

**BOOSTING ENGLISH LANGUAGE READING
AND SPEAKING SKILLS AND MOTIVATION
THROUGH GAMIFICATION: A MIXED-
METHOD STUDY OF B40 STUDENTS
IN BUDDHIST TZU-CHI EDUCATION CENTRE,
PENANG**

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PENANG**

by

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LIST OF SYMBOLS

% Percentage

LIST OF ABBREVIATIONS

11 th MP	11 th Malaysian Plan
B40	Bottom 40 Percent
BSH	Bantuan Sara Hidup
CEFR	Common European Framework of Reference
COVID	Coronavirus Disease
DSKP	Dokumen Standard Kurikulum dan Pentaksiran
EPRD	Educational Planning and Research Department
ESL	English as a Second Language
ICT	Information and Communication Technology
M40	Middle 40 Percent
MOE	Ministry of Education
SDT	Self-Determination Theory
SJKC	Sekolah Jenis Kebangsaan Cina
SJKT	Sekolah Jenis Kebangsaan Tamil
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
T20	Top 20 Percent
TP	Tahap Penskoran

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**MENINGKATKAN KEMAHIRAN MEMBACA DAN BERTUTUR BAHASA
INGGERIS DAN MOTIVASI MELALUI GAMIFIKASI: KAJIAN KAEDAH
CAMPURAN PELAJAR B40 DI BUDDHIST TZU-CHI EDUCATION
CENTRE, PULAU PINANG**

ABSTRAK

Kajian ini mengkaji kesan gamifikasi dalam meningkatkan kemahiran membaca dan bertutur dalam bahasa Inggeris dalam kalangan pelajar B40, sambil meningkatkan motivasi mereka dalam pembelajaran. Secara keseluruhan, gamifikasi telah muncul sebagai alat yang menjanjikan untuk meningkatkan motivasi dan memperkukuh pemerolehan bahasa. Kajian ini menggunakan reka bentuk penyelidikan kaedah campuran, di mana data dikumpulkan secara kuantitatif dan kualitatif melalui ujian pra dan pasca, soal selidik, dan temu bual. Peserta kajian ini terdiri daripada 100 orang pelajar sekolah rendah dari kumpulan ekonomi B40. Hasil kajian menunjukkan keputusan positif dengan penggunaan gamifikasi dalam meningkatkan kemahiran membaca dan bertutur serta meningkatkan motivasi pelajar B40 untuk belajar berbanding kaedah pengajaran tradisional. Kajian ini menekankan potensi gamifikasi sebagai strategi yang berkesan untuk pembelajaran bahasa, terutamanya bagi pelajar daripada latar belakang kurang bernasib baik. Implikasi kepada pendidik, pembuat dasar, dan pereka kurikulum menekankan keperluan untuk menggabungkan pendekatan bergamifikasi dalam pengajaran bahasa Inggeris bagi merapatkan jurang pembelajaran dan mewujudkan persekitaran pendidikan yang lebih inklusif.

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CENTRE, PENANG**

ABSTRACT

This research studies the impact of gamification in boosting English language reading and speaking skills among B40 students simultaneously enhancing their motivation in learning the English language. On the whole, gamification has emerged as a promising tool to enhance motivation and foster language acquisition. This study employs a mixed-methods research design where data is collected both quantitatively and qualitatively through pre- and post-test, surveys and interviews. The participants of this study are students of the Buddhist Tzu-Chi Education center in Penang where 100 primary school students from the B40 economic group were chosen. The findings of this study yield a positive outcome with the use of gamification in boosting the reading and speaking skills as well as enhancing the B40 students' motivation to learn. This study underscores the potential use of gamification as an effective strategy for language learning, particularly for students from disadvantaged backgrounds. The implications for educators, policymakers, and curriculum designers highlight the need for incorporating gamified approaches into English language instruction to bridge learning gaps and foster a more inclusive educational environment.

CHAPTER 1

INTRODUCTION

1.1 Overview of The Study

According to Sani et al. (2020), Malaysian citizens fall into three income categories: the Top 20 Percent (T20), Middle 40 Percent (M40), and Bottom 40 Percent (B40). Elevating the B40 group to the middle class is a pivotal goal of the Eleventh Malaysia Plan (11MP). To address socioeconomic disparities and improve the living standards of the B40 group, the Malaysian government has broadened their access to higher education. Additionally, the government has announced that the Bantuan Sara Hidup (Household Living Aid) (BSH), targeting the B40 group, will continue to support 4.1 million families. In the Eleventh Malaysia Plan (2016-2020) (RMK11), the B40 group was chosen as a key focus. The government aimed to improve the income of B40 households and reduce socioeconomic disparities by utilizing education as a primary strategy.

The B40 household group embodies the ambitions of Malaysia's poorest citizens. Malaysian households are divided into three income groups: bottom 40% (B40), middle 40% (M40), and top 20% (T20). The B40 group includes those with a monthly income below RM3,860, the M40 group includes households earning between RM3,860 and RM8,319, and the T20 group consists of those earning over RM8,319 (Thangiah et al., 2020). This categorization illustrates the stark income inequalities in Malaysia and emphasizes the urgent need for policies that support the B40 households.

Moreover, low levels of technology literacy, lifestyle differences, and the remote locations of some students of the B40 households contribute to the limited knowledge of computer skills and self-motivation, which hampers their ability to engage with online learning. The study done by Zainol et al. (2021) states that the B40 group is likely to face significant challenges in adopting online education due to their inconsistent current practices. Many parents in this group struggle with supporting their children's online learning due to a lack of time and knowledge, often exacerbated by their reluctance and insufficient training in digital education. Additionally, many B40 households cannot afford the necessary devices or internet packages for effective online learning. For these parents, economic constraints hinder technological advancements in education, leading to slow change.

