The L1 integration in form-focused tasks using a gamified approach in EFL classrooms

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ABSTRACT
This study explored the use of L1 (Bahasa Indonesia) in EFL classrooms, specifically in form-focused tasks for grammar acquisition, using a gamified approach. This study was designed as analytical descriptive, employing a survey of students’ attitudes toward the use of L1 using a gamified approach in grammar acquisition and a reflective teaching journal of the lecturer using L1 in form-focused tasks.

The participants of this research were 154 university students. The result revealed that the EFL students have a positive attitude toward the use of Bahasa Indonesia with a gamified approach in form-focused tasks. They further admitted that the judicious use of Bahasa Indonesia enabled them to acquire grammatical knowledge. Based on the lecturer’s reflective teaching journals, this study found that the lecturer needed to empower its potential and address shortcomings to achieve the goal of this approach to modifying the L1 use with gamification in EFL classrooms to be a productive means of grammar learning.

Keywords: EFL classrooms; form-focused task; gamified approach; L1 integration

INTRODUCTION
There has been much discussion among English teaching professionals over the years about the use of first language (L1) in EFL classrooms. On the one hand, L1 could be seen as a challenge that hinders language learning. On the other hand, the use of L1 can be beneficial for supporting language learning, particularly grammar acquisition (Scott & Fuente, 2008; Aslikhosh, 2014). There has been a necessity to address the issue of L1 usage in EFL classes and the fact that its potential for grammar learning has been established. Therefore, this study is an effort to investigate an approach to repurposing the use of L1 in form-focused tasks to aid students in grammar acquisition in English as a Foreign Language (EFL) classrooms.

Some people may subscribe to the idea that exposure to English helps kids acquire language forms unconsciously for the purpose of grammar learning, which implies that L1, or Bahasa Indonesia, is declining. They could anticipate that enforcing an English-only rule in EFL classes will help students improve their grammatical knowledge while also giving them a chance to hone their conversational abilities. Others contend that despite teachers’ strict supervision of group activities and their forceful insistence that students adhere to the English zone idea, in practice, students tend to converse with their classmates in Bahasa Indonesia. Based on preliminary observation by the researchers, it was found that several students were hesitant to utilize English while speaking with their friends; instead, they chose to remain silent or speak quietly in Bahasa Indonesia. The fact that they are at a beginner level and may have little vocabulary to express themselves may be the best way to explain this. They could have trouble communicating with one another on grammatical rules, which is the real issue. As a reaction to this, the researchers tried to look at how L1 integration was done in form-focused activities using a gamified approach in EFL courses.

The use of L1 in English language teaching has been the subject of several studies, but little is known about the prudent use of L1 in form-focused tasks using a gamified method. This study gap
restricts our knowledge of how the judicious use of L1 intermittently with English might improve students’ understanding of grammatical concepts and maximize their learning experiences. This study, therefore, investigated the students’ attitudes toward the use of L1 using a gamified approach in grammar acquisition and a reflective teaching journal of the lecturer using L1 in form-focused tasks. This study developed two research questions to accomplish this goal: i) What are the students’ attitudes towards the use of L1 in form-focused tasks using a gamified approach?; ii) What are the teacher’s reflections on the use of L1 in form-focused tasks using a gamified approach?

Is the use of L1 fruitful for learning grammar in EFL classroom?

It has long been a topic of significant interest in language instruction when L1 is used in conjunction with FL, namely English in an EFL situation. According to some English teachers, encouraging pupils to use English as often as possible during the learning process is required since the usage of English is thought to be crucial to the process of acquiring a language. Given that second languages (L2) are learned in the same way as first languages (L1) (Ellis, 2008) and that English is the most important language (Pennycook, 1994), this notion may be reasonably justified. This is a reference to the teaching strategy known as the "Monolingual Approach," which insists on the sole use of the target language in the classroom (Miles, 2004). Nazary (2008) provides the justifications for this approach: (1) the L2 learning model is identical to the L1 model; (2) the split usage of L1 and L2 shows effective learning; and (3) the consistent use of L2 can help students understand why L2 is so important. Thus, many teachers are encouraged to maximize students' exposure to English and minimize the usage of L1, which they believe may impede language development.

