THE EFFECT OF USING GAMIFICATION ON STUDENTS' MOTIVATION IN ENGLISH LEARNING AMONG THE TENTH GRADE STUDENTS OF SMKS TEKNOLOGI MUHAMMADIYAH BUKITTINGGI

A THESIS

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In this digital era, English has become very important language. It is used in several areas, including education, technology, and business. As a global language, English is important for vocational school students to prepare for future job competition. According to a study by SCIRP (2021), English proficiency is one of the essential factors in enhancing the employability of vocational school graduates. Despite its importance, many students struggle to learn English due to a lack of motivation, thus affecting their English language skills.

Motivation is one of key factor in the language learning process. Based on Harmer (1991), motivation has an important role in improving students' performance in the teaching and learning process. It encourages students to work harder to achieve better results. Lack of motivation can have an impact on low learning outcomes. Lack of motivation is one of the factors that negatively influences academic performance, as it leads to difficulties in understanding the material and reduces the effort students put into their studies. This further supports the idea that without proper motivation, students may struggle to understanding the material, which will lead to lower academic performance (Mauliya et al., 2020).

Motivation is a driving that helps students carry out learning activities and achieve their goals. The importance of learning motivation also has a significant impact on teaching and learning activities in the classroom. However, based on preliminary research conducted by the researcher at SMKS Muhammadiyah Bukittinggi, it was found that some students still show low motivation in English learning. The low learning motivation of students can be seen from their lack of focus during lessons, making it harder for them to understand and follow the material given by

the teacher. Some students appear disengaged during lessons, showing signs of boredom. Some frequently use their phones, seem drowsy, or prefer chatting with friends rather than paying attention to the teacher. These habits indicate a lack of seriousness in the learning process, which can ultimately negatively impact their academic performance.

Based on the challenges being encountered, there is a need for more varied and engaging learning methods to enhance the student learning experience. One approach to address this is by integrating technology, such as educational games, which can capture students' attention and make learning more interactive and enjoyable. The implementation of games in educational activities has been proven to enhance students' motivation, which is a crucial and inherent element of learning behavior (Schunk et al., 2012). It encourages students to engage more actively in classroom activities, providing them with a more enjoyable and stimulating learning experience (Icard, 2014). However, not all types of games are suitable for educational purposes. Some students lack the motivation and interest to learn because they often choose to play games rather than complete assignments or read academic materials (Zichermann & Cunningham, 2011). Several studies have shown that gamification models are able to improve motivation, engagement and performance skills and succeed in learning English (Purgina, et al., 2019; Wichadee & Pattanapichet, 2018; Lin et al. 2018; Zarzycka-Piskorz, 2016).

Gamification is the technique of game-based elements, such as mechanics, aesthetics, and game strategies, to engage people, encourage action, improve learning, and solve problems (Kapp, 2012). Additionally, Anisa et al. (2020) defines gamification aims to enhance participants' engagement and motivation by integrating key game elements, including points, badges, leaderboards, levels, rewards, and challenges into learning activities. Morever, Mee Mee et al (2020) define gamification is not intended to replace educational content with games, but rather to incorporate

game-based elements and mechanics to support and enhance the effectiveness of the learning process. Thus, gamification can be an effective approach to increase students' motivation and encourage them to be more active and interest in learning English.

Based on interviews conducted with 10th-grade English teachers and students on February 11, 2025, it was found that English teachers stated that SMKS Muhammadiyah Bukittinggi had implemented a student-centered learning model aligned with the Merdeka Learning framework. The teachers had also optimized the use of quizzes and occasionally used games in groups during the teaching and learning process. However, this differed from the results of student interviews. Six students from X TSM 1 and X TSM 2, representing high, medium, and low academic ability, stated that some of them still had difficulty understanding English material thoroughly. They also emphasized the need for more diverse and interactive teaching methods so that learning would become more interesting and not feel monotonous. This showed that although English teaching had referred to the principles of the Independent Curriculum, its application was still not fully optimal, as the approach used still tended to be teacher-centered.

