conference on Cognitive Infocommunications.

<https://doi.org/10.1109/CogInfoCom.2016.7804551>

Utami, F. S., Pabbajah, M., & Juhansar. (2018). The Implementation of Jumbled-Sentences toward Students' Skill in Writing Report Text. *English Review: Journal of English Education*,

7(1), 115–124.

<https://doi.org/10.25134/erjee.v7i1.1501>

Wara, E., Aloka, D. P. J. O., & Odongo, D. B. C. (2018). Relationship between Emotional Engagement and Academic Achievement among Kenyan Secondary School Students. *Academic Journal of Interdisciplinary Studies*,

7(1), 107–118. <https://doi.org/10.2478/ajis-2018-0011>

Watkins, C., Carnell, E., & Lodge, C. (2007). *Effective Learning in Classrooms*.

<https://doi.org/10.4135/9781446211472>

Wolterstorff, N. P. (2014). *Mendidik untuk Kehidupan* (G. G. Stronks & C. W. Joldersma, Eds.). Surabaya: Momentum.

Woodin, J. (2018). *Interculturality, Interaction and Language Learning: Insights*

from *Tandem Partnerships*. Retrieved from
[https://books.google.co.id/books?id=wv1cDwAAQBAJ&printsec=frontcover&dq=definition+of+language+learning&hl=en&sa=X&ved=0ahUKEwj5y4_9p7_kAhUNSX0KHW6ZAegQ6AEIWjAH#v=onepage&q=definition of language learning&f=false](https://books.google.co.id/books?id=wv1cDwAAQBAJ&printsec=frontcover&dq=definition+of+language+learning&hl=en&sa=X&ved=0ahUKEwj5y4_9p7_kAhUNSX0KHW6ZAegQ6AEIWjAH#v=onepage&q=definition%20of%20language%20learning&f=false)