This L2 exposure clause, however, may be contested by others. In Cook's words (2001), "L2 learning is not L1 acquisition, and L2 users are not the same as L1 users" (p. 410). Atkinson (1987) similarly holds the same opinion, claiming that it is probably less effective to just reinforce the target language. It is because using a language exclusively is not a sufficient means of learning (Miles 2004), however using a language alongside their native tongue (L1) may offer them a more successful opportunity to do so. According to a study by Auerbach (1993), students are more likely to learn English in a classroom setting when their L1 is present, as opposed to when English is the only language present. In light of this, it becomes clear that using L1 for language learning is not pointless but rather beneficial. In order to achieve a balanced ratio of English use, incorporating L1 as a judiciously employed tool in EFL classrooms would yield greater benefits for the language acquisition process (Nazari, 2008). Task management, task clarification, vocabulary and meaning consideration, and grammar explanation are a few benefits of a well-balanced usage of L1 and English in an EFL environment (Swain & Lapkin, 2000; Scott & Fuente, 2008; Nation, 2003). The careful use of L1 in grammar learning was a focus of this study.

According to Vooren, Casteleyn, and Mottart (2012), some teachers may believe that grammar is a language skill that may be taught subconsciously. Herein lies the idea of learning grammar as an acquisition process, one that assumes the instructor will provide students with the proper exposure to English so they can acquire the language unconsciously. Yet, constructing grammar lessons solely around English usage proves challenging, as students cannot engage in language-centered learning while utilizing their L1 (Aslikhosh et al., 2014). This is due to the simplicity of explanation provided to students by the combination of L1 and English in learning grammar, allowing them to discuss it in either language (Aslikhosh et al., 2014). In order to assist pupils in learning grammar, it is important to recognize that the usage of L1 should not just be seen as a significant issue.

The L1 integration in form-focused tasks using a gamified approach

Form-focused tasks, as described by Scott and Fuente (2008), are language-focused tasks that enable students to produce an output, establish the meaning, and focus only on preset target language structures. According to Swain and Lapkin (1998), it is crucial to design exercises with outcomes that might draw students' attention to grammatical elements. They go on to say that this sort of assignment
can encourage positive dialogue among students to promote introspection and metatalk about the target language.

Form-focused tasks can be situated in various ways. “One way to construct a focused task is to make the L2 itself the content of the task” (Scott & Fuente, 2008, p.102). This method is referred to as a consciousness-raising task by Ellis (1991, as referenced in Scott & Fuente, 2008), a targeted exercise that tries to promote students' awareness and analysis of how preselected language characteristics operate. As stated by Scott and Fuente (2008), engaging in consciousness-raising activities during form-focused tasks gives students the chance to explicitly learn a few grammatical features. Therefore, this assignment involves students in a productive conversation that encourages them to use their metalinguistic speaking to identify specific grammatical forms. This is consistent with the nature of L1 usage in English learning, which can trigger students' metatalk, a conversation in which students use their native tongue to examine and analyze how they use the target language (Brooks & Donato, 1994). In fact, introducing the judicious use of L1 through the awareness-raising form-focused exercise can control students' cognitive processing (Aslikhosh et al., 2014), which in turn contributes to students' acquisition of grammatical concepts (Scott & Fuente, 2008).

Gamification has the major potential to improve the quality of learning by better engaging students with learning activities. A gamified approach is a method of teaching and learning using games to achieve six key engagements: enjoyable experience; support from other students, identity; competitive drive created by social pressure, clear and acceptable objectives and constraints and feedback (Cheong et al., 2013). In alignment with this, the judicious use of L1 in form-focused tasks can engage students more effectively using a gamified approach which can be kinds of Quiz, Jigsaw Presentation, PowerPoint Games, and many others.

Further, the utilization of gamification offers an efficient method for encouraging active learning. By incorporating game components into grammar instruction, teachers can convert passive educational tasks into interactive practices that demand critical thinking, the resolution of problems, and the making of decisions (Sari & Avifah, 2023). Students actively participate in learning through games in the language classroom, which gives them a firm foundation on which to learn ESL grammar in an efficient and beneficial way (Hashim et al., 2019; Pham, 2023). This means that gamification could assist students in acquiring grammatical concepts through their use of L1 in form-focused tasks.

METHODS

This study was designed as analytical descriptive using a survey of students’ attitudes toward the use of L1 using a gamified approach in grammar acquisition and a reflective teaching journal using L1 in form-focused tasks using a gamified approach. To shed more light on effective learning, it is important to include the opinions of the students on what takes place in the classroom. Therefore, it is essential to evaluate this strategy from the perspective of the students. Taking notes of the lecturer's reflections is another crucial method to assess this approach.