The researcher also conducted classroom observations on February 11, 2025, and concluded that teachers had utilized quizzes to assess students’ scores. However, in delivering the overall material, the teacher remained teacher-centered, which made the learning process monotonous. As a result, most students appeared bored, lost focus, and had difficulty understanding the English material presented. Therefore, it was recommended that teaching strategies be improved by creating a more dynamic and engaging learning environment. More interactive and experiential learning was considered capable of increasing student engagement and deepening their understanding of the material. Building a stimulating and enjoyable learning atmosphere was also seen as an

important factor in maintaining student motivation and optimizing their learning outcomes.

Considering the gap and the potential of the gamification learning model to provide benefits in the learning process, it was considered important to implement this model in teaching. It was expected that the application of the gamification model could serve as a solution to address the issue of low student motivation at SMKS Muhammadiyah Bukittinggi. Based on the explanation above, the researcher was interested in conducting a further study with the title: *"The Effect of Gamification on Student Motivation in English Learning Among 10th-Grade Students of SMKS Teknologi Muhammadiyah Bukittinggi."*

B. Identification of the Problem

Preliminary research has identified several issues, including:

1. Some students still lack engagement and motivation.
2. Some students still struggle to understand English material.
3. The teaching methods are still too limited and lack of variety.

C. Limitation of the Problem

Based on problems identification above, this research focused specifically on the limitations and lack of variety in teaching methods in language learning, particularly through the use of gamification. Therefore, the study examined the effect of gamification on students' motivation among 10th-grade students at SMKS Muhammadiyah Bukittinggi.

D. Formulation of the Problem

With the previous discussion providing the background to problem the aim of this study as follows:

1. Is there effect of using gamification on students' motivation in English learning at the 10^{TH} grade students of SMKS Teknologi Muhammadiyah Bukittinggi?
2. Is there any significant difference between students who taught by using Gamification and who taught without Gamification?
3. Is the students' motivation who taught of applying Gamification get better than students who taught without Gamification?

E. Objective of the Research

1. To know whether there is significant effect of using Gamification on student's motivation in learning English at the 10th grade of SMKS Teknologi Muhammadiyah Bukittinggi.
2. To identify any significant difference between students who taught of Gamification and who taught without Gamification.
3. To determine about students' motivation who taught of applying Gamification get better than the students who taught without Gamification.

F. Significance of the Research

Findings of this study have beneficial to a variety of groups**,** including teachers and future researcher.

1. For the teacher

   This research hopes to help teachers understand students' motivation toward learning English and provide insight for teachers in designing more effective learning strategies and learning environments through Gamification ultimately enhancing students' motivation and improving their learning outcomes.

2. For the future researcher

   For future researcher who want to study the same topic, this research expectantly can be a source of information and reference.

G. Definition of Key Term

In order to avoid misunderstanding in reading this paper, it is necessary to define the following terms:

1. Motivation

   Motivation is the desire to put in a lot of effort to reach organizational goals. It depends on how well that effort meets a person's needs. It is an internal drive that pushes someone to take action and keep going with determination.

2. Gamification

   Gamification is a technique that involves integrating game elements, such as points, rewards, and challenges not related to game contexts. This strategy is used to enhance engagement, motivation, and participation by making learning experiences more interactive and enjoyable.

3. Effect

   Effect refers to the influence, impact, or change that one variable has on another. It demonstrates how an independent variable alters or influences a dependent variable. The effect can be causal, meaning that one factor directly causes a change in another, or statistical, indicating that the change is significant rather than occurring by chance. Moreover, the effect can be positive, leading to improvement or enhancement, or negative, resulting in deterioration or decline

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Motivation

1.1 Definition of Motivation

Motivation plays a key role in language learning, as it influences learner's attitudes, behaviors, and determination in mastering a new language. The term is derived from the Latin word "movere," which means "to move," as motivation provides the necessary energy to people's actions (Eccles et al., 1998; T. Jansen et al., 2022). Schunk (2014) defines "Motivation is the process of initiating, directing, and sustaining behavior" It means that motivation helps start actions, focus effort, and sustain behavior over time, which helps students achieve their learning goals. The influence of individual's needs and desires both have a strong impact on the direction of their behavior.