It has also been stated in this study that educators including teachers and lecturers, are making significant efforts to deliver education with the resources available from the government and educational institutions. However, the challenge lies not in the delivery of education but in the reception by students, resulting in considerable debate among Malaysian parents. The lack of proper devices, internet access, and conducive learning environments has led to many students not fully benefiting from the education provided. Consequently, many parents, along with their children, are feeling discouraged especially of those from the B40 households.

Besides, the education sector has experienced a significant revolution due to the emergence of digital technologies, and this transformation has been particularly pronounced during the COVID-19 pandemic, which compelled a widespread transition to online learning. As traditional classrooms evolve into virtual spaces, educators are constantly seeking novel pedagogical methods to elevate student engagement, motivation, and academic achievements. Within this context, gamification has

emerged as a promising and influential tool to transform the online learning experience.

There is no denying the significance of gamification in online learning because it presents a viable answer to the problems with education. Gamification transforms the educational landscape in the digital age by increasing student involvement, fostering motivation, and creating dynamic learning settings (Manzano-León et al., 2021). Furthermore, gamification addresses learning-related problems by introducing game-like elements into the learning process, such as achievements, challenges, and progress monitoring. These components transform education into a compelling and captivating experience that piques students' interest and encourages active participation. By utilizing the principles of game design, gamification creates a feeling of enjoyment and achievement that motivates students to commit more time and energy to their academic endeavors (Yıldırım & Sen, 2021).

Therefore, the present study examined the use of gamification to enhance English language skills and motivation among the B40 students in Penang. The B40 population in Malaysia, consisting of the lowest 40% of income earners, encounters considerable obstacles in their educational path, particularly regarding English language proficiency (Nohuddin et al., 2021). English proficiency holds paramount importance as the global lingua franca, facilitating effective participation in an interconnected world (Dawi & Hashim, 2022). To empower and elevate the language skills and motivation of B40 students in Penang, innovative methods such as the use of gamification was explored to ensure equality in education among the three income groups are even.

1.2 Background of The Study

Information and Communication Technology (ICT) is defined as a set of technological tools or applications that are used for communication, storage and the managing of data (Ryn & Sandaran, 2020). Students of the ICT era is of those who were born in the digital age, thus making the inclusion of technology in education a necessity. Furthermore, the use of technology in the teaching and learning process also helps to create a dynamic learning environment. The advancement of technology has brought impactful changes in the education system which has helped in enhancing the digital skills of teachers and students (Dakhi et al., 2020).

Due to the Covid-19 pandemic, the Ministry of Education took measures to transit from face-to-face learning to online learning (Kamarudin 2020, as cited in Lukas & Yunus, 2021). ICT is now used vastly in education as the pandemic has made teachers and students to go online despite of their readiness to switch online, ICT knowledge, skills as well as familiarity of sourcing online teaching resources. Although the inclusion of technology in education is currently on the spotlight due to the changes caused by the pandemic, the use of ICT in teaching and learning has long been introduced in the Malaysian education system (Ryn & Sandaran, 2020).

The Malaysian Education Blueprint (2013-2025) has highlighted ICT as the main element to be included in education (Malaysian Ministry of Education, 2013) as ICT brings countless benefits to teaching and learning (Ryn & Sandran, 2020). The government has always been giving importance to the inclusion of ICT in education with the introduction of the National ICT Master Plan, in line with the education policy (Zainal & Zainuddin, 2020).

There are a variety of learning tools which are available online to aid in learning especially learning the English language (Ryn & Sandaran, 2020). In Malaysia, English is taught as a second language and is been made a compulsory subject to pass at all levels of education. The government has stressed the importance of mastering English by ‘Upholding the Malay Language and Strengthening Command of English’ with the aim of improving the proficiency of English among students (Miskam & Saidalvi, 2019).

During Covid-19 pandemic, ICT played a major role in the emergence of the ‘new normal’ as schools are forced to be conducted on various online platforms. Hence, ICT is an added skill that should be acquired by students (Ryn & Sandaran, 2020). Virtual learning gives students the opportunity to take charge of their own learning. It also stretches a wider exposure to the possibilities of online learning for both teachers and students. However, there is a discernment that the concept of virtual classroom only caters to the urban students (Alhat, 2020).

Based on the study done by Zainol et al. (2021), online learning has been offered as a way for students to receive their education while remaining safe at home during the Covid-19 pandemic. However, the effectiveness of the education delivery can only be judged by how well the recipient implements the novel delivery strategy. The topic of online learning has generated a lot of controversy and intense debate, particularly in Malaysia. This is mostly because low-income parents find it difficult to afford to buy children the right devices for online learning. In addition to that, one of the major obstacles low-income parents encounter when trying to provide for their children is the availability of internet connection.

According to study by Zainol et al. (2021), Malaysian Higher Education Institutions began offering online courses in the late 1990s. It is projected that 50% of secondary and primary school education will be provided online starting in 2019. The Malaysian Ministry of Education has announced creativity in building online learning as a fundamental module of higher education and lifelong learning in conjunction with the educational developments under the Malaysian Education Blueprint 2015-2025 (Higher Education) (Malaysian Education Blueprint 2015- 2025 (Higher Education: E-16). Nonetheless, the scarcity of gadgets is a major barrier to facilitate remote learning. According to data from a Ministry of Education (MOE) survey that included almost 900,000 students, 37% of pupils lack the necessary gadgets. In contrast, only 6% to 9% of pupils possess a tablet or a personal computer. When numerous homes experience financial difficulties, this situation arises. Despite owning a personal computer, many households must share it with other family members in order to work or study (Abdul Hamid & Khalidi, 2020).