The time managed by the researchers to conduct this study was from September until December 2022. In this period, the researchers intended to gain the data through administering questionnaires and collecting lecturer's reflective journals. This research was carried out in 7 EFL Classrooms at Universitas Billfath and Universitas Merdeka Malang using various game activities intermittently with L1, such as Quizizz Challenge and Jigsaw Presentation in which students were asked to negotiate the meaning with their peers. The respondents of this research were the 36 students of 2 EFL classrooms of Universitas Billfath (Basic English Grammar and Advanced English Grammar) and 118 students of 5 EFL classrooms of Universitas Merdeka Malang (General English Classes). These classes were taught by one EFL lecturer who also participated in filling the reflective teaching journals.

The perspectives of the students on what occurs in the classroom are crucial for clarifying good learning. The evaluation of this approach must thus be done from the perspective of the students. A questionnaire could assist this study reach this goal. This questionnaire is intended to describe students' perspectives regarding the appropriate use of L1 occasionally with English during the form-
focused activity with a gamified approach. It was modified from previous early study on L1 (Scott & Fuente, 2008; Sharaei, 2012).

Regarding the responses to questionnaires, the data were calculated, analyzed, and described based on the topics. While processing the reflective journal, thematic analysis was one of the analytical methods employed in this study to examine the qualitative data. It is a technique for identifying, analyzing, and interpreting key themes or patterns in data. In order to find themes, the researchers need not strictly adhere to any theoretical framework and might instead draw themes directly from the data. According to this research's objective, there is a need for data analysis that is flexible and unrestricted by any clear precedents. The researchers were able to analyze the qualitative data set in this instance to a great extent because of theme analysis.

RESULTS AND DISCUSSION

It is critical to collect information on students' views regarding the prudent use of L1 in form-focused tasks using a gamified method in order to evaluate the efficacy of this strategy. Additionally, promoting teachers' reflection on this strategy will help with the evaluation process.

Students' attitudes towards the use of L1 in form-focused tasks using a gamified approach

According to the questionnaire result, it was obtained with the following information. The questionnaire was divided into two sections; they are the use of L1 in form-focused tasks and gamification in learning grammar.

The L1 Integration in Form-focused Task

As the result of administering a questionnaire to the 154 undergraduate students of EFL Classroom who experienced the use of L1 in grammar tasks, the following table indicates their attitudes towards the L1 integration in form-focused tasks.

<table>
<thead>
<tr>
<th>The use of L1 in form-focused task</th>
<th>Students' attitudes towards</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students found it helpful to use Bahasa Indonesia in learning grammar through form-focused task.</td>
<td>99.4 %</td>
<td></td>
</tr>
<tr>
<td>Students found it easier to understand the complex concept of grammar when they discuss with peers using Bahasa Indonesia.</td>
<td>92.9 %</td>
<td></td>
</tr>
<tr>
<td>During form-focused tasks, students found it understandable to use Bahasa Indonesia to talk about structures.</td>
<td>92.2 %</td>
<td></td>
</tr>
<tr>
<td>To negotiate the meaning with the group, students think they made a clearer explanation about their understanding of grammar using Bahasa Indonesia.</td>
<td>98.7 %</td>
<td></td>
</tr>
<tr>
<td>Employing Bahasa Indonesia to negotiate ideas with groups afford them to generate more meaningful thoughts to solve the task.</td>
<td>95.5 %</td>
<td></td>
</tr>
<tr>
<td>Students became more confident to talk about target structure when they were allowed to use Bahasa Indonesia during form-focused tasks.</td>
<td>92.9 %</td>
<td></td>
</tr>
<tr>
<td>The judicious use of Bahasa Indonesia during the task process helped them to mediate their thoughts to verbalize the rule of target structures in presentation and written report section.</td>
<td>96.8 %</td>
<td></td>
</tr>
<tr>
<td>Given the opportunity to discuss the target structures using Bahasa Indonesia, students found it easier to articulate their understanding of grammatical discovery in English.</td>
<td>97.4 %</td>
<td></td>
</tr>
<tr>
<td>After understanding grammar structures through Bahasa Indonesia, students do not feel reluctant anymore to verbalize their thoughts in English.</td>
<td>93.5 %</td>
<td></td>
</tr>
<tr>
<td>Students liked being able to judiciously use Bahasa Indonesia responsively with English in learning grammar.</td>
<td>98.7 %</td>
<td></td>
</tr>
</tbody>
</table>