According to Shearin (1994), motivation is the desire to achieve goals. It highlights that motivation is not only about setting goals, but also about the willingness to put in the effort and perseverance required to achieve those goals. Research shows that motivated learners are more inclined to take on challenging tasks, engage actively, enjoy the learning process, adopt a deep learning approach, and exhibit improved performance, persistence, and creativity (Ryan & Deci, 2000).

Addition, other definitions of motivation, Gottfried (1990) defines academic motivation as the enjoyment of school learning, characterized by a mastery orientation, curiosity, persistence, intrinsic focus on tasks, and the willingness to engage in challenging, difficult, and novel tasks. It means the importance of enjoying the

learning process and being motivated to face difficult and new challenges.

From the theories discussed above, the researcher concludes that motivation is an important factor in encouraging students to take on challenges, continue to work hard, and achieve academic success. Motivation influences a learner's attitude, behavior, and ability to face adversity, explore new ideas, and stay committed to their goals. By understanding the factors that influence motivation, educators can create better strategies to help students reach their full potential.

1.2 Different Types of Motivation

In the theory of self-determination (SDT; Deci & Ryan, 1985) Motivation is divided into two different reasons or goals that gives rise to an action. Motivation is generally divided into two types, namely intrinsic motivation and extrinsic motivation:

a. Intrinsic Motivation

Intrinsic motivation refers to engaging in an activity for its inherent satisfaction rather than for external rewards or pressures. Operant theory (Skinner, 1953) argued that all behaviors are driven by rewards, meaning actions are influenced by external consequences such as food or money. When intrinsically motivated, individuals participate in tasks because they find them enjoyable, challenging, or fulfilling. This type of motivation is evident in natural curiosity, playfulness, and the desire to explore, which support learning and development throughout life. Unlike external motivators such as money or grades, intrinsic motivation arises from within, driven by the need for competence, autonomy, and relatedness. While some activities are widely seen as interesting, intrinsic motivation varies between individuals based on personal interests and task engagement.

b. External Motivation

Extrinsic motivation refers to involvement in an activity to achieve external results rather than for inherent enjoyment. This is in contrast to intrinsic motivation, which is driven by personal interest and satisfaction. Extrinsic motivations vary in autonomy, ranging from external regulation, in which actions are controlled by rewards or punishments, to more self-determined forms, in which individuals internalize and integrate external values as their own (Ryan & Deci, 2000). Addition to Santrock (2011), External motivation refers to behavior driven by external rewards such as grades, praise, or tangible incentives. Unlike internal motivation, which is fueled by personal interest or intrinsic satisfaction, external motivation arises from the desire to gain rewards or avoid negative consequences. Because many educational activities are intrinsically unattractive, encouraging internalization can help students develop greater personal commitment, perseverance, and engagement in learning.

In conclusion, there are two types of motivation namely Intrinsic motivation and Extrinsic Motivation. Intrinsic motivation arises from oneself or a person's personal satisfaction in doing an activity because they feel interested, enjoy the process, or find a meaningful challenge. In contrast, extrinsic motivation is driven by external factors, such as awards, grades, or praises, that make a person do something in order to get a certain result. Although extrinsic motivation is often used in education to encourage students in learning, not all academic activities are naturally attractive to them. Therefore, it is important to help students internalize extrinsic motivation, so that they not only rely on rewards, but also develop a deeper commitment and involvement in the learning process.