Apart from the financial problems and assistance given, the B40 students in general face underprivileged lives which has effects on their academic performance. The Eleventh Malaysian Plan as described by Malik and Ayob (2020) emphasises on the importance of education of the B40 students. In order to ensure a stable economic growth in the country, the B40 students also play a role to succeed in education and securing a prospective future (Zainol, 2021).

Technological advancement has transformed how daily activities are performed, especially in education. Methods of teaching and learning evolves over time. As such method are digital games which have become more popular as a creative teaching platform in classrooms. Online games are accessible to anyone, and they have the potential to replace traditional classroom learning in the long run (Alam, 2022). An

example of a digital game is gamification. The use gamification in learning makes students to give their full attention at the same time increases their motivation to learn (Tan et al., 2018). The term ‘gamification’ simply defines as the use of game elements in a non-game context (Pektas & Kepceoglu, 2019). Gamification in classroom helps teachers and learners to interact with one another through competitive knowledge. Kahoot! is one type of gamification tool that is widely used in classrooms. The use of gamification in classrooms allows both students and teachers to be motivated intrinsically as well as extrinsically. This makes the teaching and learning process more efficient (Tan et al., 2018).

According to Yunus et al. (2021), gamification is very much catered to the modern society whereby ICT is fully incorporated in education. The use of gamification will equip the students of the younger generation with skills needed for the advancements in the future. In addition, millennials are very engaged with online gaming therefore making gamification an ideal tool to be used in teaching and learning. Therefore, the use of gamification in education instigated this study to use various gamified platforms to teach and boost the reading skill and speaking skill simultaneously enhancing motivation among the students from the B40 households. The current study has benefit the B40 students, teachers to come up with effective ways to teach the English language as well as curriculum developers to incorporate the gamified element into the existing curriculum.

1.3 Statement of The Problem

The aim of the present study is to improve B40 students' English language proficiency using gamification. Problems discussed in this section will help educators

be more aware of the issue and inclined to think about using gamification as a technique to enhance English language proficiency.

Based on a study done by Devisakti et al. (2024), The students in the B40 category are the most concerning and derive the least benefit from digital learning. As envisioned by the Eleventh Malaysia Plan (11MP), the government actively contributes to giving B40 students educational opportunities they need to aim for the next stage of personal growth. Many nationwide programs have been launched to improve B40 students' access to online education.

The Malaysian Education Transformation (2013-2025) emphasizes the importance of being proficient in the English language. In the Malaysian Education Blueprint (2013 -2025), it has been stated that the language classroom will encompass a digital learning environment. This is because technology will be part of language learning in the new evolving world. The aim of The National Transformation TN50 (2021-2025) is to produce youth who does not only master the national language but who are well-versed in the English language as well. To be proficient in a language, one has to be able to speak, write, read and comprehend the language fully (Krishnan & Yunus, 2019).

Malaysian students in general have about 11 to 13 years of formal English learning in school, however their language proficiency has merely reached the satisfactory level (Rusli et al., 2018). This statement is supported by a study done by Zulkefly and Razali (2019) where the years spent on learning English at school does not help in improving the language proficiency among majority of the students. This issue is clearly seen where students who are doing their undergraduate studies but are unable to even construct correct sentences (Rusli et al., 2018).

Zulkefly and Razali (2019) mentioned in their study that the cause of low English language proficiency among Malaysian students is that the lesson is not catered for their needs therefore making students to react negatively towards the learning of English. They have also stated that lack of exposure and use of the language are the causes of low proficiency as well. Moreover, students will develop a negative attitude towards learning the language if they are unaware of the importance of it.

Furthermore, students are very reluctant to speak and give their inputs during English lessons at school. They basically memorize and repeat whatever the teacher says. This shows that students have lack of competency in the English language. As the language is not commonly used, most students experience language anxiety (Ahmat & Ahamad, 2019). Additionally, of all the skills needed for language acquisition, speaking and reading is one of the most vital skills that is required to learn a language. However, many learners have the fear and lack of confidence to speak in English as it is not their mother tongue. The reason behind the lack of competency in English language among Malaysian students is the influence of their first language and lack of motivation to use the English language (Nijat et al., 2019). Moreover, students who lack good vocabulary foundation will find it difficult to understand the texts they read. Poor general knowledge is an additional factor that has an impact on pupils' reading comprehension. Students may find it easier to relate to and access new material if they have prior understanding of the subject they are reading about (Mauliza et al., 2019).

Likewise, students of the B40 household face problem in learning the English language due to lack of motivation and insufficient exposure to the language. In the present study, the researcher examined the effectiveness of gamification in enhancing English language skills and motivation among the B40 students in Penang. Zainol

(2021) has stated in his study that the lifestyle of students from the B40 household has affected their academic performances in many ways. The study also mentioned that although the government has brought in many initiatives to raise the standards of living of the B40 community, the students from this household still do face hindrance in their education which might affect them in fortifying a prospective future. Zainol (2021) added that the traditional methods of language learning do not adequately address their specific needs, resulting in disinterest and limited progress, ultimately leading to a widening language proficiency gap between them and their more privileged peers.

A study done by Mahamod et al. (2021) explains that the families of the B40 group are focused on strengthening their socio-economy whereby they neglect their children's education needs. These parents are only able to provide the basic needs for their family and this has indirectly affected their children's learning as they are weak in lessons as well as become illiterate. Moreover, as stated in the above study, majority of these B40 parents merely received secondary education or are illiterate. Some of them overlook their children's academic advancement since their everyday lives are so busy earning a living. The B40 parents send their children to school and rely on the teachers to teach them. Due to their poor socioeconomic status, the B40 parents are unable to provide their children with basic necessities including life insurance, an education, and specialized instruction. As a result, it had a direct effect on the learning of the children, as seen by their poor performance in class and their inability to read and write.