The table shows that 99.4 % of students found it helpful to use Bahasa Indonesia in learning grammar through form-focused tasks. They further explained that the use of Bahasa Indonesia in a proper manner can help them understand grammatical comprehension. This is consistent with other studies
The L1 integration in form-focused tasks using a gamified approach in EFL classrooms

that claim L1 is especially helpful for students who require support to mediate their knowledge of grammatical principles (Miles, 2004 & Aslikhosh et.al, 2014). The use of L1 also enabled students to have a discussion with their peers. 92.9 % of students agreed that it is easier to understand the complex concept of grammar when they discuss with peers using Bahasa Indonesia.

"The use of Bahasa Indonesia makes it easier to discuss grammar" (Questionnaire excerpt).

"I found it easier to express an understanding of different opinions on grammar problems because of the use of Bahasa Indonesia in learning grammar" (Questionnaire excerpt).

Using Bahasa Indonesia drove students to be more open with their peers when they found difficulty in understanding the complex structures of sentences. They did not feel reluctant to discuss when they used Bahasa Indonesia. 92.9 % students became more confident to talk about target structure when they were allowed to use Bahasa Indonesia during form-focused tasks. Confidence in discussion may encourage students to construct more knowledge. This, subsequently, affords students the ease of explanation where they can discuss it in either language (Aslikhosh et.al, 2014).

During form-focused tasks, 92.2 % of students found it understandable to use Bahasa Indonesia to talk about structures. This type of assignment can stimulate positive dialogue among students to encourage introspection and metatalk about the target language. (Scott & Fuente, 2008). In this scheme, students perceived Bahasa Indonesia as a valuable means to talk about the grammar task and make a conclusion of the grammar comprehension. To negotiate the meaning with the group, the majority of students (98.7 %) thought they made a clearer explanation about their understanding of grammar using Bahasa Indonesia. 95.5 % of students also agreed that this approach afforded them to generate more meaningful thoughts to solve the task.

"Using Bahasa Indonesia in learning grammar is very easy and helps me convey my opinion and suggestions about grammar issues. The use of Bahasa Indonesia makes learning much more interactive and cooperative" (Questionnaire excerpt).

Invoking the use of L1 during the task process helped students mediate their thoughts to verbalize the rule of target structures in the presentation and written report section (96.8 %). This is consistent with the nature of L1 usage in English learning, which might prompt students’ metatalk, a talk in which students use their native tongue to discuss and examine how they are using the target language (Brooks & Donato, 1994). 97.4 % of EFL then agreed that the appropriate use of L1 has afforded them to articulate their understanding of grammatical discovery in English.

"I feel the benefit of using Bahasa Indonesia in my class, especially in understanding grammar so that we can communicate and understand the meaning of grammar easily” (Questionnaire excerpt).

It is important to maintain the appropriate amount and frequency of L1 in the classroom. 93.5 % of students realized that after understanding grammar structures through Bahasa Indonesia, they did not feel reluctant anymore to verbalize their thoughts in English. Students liked being able to judiciously use Bahasa Indonesia responsively with English in learning grammar (98.7 %). The students’ dependence on L1 translation for grasping linguistic aspects would be hampered by the ratio of Bahasa Indonesia to English in the classroom (Aslikhosh et.al, 2014). The teacher’s control, therefore, is the key aspect of the success of the use of L1 responsively with English in the EFL classroom.

"It is easier for me to understand the material if it is explained in Bahasa Indonesia, but when having a conversation or speaking practice I prefer to use English” (Questionnaire excerpt).

"It is better to use Bahasa Indonesia responsively with English in learning grammar” (Questionnaire excerpt).
This result shows that taking advantage of the judicious use of L1, students found it helpful to use Bahasa Indonesia in learning grammar through the form-focused task. They made a clearer explanation of their understanding of grammar.