1.3 Components of Motivation

Keller (2010) divided motivation into four components in ARCS Model. According to them, there are four components of motivation in learning a language: Attention, Relevance, Confidence and Satisfaction.

1) Attention

Attention refers to the ability to sustain learners' interest, which is essential for effective language acquisition. Attention can be gained through engaging and interactive teaching methods, such as storytelling, role-playing, and multimedia resources. By introducing new and stimulating activities, educators create a learning environment that keeps students focused and motivated throughout the learning process.

2) Relevance

Relevance refers to the connection between language learning and learners' personal, academic, or professional goals. Relevance is established by integrating real-world applications, such as culturally meaningful content and authentic communication tasks. When learners understand how language skills benefit their future aspirations, their engagement and persistence in learning increase.

3) Confidence

Confidence refers to a learner's belief in their ability to succeed, which plays a crucial role in motivation. Confidence is built through structured learning experiences, achievable goals, and supportive feedback. By ensuring that students experience progress and success at each stage of learning, educators enhance their self-efficacy and reduce anxiety, ultimately encouraging continued language development.

4) Satisfaction

Satisfaction refers to the sense of achievement students feel after successfully completing a learning task. Positive reinforcement and constructive feedback help maintain their motivation. When students recognize their progress, they become more engaged in learning. Applying knowledge to real-life situations increases their sense of accomplishment. Both intrinsic and extrinsic rewards reinforce their efforts. A supportive learning environment ensures sustained motivation.

Deci & Ryan (1985) divided motivation into three components. According to them, there are three components of motivation in learning a language: Autonomy, Competence and Relatedness.

1) Autonomy

   Autonomy refers to Autonomy refers to the sense of control and choice that learners have in their learning process. Students feel they can make decisions about how, when, or what they are learning, their motivation increases. In language learning, this may mean giving students the freedom to choose the topics they want to explore or allowing them to choose how they want to engage with the language either through speaking, writing, or listening. This freedom helps them feel empowered and motivated to learn more.

2) Competence

   Competence related to feeling of being able and effective in completing tasks. This is especially important for motivation because learners are more likely to stay engaged in activities where they feel skilled and capable of succeeding. In language learning, this can include mastering new vocabulary, being able to understand grammar, or having conversations in the target language. When learners see their progress and feel confident in their abilities, their motivation to keep learning increases.

3) Relatedness

Relatedness refers to the sense of connection and support students feel from others, such as teachers, peers, and the wider learning community. It's important for learners to feel like they belong and are valued in their learning environment. In the context of language learning, a supportive classroom where students can collaborate, share experiences, and receive positive feedback can foster motivation. When learners feel connected to others, they are more likely to stay engaged and committed to their studies.

Besides that, according to Schunk, Pintrich, and Meece (2008), extrinsic motivation can be classified into four components. There are External Regulation, Introjected Regulation, Identified Regulation, Integrated Regulation.

1. External Regulation

   This type of motivation occurs when a person's behavior is controlled by rewards or punishments from outside. The individual performs an action to gain a reward or avoid a negative consequence, with little personal choice or internal interest.

2. Introjected Regulation

   This type involves internal pressure to act in a certain way due to feelings of guilt, shame, or duty. The person is motivated to avoid negative emotions rather than because of personal interest in the task.

3. Identified Regulation

   In this type, a person understands the importance of a task and willingly accepts it as valuable, even if the task is not enjoyable. The motivation is more personal, but it is still considered extrinsic because the action is done to achieve a specific goal.

4. Integrated Regulation

This is the most self-driven form of extrinsic motivation. It happens when external goals are in line with a person's values and beliefs. The person performs the task because it feels meaningful and fits with their identity, even though the action is still motivated by external outcomes.