According to Zainol et al. (2021), education is the only tool that can motivate an individual leading to a prosperous future. Using online tools to learn is now becoming part of the teaching approach in Malaysia. However, according to the research parents of the B40 household generally have low technology literacy which

hinders their children from getting the full online learning experience. This is because most B40 parents do not have the time and knowledge to guide and support their children in online learning.

As there are a number of studies been done with students of such backgrounds, those from the B40 households in specific are not being studied in depth especially in the education sector. There is limited research on the efficacy of gamification in education; what little that is available focuses on university students, and the findings are ambiguous as stated by Fernandez-Rio et al. (2020). Overlooking the B40 students in this matter will definitely have a negative impact in their personal and educational growth. Hence, incorporating gamification into language learning has narrow the language proficiency disparity between B40 students and their peers, granting them a more level playing field in both academic and professional contexts. Therefore, this study has been a game-changer in the lives of this group of students as well as equip them with the necessary knowledge and skills to be competent in the future. Strong speaking and reading abilities create pathways for advanced education and improved socio-economic opportunities for B40 students.

The significance of gamification-based language learning for the B40 group lies in its ability to promote involvement, customization, and inclusivity, all while offering a route to academic and socio-economic progress. By tailoring solutions to the specific needs and hurdles encountered by B40 students, gamification empowers them with essential language skills that contribute significantly to their overall personal growth and development. A gamified classroom creates a fun and engaging learning environment for language students (Pektas & Kepceoglu, 2019).

As it is also easy for educators to facilitate, gamification helps to enhance the language learning capacity (Hashim et al., 2019). Based on a study done by Hashim et al. (2019), online language games online improve students' English language proficiency as they are being enriched in vocabulary. Using games in a language lesson makes students to actively participate in their own learning. Therefore, gamification creates a nurturing atmosphere that embraces mistakes as a natural aspect of learning. This helps diminish the fear of failure among certain B40 students, resulting in heightened self-assurance and a greater eagerness to engage actively in language learning. It has the capability to accommodate the unique learning styles and preferences of B40 students, allowing them to advance at their preferred speed and concentrate on areas where they require additional assistance. Therefore, the initiative of using gamification aims to help in enhancing the students' English language skills as well as their motivation in learning which is very much needed in education and workforce in the present times.

In the present study, the researcher examined the effectiveness of gamification in boosting English language skills, specifically reading and speaking and motivation among the B40 students specifically in the sub-urban area of Penang. By focusing specifically on the B40 population as mentioned, the researcher has delved deeper into the challenges experienced by this particular group and customize solutions to address their specific needs effectively. Therefore, the initiative of using gamification aims to help in enhancing the students' English language skills as well as their motivation in learning which is very much needed in education and workforce in the present times. To get more insights of the problems faces by B40 students in Penang, a preliminary study has been conducted to gather data which is discussed in the following section.

1.4 Preliminary Study

The statement of the problem will be examined from two different perspectives. They are English language proficiency and motivation to use the English language. The statement of the problem is supported by findings from the preliminary study. To determine the level of English language competency among the research participants in the current study, a preliminary investigation was carried out. The objective of this preliminary study is to gather in-depth information about the B40 students who are the sample of this study.

Ten teachers at the research site were given a survey on Google Forms to complete in order to gather information about their opinions on the participants' general English language proficiency, particularly with regard to their speaking and reading abilities. The gathered data from the teachers has undergone a thematic analysis. There are three themes that were generated from this analysis which are reading proficiency, speaking proficiency and motivation. The participants of this survey had also given some suggestions for improvement which is stated at the end of this section. The table below shows the thematic analysis done on this survey:

Table 1.1

Thematic Analysis of the Preliminary Study

Theme	Codes	Frequency
Reading Proficiency	Totally unable to read	10%
	Unable to read	60%
	Interest in reading	30%
Speaking Proficiency	Frequent use of English	40%
	Confidence to speak	60%
Motivation	Motivated to learn English	60%
	Not motivated to learn English	40%