**Gamification in learning grammar**

Gamification has been significantly employed in some EFL classrooms. Because of the engaging and inspiring surroundings, gamification has been shown to have a favorable impact on students' learning experiences and outcomes (Dehghanzandeh et al., 2021; Zhang and Yu, 2021). Thus, in this research, the questionnaire administered to EFL students questioned the students’ perspective on their learning experience using a gamified approach to learning grammar. The following table is the result of students’ attitudes towards gamification in learning grammar.

**Table 2. Students’ Attitudes towards Gamification in Learning Grammar**

<table>
<thead>
<tr>
<th>Students’ attitudes towards</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games allow students to actively participate in learning grammar</td>
<td>96.1 %</td>
</tr>
<tr>
<td>Games can help them understand the grammar material that has been given</td>
<td>96.1 %</td>
</tr>
<tr>
<td>Through games, students can recall the grammar material that has been discussed</td>
<td>94.2 %</td>
</tr>
<tr>
<td>Games make them curious about answers to grammar questions</td>
<td>97.4 %</td>
</tr>
<tr>
<td>Through playing, their knowledge increases about the material that has been given</td>
<td>96.1 %</td>
</tr>
<tr>
<td>Games increase their motivation in learning grammar</td>
<td>95.5 %</td>
</tr>
<tr>
<td>Through games, students are always enthusiastic about answering all grammar questions correctly</td>
<td>94.2 %</td>
</tr>
<tr>
<td>The game allows students and their team to collaborate in solving grammar problems</td>
<td>96.8 %</td>
</tr>
<tr>
<td>Games give them the opportunity to discuss and help each other in solving grammar tasks</td>
<td>96.8 %</td>
</tr>
<tr>
<td>Students have become accustomed to solving grammar problems through team negotiations</td>
<td>92.9 %</td>
</tr>
</tbody>
</table>

The above-mentioned result shows that 96.1 % of students agreed that games allowed them to actively participate in the learning process. The active engagement of students in language learning through games creates a strong foundation for English learners to successfully and pleasantly acquire grammar (Leaning, 2015; Hamari, Koivisto & Sarsa, 2014). Besides, students recognized that games could help them understand the grammar material that had been given (96.1 %).

In terms of memory retention, the majority of students (94.2 %) said that they could recall the grammar material that had been discussed earlier through games.

“Through games, students become more active and challenged so that it becomes easier for me to remember the material” (Questionnaire excerpt).

“Using games in learning grammar, we can develop our grammar skills and memory of knowledge” (Questionnaire excerpt).

In a study by Hashim et al. (2019), by making learning more enjoyable, gamified learning may help students remember what they have learned more effectively. Moreover, they admitted that a gamified approach made them curious about the answers to grammar questions (97.4 %). They further explained that they were motivated to discuss the grammar structure that had been questioned.

“I am quite happy with the application of games in grammar learning because it is easy for me to get answers and I am motivated to find the grammar answer” (Questionnaire excerpt).

“The use of games in learning grammar is really needed because it can increase our grammar knowledge and students are not bored during the lesson” (Questionnaire excerpt).
In a cognitive engagement, playing games increased the students’ knowledge about the material that has been given (96.1%). This is in accordance with the research by Pham (2023) which demonstrated that gamified learning has a significant impact on learner’s grammatical knowledge compared to when learners learned grammar in a conventional way.

Talking about motivation strategies in learning, a gamified approach can be a valuable means for teachers to encourage students’ motivation in learning grammar. Iaemenko (2017) proved that the use of games could foster intrinsic motivation and help students engage in learning activities. Based on the result, 95.5% of students agreed that they felt much more motivated to learn grammar when the teacher incorporated games in the form-focused tasks. They also felt enthusiastic about answering all grammar questions correctly (94.2%).

“With the implementation of games in grammar, I can be motivated about using grammar” (Questionnaire excerpt).

“Very pleasant. Because English is considered a rather boring subject for some people, the use of games in learning grammar makes people feel more interested and it is quite easy to understand. The development of the times and the mindset of millennial children currently have quite a role which can have a good effect if the learning atmosphere is made in a fun situation but remains focused and serious with the material provided” (Questionnaire excerpt).

In a collaborative way, this approach allowed students and their teams to collaborate in solving grammar problems (96.8%). This is because 96.8% of students realized that the gamified approach gave them the opportunity to discuss and help each other in solving grammar tasks.

“The application of games in grammar learning is one of the right methods because students will be more communicative, happy and easy to understand and remember the material presented” (Questionnaire excerpt).