Based on the explanation of the motivation components, researchers conclude that four key factors influence motivation in learning: attention, relevance, confidence, and satisfaction. Attention captures and maintains interest through interactive and engaging teaching methods, while relevance makes learning meaningful by connecting it to students' personal, academic, and career goals. Confidence helps students believe in their ability to succeed and keeps them motivated to keep learning. Satisfaction gives students a sense of achievement and encouragement through positive feedback and rewarding experiences. Therefore, these four components are used as the main factors in developing a questionnaire to measure motivation in language learning effectively.

1.4 The Importance of Motivation in language learning

Understanding student motivation in education is important, as it plays a key role in their learning and academic success. Motivation helps students think clearly, focus, and learn more effectively (Filgona, 2021). This idea is also supported by Elliott and Dweck (2005), who stated that motivation is a crucial factor in academic achievement, particularly throughout childhood and adolescence. Motivated students are more likely to set specific goals, stay dedicated to their studies, and overcome difficulties in the learning process. In addition, motivation encourages students to practice more, which helps improve their skills over time.

According to Ryan and Deci (2000), motivation not only improves students' performance but also builds their confidence, making them feel more capable of succeeding in learning tasks. Therefore, motivation is essential for both academic success and the development of language skills.

Based on the explanation above, researchers conclude that motivation is essential for academic success and language learning. It helps students stay focused, persistent, and confident in overcoming challenges. By fostering motivation, learners become more engaged and goal-oriented, leading to better language proficiency. Therefore, this study highlights the importance of motivation in effective language learning.

2. Gamification

2.1 Definition of Gamification

Gamification is of the use of game elements and mechanics in non-game settings, such as education, to increase engagement, motivation, and improve learning outcomes. According to Kapp's (2012) gamification is technique of use of game design elements in non-game contexts to make language learning more engaging, motivate actions, improve learning, and solve problems. Additionally, Anisa (2020) highlight that gamification utilizing game elements like points, badges, leaderboards, levels, rewards, and challenges to enhance participant engagement and motivation. These game elements help motivate students to achieve their learning goals, which in turn enhances their overall engagement. Thus, gamification becomes an effective tool to encourage students to be more active and engaged in learning English.

Gamification can provide second language learners with engaging, effective, and interactive learning experiences and opportunities (Figueroa-Flores, 2015). By incorporating elements

like points and challenges, it helps students stay motivated and build confidence while improving their language skills. Students generally have a positive impression of gamified ESL learning and often express that the experiences are enjoyable, fun, engaging, interactive, and interesting (Guaqueta, C.A., 2018).

Based on theories above, the researcher concludes that motivation is important role in language learning by influencing students' engagement, persistence, and overall success. Motivation helps initiate actions, sustain effort, and enhance learning outcomes. Additionally, gamification serves as an effective strategy to boost motivation by incorporating game elements that make the learning process become interactive and satisfying. Therefore, integrating motivational strategies, such as gamification, can significantly improve students' language learning experiences.

2.2 Elements of Gamification

According to Kapp (2012), game elements are key components that can be incorporated into learning environments to make them more engaging and effective. These elements are designed to motivate and guide learners toward achieving specific objectives. Here are some of the primary game elements discussed in the book:

1. Goals

   Goals serve as a fundamental component in gamified learning, providing learners with clear objectives and measurable outcomes. Well-defined goals enhance motivation and direct learning efforts.

2. Rules

   Rules define gameplay by setting limits on players, scoring, and actions to keep the game structured. In digital games, they also control mechanics like character movements, ensuring fairness and manageability.

3. Conflict, Competition, or Cooperation

Games often involve conflict, competition, and cooperation. Conflict occurs when players must defeat opponents or the game system, as in a football match or a shooting game. Competition focuses on optimizing personal performance without interfering with others, like in racing games, while cooperation involves players working together to achieve shared goals, as seen in games like FarmVille or role-playing games.

4. Levels

   Games have different types of levels, including mission-based levels where players progress from one to the next, and difficulty levels chosen at the start of the game. Additionally, players gain experience and skills as they progress, with all three types of levels often happening simultaneously.