Reading Proficiency

Figure 1.1

Ability of B40 Students to Read in English

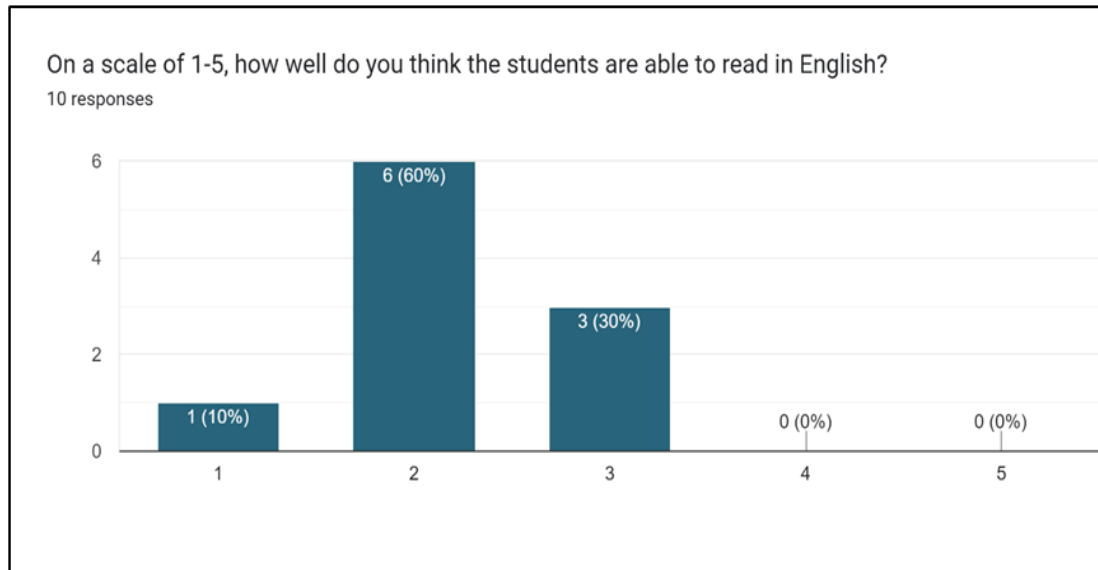
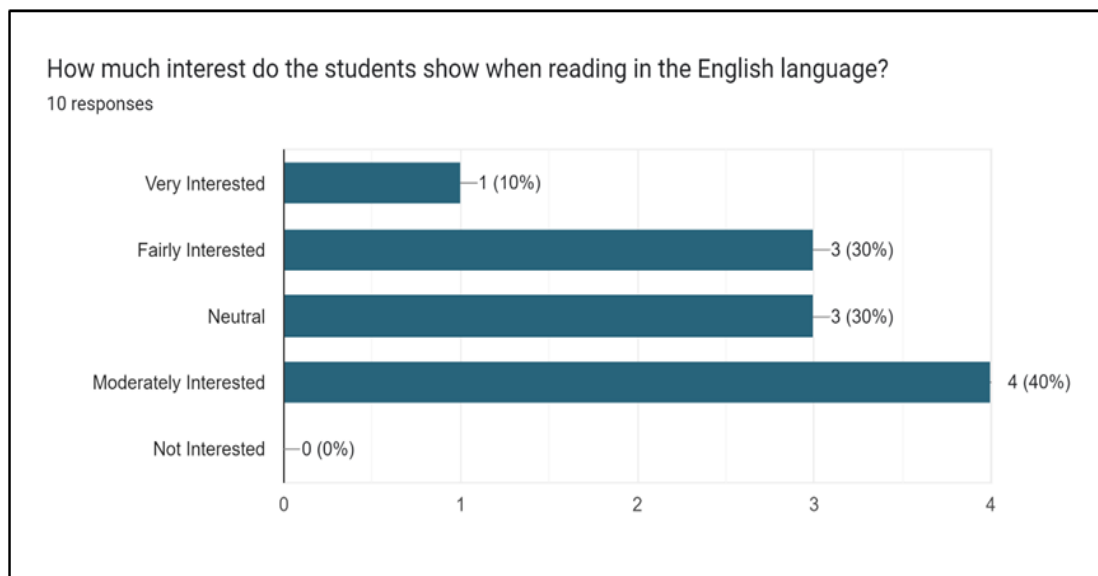


Figure 1.2

Interest of B40 students to Read in English

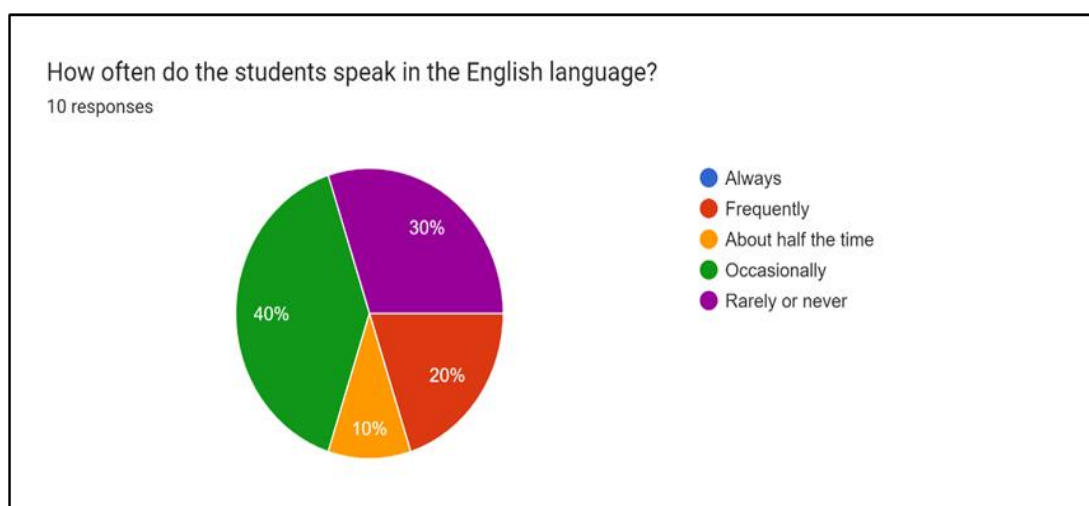


Based on Table 1.1, Figure 1.1 and Figure 1.2, it has been reported by the teachers that 60% of the B40 students at the education center are unable to read and only about 40% of them show interest in reading. Based on the explanation given by one of the teacher participants, the B40 students' uninterest in reading is due to the poor command of English vocabulary. Another participant stated that the B40 students know very less English vocabulary and do not have the proper environment to learn the English language.

Speaking Proficiency

Figure 1.3

Frequent use of English to speak



Only 20% of the B40 students are able to frequently use the English language and 10% of them speak in English about half the time. A majority of them, 40% speak in English occasionally and 30% rarely or never use the English language. Speaking in English is something that the B40 students do occasionally or infrequently, according to most of respondents. According to the teachers, the B40 children are not confident enough to speak themselves. This is brought on by their teachers' continuous

corrections at school and their lack of language knowledge. Furthermore, as English is not their first language, they lack the courage to utilize it when necessary.