“Games in grammar learning make students able to communicate with other students” (Questionnaire excerpt).

This approach, therefore, made students accustomed to solving grammar tasks through team negotiations (92.9%). The use of the game approach enhanced students’ collaborative skills which is helpful for students to engage in a meaningful and communicative exchange to accomplish grammar tasks with their peers (Poole et al., 2019; Ardi and Rianita, 2022). As a result, students can develop their communicative skills in constructing knowledge.

Indeed, students showed positive attitudes toward the use of a gamified approach in learning grammar. It can be stated that gamified learning allowed students to build active participation in grammar learning, enabled students to understand the grammar knowledge and retain memory of lessons learned, fostered students’ motivation and engagement and facilitated them to collaborate with their peers.

**Teacher’s reflections on the use of L1 in form-focused tasks using a gamified approach**

As indicated by Farrell (2007), in order to improve their instruction, instructors must reflect on what occurs in the classroom in order to assess achievement of objectives and identify potential follow-up steps. This form-focused activity may have been created with consciousness-raising activities in mind, given the significance of increasing students’ awareness and encouraging attentive thinking on grammatical objects (Scott & Fuente, 2008). The process and output phases of this practical implementation were systematically created over the course of three sessions in seven classes.

As Ellis (2003) asserts, students’ collaboration to negotiate meaning can be facilitated when they work in pairs or groups, which leads to language learning. Since the class is divided into many groups of three students, the consciousness-raising form-focused exercise was therefore placed in a group project at the process level. After that, each group was given a piece of English text that includes
grammatical elements. Students are then given instructions to read aloud and discuss in groups the meaning of any highlighted grammatical characteristics as well as how to employ them in context. As an example, students were exposed to a text that used "relative pronouns such as who and which." They must then determine the significance of both characteristics and their various applications. It is expected in this exercise that students will occasionally or regularly speak about the language they are analyzing in their L1. As a result, it's important to enforce the restriction that they can only learn grammar at this level by using their own language. Each of these tasks had a time constraint of between 15 and 20 minutes, which was strictly based on how intricate the constructions were.

In the output phase, students were invited to express their conscious thought on the language characteristics through group presentations, individual written reports on their understanding of the meaning and application of structures, and interactive activities. Students were given the task of expressing their grammatical comprehension in this phase using the English that they had learned through their L1 in the preceding phase. This was consistent with studies by Scott & Fuente (2008) and Aslikhosh et al. (2014), which showed that students used their first language (L1) throughout the grammar exercise to determine the meaning of the structure that would be translated into English sequentially. It was therefore thought that permitting the careful use of L1 in English grammar instruction would aid students in the process of grammar acquisition. The result phase can likewise be changed to a jigsaw presentation in a later deployment. In order to acquire new structures in a pleasant learning environment, this game will provide each group a fresh set of grammatical structures to decipher.

Based on the reflection written by the teacher, the teacher practices could be identified into four elements, which are goal achievement on integrating L1 in form-focused tasks using a gamified approach, students' reactions to this approach, strengths as well as weaknesses and future plans the teacher will do for improved learning.

**Goal Achievement**

In the advanced class, more than half of the students achieved the learning objectives. The judicious use of Bahasa Indonesia (L1) makes English grammar easier for them when their English is still at a lower level. Teachers should take into account students' English competency at the beginning, intermediate, or advanced levels when integrating L1 in English grammar lessons. In the view of Atkinson (1987), L1 may be designed at all levels, such as lowering linguistic ambiguity and confirming grammatical grasp. Nevertheless, a lot of studies indicate that L1 is particularly helpful for novices (Atkinson, 1993; Cole, 1998; Zulfikar, 2019), particularly in learning grammar as students at this level require aid to mediate their knowledge on grammatical topics (Miles, 2004; Aslikhosh et al, 2014). In other words, even if English is acceptable for all levels and L1 instruction is well-balanced, L1 instruction used properly benefits low-level students the most. As a result, the careful application of L1 in a task that emphasizes form while employing a gamified approach was appropriate for beginners in this situation to learn grammar.