5. Interest

   The curve of interest in a game is the way events are planned to keep the player's attention from start to finish. It begins by grabbing the player's interest, builds up with exciting moments, and ends with a climax, leaving the player engaged and having learned something.

6. Storytelling

   A narrative or storyline is used to create context and immerse learners in the learning experience. It helps connect activities to a larger purpose.

7. Feedback

   Immediate feedback is given to learners based on their actions, helping them understand their performance and areas for improvement.

8. Time

   Time limits or countdowns are used to create a sense of urgency and keep learners focused and motivated.

9. Reward

   Rewards, which can be virtual or physical, are given for completing specific tasks, challenges, or objectives.

10. Replay or Do over

    The "do over" or replay button lets players fail without major consequences, encouraging exploration and learning. It allows players to try new strategies and learn from their mistakes.

Dicheva et al. (2015) highlighted key elements commonly used in gamification:

1. Points

   Points are given to users as rewards for completing tasks or goals, helping track progress and motivate participation.

2. Levels

   Levels show progress by marking goals or tasks completed. They increase in difficulty, encouraging users to stay engaged and continue advancing.

3. Badges, Trophies, and Medals

   These symbols of achievement provide external recognition and motivate users to complete more challenges.

4. Rankings and Leaderboards

   These display a user’s position compared to others, using competition to boost motivation and encourage improvement.

5. Virtual Items

   Non-physical rewards like virtual currencies or items are earned through points. They personalize incentives and encourage users to engage more.

   Based on two theories above, Researcher conclude according to Kapp (2012), there are 10 elements of gamification, while Dicheva et al. (2015) identify 5 key elements. Some of these elements are designed to encourage

active participation and make learning more engaging and diverse. As a result, incorporating game elements into the learning process can serve as an effective strategy to enhance student motivation and improve learning outcomes.

2.2 Benefit of Gamification in Language Learning

There are several expert opinions regarding the benefits of gamification in language learning Gamification has proven to be a powerful tool for enhancing the educational experience by incorporating game-like elements into the learning process. According to Kapp (2012) in The Gamification of Learning and Instruction, gamification increases student engagement by turning learning activities into interactive and enjoyable experiences, making students more motivated to participate actively. The addition of rewards, levels, and challenges creates an environment that encourages learners to stay engaged and complete tasks.

Additionally, gamification fosters a sense of healthy competition among students. Leaderboards and points systems allow learners to track their progress and compare their performance with others, motivating them to strive for better outcomes (Zichermann & Cunningham, 2011). This competitiveness, combined with the enjoyment of completing tasks, leads to improved learning outcomes and retention. Kapp (2012) also explains that the use of immediate feedback through game mechanics helps learners understand their strengths and areas for improvement, accelerating their learning process.

Gamification also encourages active learning, as students are prompted to solve problems, make decisions, and track their own progress. Furthermore, gamification provides opportunities for personalized learning, where students can progress at their own pace

and choose tasks that align with their abilities, thereby enhancing the overall learning experience (Anderson & Rainie, 2014).

Another key benefit is the development of essential skills, such as problem-solving and critical thinking. Many gamified activities involve tasks that require students to apply their knowledge in challenging scenarios, which helps build these important skills. Collaboration is also encouraged through group tasks, where students work together to reach shared goals. This helps create a learning environment that supports teamwork (Gee, 2003; Anderson & Dill, 2000).

In conclusion, gamification has several benefits such as improving language learning by increasing student engagement, motivation, and active participation. The use of game elements such as rewards, leaderboards, and challenges creates an interactive and fun learning experience, encouraging students to stay committed. Additionally, gamification encourages healthy competition, provides direct feedback, and supports personalized learning, allowing students to see their progress and improve their own abilities.

2.3 Advantages and Disadvantage of Gamification

2.3.1 Advantages of Gamification

Gamification learning method according to McGonigal, (2011) has the following advantages:

1) Enhanced Engagement

Gamification increases engagement by adding enjoyable elements like rewards, challenges, and progress tracking. These features make tasks more interesting and encourage active participation. By transforming ordinary activities into exciting

experiences, individuals stay more focused and committed to completing their goals.