Motivation

Figure 1.4

B40 Students Confidence to Speak in the English Language

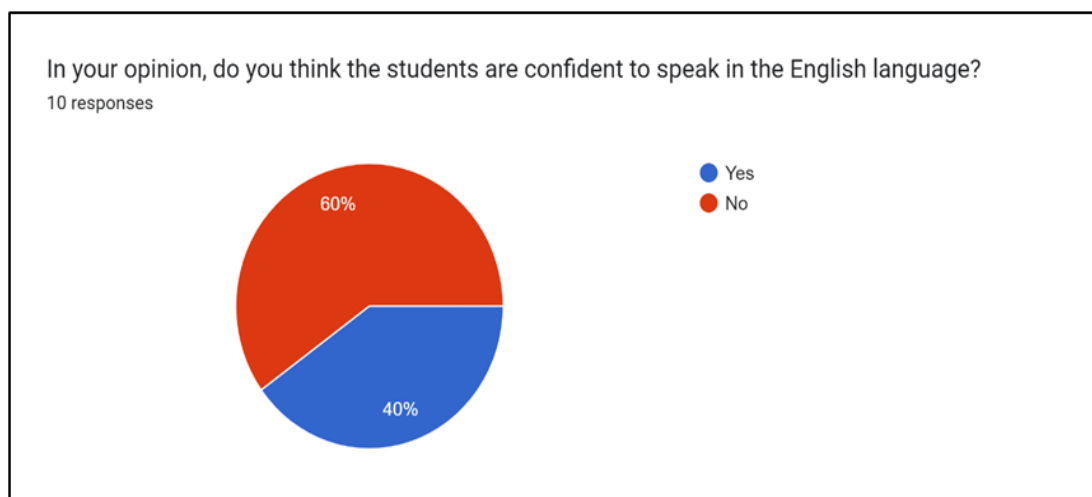
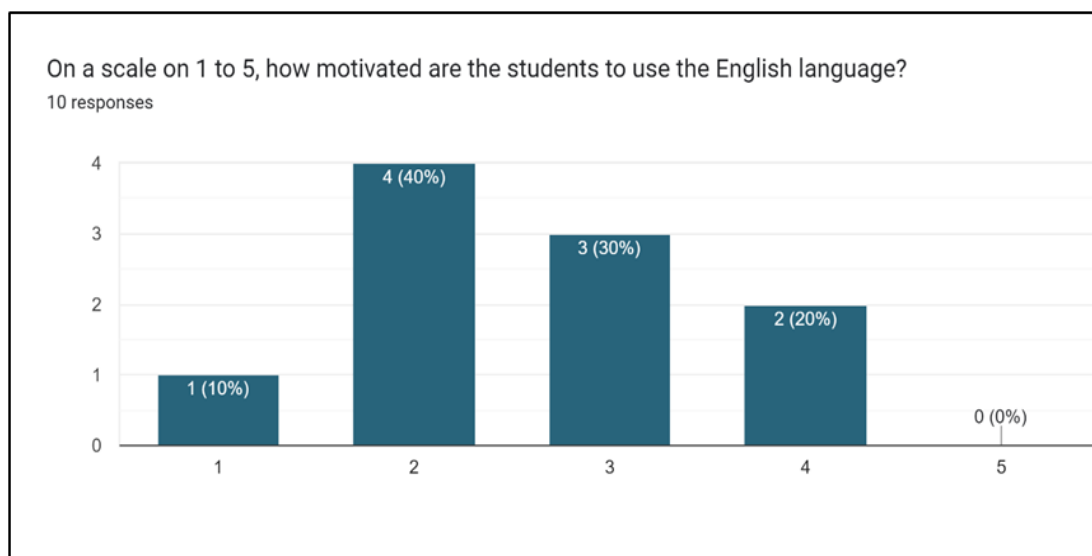


Figure 1.5

Students' Motivation When Using the English Language



It has been reported that 60% of the students are motivated to learn the English language however, the remaining 40% if the B40 students are not motivated to do so. This is due to the barriers they face such as lack in confidence, fear in making mistakes and no peer support. Besides, the students that these teachers are referring to are of the B40 status. According to them, the students have limited resources to learn the English language and has not seen the necessity to step out of their comfort zone and explore other languages besides their mother tongue and the Malay language. As stated by Fernandez-Rio et al. (2020), motivation is the key element that leads to being successful in education.

Summary of Preliminary Study

The teachers suggested that the English learning environment should be interesting and have movements which also includes hands-on learning and games. The teacher should create a good bond with the students in order for them to improve their English language skills. The information gathered from the preliminary survey will be taken into account by the researcher when creating the appropriate research instruments for this study. To maintain the students' enthusiasm to utilize the English language, gamification was employed as an intervention to offer a creative way to deliver courses. Gamification is thought to be a cutting-edge strategy for motivating students. Nevertheless, it's also critical for instructors to design activities that encourage active learning (Fernandez-Rio et al., 2020).

1.5 Rationale of The Study

The rationale of this study is to explore the various use of gamification in an educational context. This study aims to use gamification to enhance English language

skills simultaneously enhancing motivation among primary school students from the B40 households. According to Pazilah et al. (2019), technology opens a variety of avenues for language learning. It provides a more interesting and productive approach in teaching and learning at the same time bringing positive perspectives towards learning the English language.