**Students’ Reactions**

In the advanced class, students shared Bahasa Indonesia responsively with English while doing the task. For beginners, the students showed a moderate ability to share Bahasa Indonesia responsively with English in carrying out form-focused tasks. The idea of L1 overuse has been raised by several investigations (Miles 2004; Scott & Fuente 2008). According to Atkinson (1987), there are a number of risks associated with using L1 excessively in EFL classes. These risks include having teachers and students rely on L1 translation to understand language features, having students mistakenly believe that L1 and English structures differ, and having students become reluctant to speak English. Since students feel more at ease speaking alone and because they are all using the same L1 in this situation, it is possible that L1 overuse will happen organically. Therefore, it is crucial to keep L1 usage in the classroom at the proper level and frequency. According to Atkinson's (1987) study, teachers should maintain a well-balanced ratio between L1 and L2 in the classroom. In this scheme, the judicious use
of L1 was appropriately controlled through the form-focused task by allowing students to use their L1 with English on occasion while negotiating in a group and, in output, by giving them the task of articulating their discovery of grammatical knowledge using English. The students in this setting acknowledged that they were content to converse in English and Bahasa Indonesia in an enjoyable learning environment in order to master grammar.

**Strengths and Weaknesses**

In terms of the strengths of this approach, the teacher noted that the use of L1 in form-focused tasks using gamification enhanced students’ grammatical knowledge and improved their language acquisition. Further, this approach helped students understand and internalize language structures more effectively, which can lead to improved grammar acquisition. Moreover, learning grammar using L1 with a gamified approach made the learning process more fun and appealing for students which in turn yielded learning engagement (Iaramenko, 2017; Ardi & Rianita, 2022). Students admitted that they were more engaged with this approach compared to the conventional teaching approach, such as the grammar drilling approach. The teacher could say that using Bahasa Indonesia in form-focused tasks could provide students with a familiar and meaningful context in which to learn and practice the target language, which can make the learning process more meaningful and enjoyable.

However, there will always be a weakness in each approach. This approach, for example, has some weaknesses that the teacher identified during the learning process. The teacher stated that students with lower proficiency levels in Bahasa Indonesia may struggle to understand and engage in the tasks, while those with higher proficiency levels may not benefit as much from the use of Bahasa Indonesia. This is because they had been accustomed to negotiating the meaning of grammar structures in the target language. Regardless of the significant benefit of using L1 in acquiring grammar, the teacher admitted that the overuse of Bahasa Indonesia may impede knowledge development. While using Bahasa Indonesia in form-focused tasks can be beneficial in certain ways, it may also limit the students’ speaking practice with the target language and affect their overall language ability to use it in real-life situations. Thus, whether at a beginning, intermediate, or advanced level, teachers should take into account their students’ English competency when integrating L1 into English grammar lessons (Miles, 2004; Aslikhosh et al., 2014). Another important element to consider as well is the practice of gamification in grammar. Several students who were not good at playing games were having trouble finishing the activity. This actually can be overcome by facilitating them to collaborate with their peers so they will accomplish the task together.

**Future Plan**

Being reflective on teaching practice and envisioning future plans play a significant role in their professional development (Mathew et al., 2017). Finding out how well each student can acquire English and their language learning needs, the teacher tried to reflect and plan how this approach can be applied better and what they should do in the future. This could help teachers know which students might do better with the Bahasa Indonesia and gamified approach, and which students might need extra help. To keep students engaged and motivated, the teacher will incorporate a variety of activities and approaches into the grammar lessons. For instance, a mix of games, traditional grammatical exercises, communicative activities, and many more. The teacher also will ensure the balanced use of L1 and English in their classes. The teacher mentioned an example such as using Bahasa Indonesia for discussion, explanation and instruction while using English for communication and expression.

**CONCLUSION**

Taken together, this research evaluated the use of L1 in form-focused tasks using a gamified approach. At this point, the questionnaire and reflective teaching journals approach that the researchers used allowed us to make substantial conclusions that roughly might answer the study questions. According to the findings, it could be clearly seen that the judicious use of L1 to teach grammar with a gamified approach appears to have helped students acquire grammar skills. This was drawn from students’
perspectives and teachers’ reflections on students’ engagement and enthusiasm during the lessons and from evaluating their performance. However, to reach the objective of this approach to changing the L1 use with gamification in EFL classrooms to be an effective way of grammar learning, the teacher must strengthen its potential and correct deficiencies. Since this study was conducted only with university students and a university lecturer, this research has not yet been able to explore more extensively the L1 integration in form-focused tasks using a gamified approach in a broader context. As a result of identifying this shortcoming, this work can serve as an encouraging turning point for future research.

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