

## ABSTRACT

This study explored students' and teachers' perceptions of gamification in English language learning and teaching at SMA Negeri 1 Sunggal, Indonesia. Using a descriptive qualitative design, data were collected through questionnaires, interviews, and classroom observations involving 72 students and two English teachers. The findings revealed that both groups held highly positive perceptions of gamification, recognizing its ability to increase motivation, engagement, and learning effectiveness, particularly in learning English. Gamified tools such as Quizizz created enjoyable, interactive, and student-centered learning environments that promoted active participation and collaborative learning. The results also confirmed the relevance of Self-Determination Theory and Sociocultural Theory in explaining how gamification fosters autonomy, competence, and social interaction. However, challenges such as unstable internet access, limited digital devices, time constraints, and varying teacher readiness affected implementation. The study concludes that gamification is an effective pedagogical approach when supported by adequate infrastructure, digital literacy, and institutional commitment. It recommends integrating gamified tools systematically into English teaching and providing continuous professional development to enhance teachers' digital competence.

Keywords:

Gamification, English Language Learning, Teachers' Perceptions, Students' Perceptions, Motivation, Engagement, EFL Context