A technology-based learning environment is vital in the 21st century classroom. The inclusion of Information Communication and Technology (ICT) has proven to be a good teaching method as it creates a comforting atmosphere. According to Hashim et al. (2019), there will be a positive outcome when gamification is used for interventions. The main reason behind this is that gamification induces motivation in learners. Students will be able to show improvement because gamification is in accordance with the 21st century concept of learning, which also caters to the needs of tech-savvy learners. Therefore, students will develop a positive attitude towards learning. With that being said, gamified learning helps to provide a better learning environment for the students. The available online learning tools are able to enhance students' language learning. Using games in a classroom helps learners to learn in a more motivating way rather than the traditional way of teaching (Hashim et al. 2019).

The implication of using gamification in the classroom will increase the learner's interest in the subject as they will have fun while learning simultaneously making them feel more engaged and focused. Gamification helps students to retain their attention as well as increase their motivation in learning (Tan et al., 2018). Moreover, it also helps to shape students as independent learners simultaneously equip them with the sufficient knowledge to navigate their way through the world of ICT (Yunus et al., 2021).

Besides, gamification will also aid educators to know whether if the learning objectives being achieved. Educational games can be prepared to the extent of teaching complexed contents such as skills, creativity, communication as well as language. The strength of using a gamified approach lies where students will experience a less likely traditional method, where learning is still taking place although their focus might be just to play the game (Tan et al., 2018).

1.6 Purpose of The Study

The purpose of this study is to use gamification as an intervention in an educational context among students from the B40 household in Penang. The overall aim of this study is broken down into specific objectives which are stated in the form of research questions.

1.7 Research Objectives (RO) of The Study

The objectives of this study are as follows:

RO1. To determine the impact of gamification towards B40 students' English language reading and speaking skills.

RO2. To understand the B40 students' motivation in English language reading and speaking skills during the English language gamified lesson.

1.8 Research Questions (RQ)

RQ1. What is the impact of gamification towards English language reading and speaking skills of the B40 students?

RQ2. How does gamification motivate students to enhance the reading and speaking skills of the B40 students?

1.9 Significance of The Study

This study contributes to the use of gamification in an educational context; teachers, policy makers and teachers training institutions to aid students in enhancing their English language skills as well as their motivation to learn English. This is because findings from past research regarding gamification in education has resulted in a positive outcome. Therefore, the researcher hopes that this current study will contribute to this body of knowledge significantly.

Zainuddin (2018) stated that students have gained confidence to speak and discuss ideas after the use of gamification. Moreover, through a gamified platform, students are able to track their peers' progress and would get motivated to give their best during each lesson. Educators prefer to use a more engaging way to deliver their lesson. There would be much more exposure to the real world through gamification which proves to be an effective method of teaching. In the 21st century, it is vital to transform classrooms into a digital learning environment (Hashim et al., 2019).

The present study contributes more to the context of gamification in the field of education. It also brings some insights to how online games can help to develop language skills and enhance motivation as gamification creates an entertaining atmosphere in learning especially among students from the low-income background and specifically to the participants of this study.

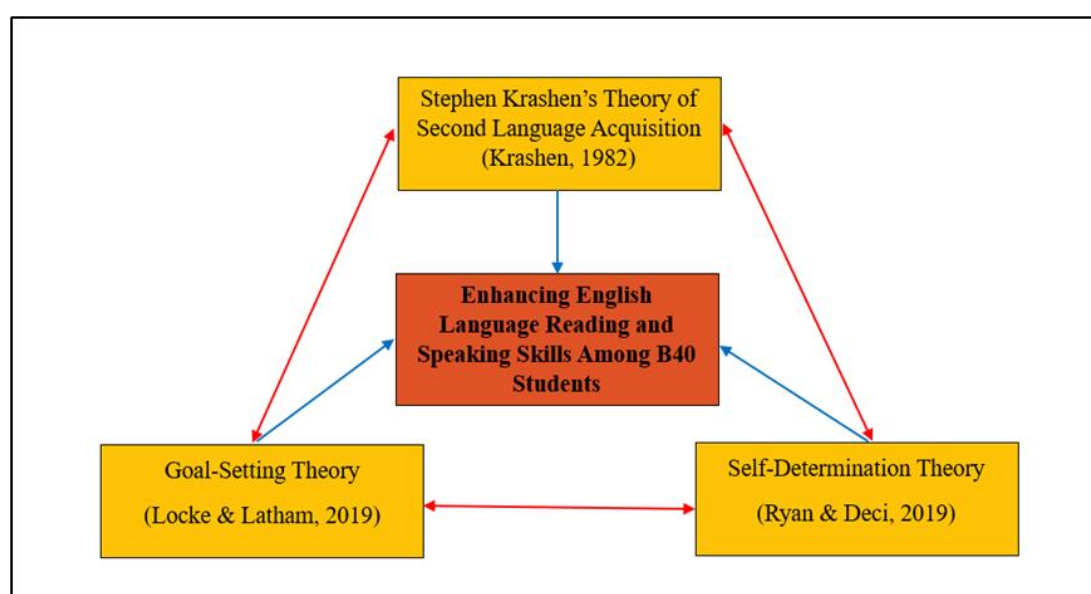
Conducting this research would be a great opportunity to find methods to integrate gamification with language skills as well as enhance their motivation in

learning to ensure these students be competent in the 21st century learning era (Gómez & Diaz, 2019). Moreover, this study does not only contribute to teachers and students who are in need of new ways to teach and learn, whereas it gives a broader outlook for future researchers in the education field.

1.10 Theoretical Framework

Figure 1.6

Theoretical framework that underlies the study



The three theories that guide this study are Stephen Krashen's Theory of Second Language Acquisition (Krashen, 1982), Goal Setting Theory (Locke & Latham, 2019) and the Self-Determination Theory (Ryan & Deci, 2017) which discovers tactics for enhancing English language reading and speaking skills among B40 students. Krashen's SLA Theory provides insights into the role of comprehensible input and affective factors in language learning, while SDT emphasizes the importance of intrinsic motivation, autonomy, and competence in sustaining student engagement. Goal-Setting Theory complements these perspectives by highlighting the value of

specific, challenging goals and feedback in driving progress. Together, these theories offer a comprehensive framework for understanding and addressing the linguistic, psychological, and practical factors that influence language proficiency development in B40 students."

Krashen's theory of second language acquisition states that one develops their language skills through acquisition or learning. This theory also outlines the role of a teacher in utilizing the comprehensible input by exposing students to the second language environment as well as creating a low affective filter environment for students to acquire a language better (Raju & Joshith, 2018). Thus, in this current study participants will be undergoing an intervention in a gamified learning environment as they will be more motivated to participate in the lesson.

According to Jagut et al. (2018), the goal-setting theory defines motivation as the desire to achieve a specific objective. Gamification is used in study as a strategy to boost participants' motivation to improve their English language proficiency. At the production stage of every lesson, participants will set and work toward reaching their intended goal.

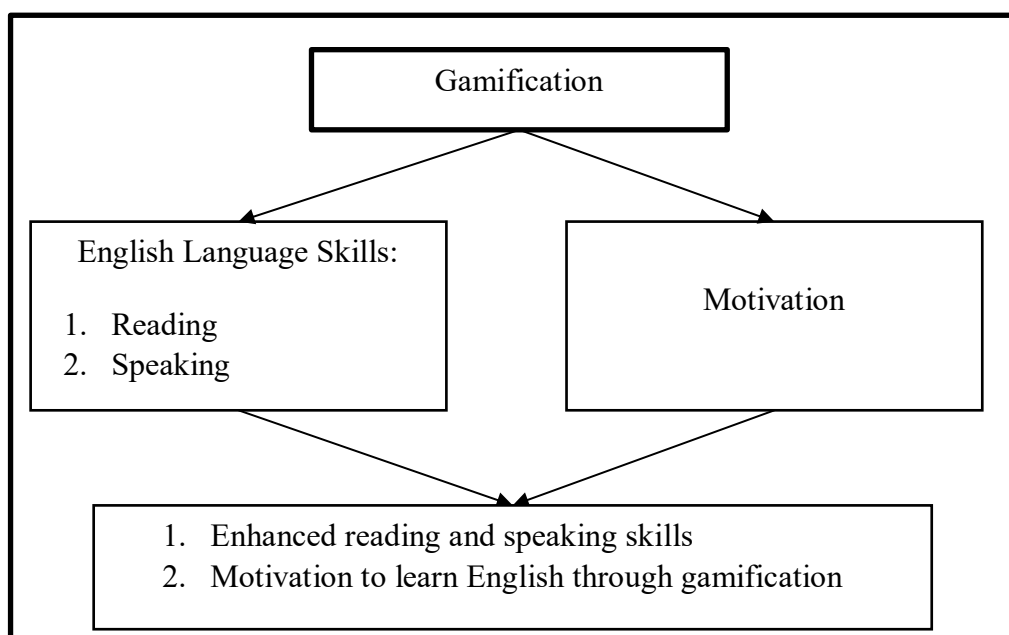
Lastly, based on Ede (2022)'s study, the Self-Determination Theory underlines that a gamified lesson which is properly implied in the classroom will increase learner's motivation. Gamification alone has a significant impact on boosting students' motivation. On the whole, the field of gamification aims to create an engaging classroom where students will give full participation in the lessons as well as be more persistent.

1.11 Conceptual Framework

A conceptual framework is suggested to serve as a guide in some capacity (Yamani, 2021). As shown in Figure 1.7, the relationship of each core element of this study is represented by the arrows. The conceptual framework for this study is drawn by using gamification as a tool to enhance English language reading and speaking skills among B40 students. The intervention process involves primary school students from the B40 households.

Figure 1.7

Conceptual Framework



The conceptual framework for this study illustrates how gamification can play a significant role in enhancing English language reading and speaking skills among B40 students. By incorporating game-like elements into the learning environment, students are provided with more engaging and interactive experiences that promote active participation. Gamification serves not only as a tool to support language acquisition but also as a strategy to boost learners' motivation. When students are motivated whether through intrinsic satisfaction or extrinsic rewards they are more

likely to invest time and effort in language tasks. This framework positions motivation as a mediating factor that links gamification to improved learning outcomes.

As students become more motivated, their willingness to read and speak in English increases, contributing to the development of these essential skills. Ultimately, the framework leads to two key outcomes: enhanced language proficiency and a stronger motivation to learn English through gamified approaches. This framework is informed by Krashen's Second Language Acquisition Theory, which emphasizes the importance of low-anxiety, input-rich environments; Ryan and Deci's Self-Determination Theory, which highlights intrinsic motivation; and Locke and Latham's Goal-Setting Theory, which underlines the impact of clear goals on performance.

1.11 Operational Definition

The definition of a number of specific terminologies used in this study has been defined to correspond with the requirements of the research.

1.11.1 Gamification

In this study, gamification refers to the integration of game-like elements designed to enhance motivation and engagement in learning. Initially gaining recognition in the corporate sector in the early 21st century, gamification has since attracted significant attention from researchers and educators as a strategy for fostering student motivation (Boudadi & Gutiérrez-Colón, 2020). When applied in educational settings, gamification is expected to stimulate student interest and curiosity, leading to a heightened willingness to learn. It encourages students to take initiative and assume responsibility for their learning process. Lessons incorporating game-based elements are considered more effective in achieving learning objectives, as students remain