2) Motivation and Behavior Change

Gamification uses intrinsic motivators such as achievement, competition, and recognition to inspire individuals. McGonigal explains that positive reinforcement, like earning rewards, helps people build new habits and sustain positive changes in their behavior over time.

3) Improved Learning and Skill Development

Gamification makes learning more interactive and enjoyable, which helps individuals retain information better. It also provides a safe space for experimentation, where people can try new skills without fear of failure. This approach encourages creativity and personal growth.

4) Improve teamwork and Social Interaction

Multiplayer elements in gamification foster teamwork and social connections. Collaboration and healthy competition in gamified environments encourage better communication and strengthen relationships among participants.

5) Supports Goal Achievement

By breaking large tasks into smaller, manageable steps, gamification makes goals easier to achieve. The progress tracking motivates individuals to stay persistent, as they can see their achievements along the way, which builds confidence and commitment to long-term goals.

6) Increased Productivity and Satisfaction

Gamification makes routine tasks more enjoyable, leading to higher productivity. Rewards and recognition give individuals a sense of accomplishment, making them feel more satisfied and motivated to perform better.

According to Adnan (2013), gamification has several advantages in learning:

1. It makes the learning process more enjoyable.
2. It motivates students to complete their learning activities.
3. It helps students focus and understand the material being taught.
4. It provides opportunities for students to compete, explore, and achieve success in the classroom.

2.3.2 Disadvantages of Gamification

Gamification learning method according to McGonigal, (2011) has the following Disadvantages:

1. Focus on External Rewards

   Gamification often emphasizes rewards like points, badges, or leaderboards. While these rewards can motivate people in the short term, they may make individuals focus more on earning rewards than on enjoying the task itself. This can reduce the long-term benefits of gamification.

2. Oversimplification of Tasks

   Gamification can simplify complex tasks by reducing them to levels or points. This can make people focus on completing tasks for rewards rather than truly understanding the material. As a result, the quality of learning or task performance may decrease.

3. Unhealthy Competition

Gamified systems can encourage competition, which may lead to stress and frustration. While some competition can be motivating, too much of it can create pressure, affecting the well-being of participants and discouraging cooperation.

4. Not Engaging for Everyone

   Not all people are motivated by game-like features. Some may find gamified systems distracting or unappealing, which can result in less engagement and participation, especially in diverse groups.

5. Dependence on Technology

   Many gamified systems depend on technology, such as computers or mobile devices. This can be a problem for individuals who lack access to these technologies, limiting their ability to participate and reducing fairness.

However, if gamification is not implemented effectively, it can lead to several issues, according to Adnan (2013), including:

1. Being predictable and monotonous.
2. Lack of meaning, if the learning objectives are not clearly communicated.
3. Negative psychological effects.

In conclusion, gamification has advantages in the learning process, such as increased engagement, motivation, increased teamwork, and increased skill development. It makes learning more enjoyable, encourages goal achievement, and increases classroom activity. However, it also has some drawbacks, including an overemphasis on external rewards, simplification of tasks, as well as unfair

competition. To be effective, gamification must be applied carefully, ensuring that it supports meaningful learning and avoids negative outcomes.

2.4 Relationship between Gamification and Motivation

There is a relationship between gamification and motivation in the learning process, as motivation plays a crucial role in engaging students and enhancing their academic performance. Gamification has emerged as an effective approach to increasing motivation by integrating game-like elements into educational activities. This method includes components such as points, leaderboards, rewards, and challenges, creating an interactive and engaging learning environment (Kapp, 2012). Through gamification, both intrinsic and extrinsic motivation can be stimulated, encouraging students to actively participate in learning (Deci & Ryan, 2000). Intrinsic motivation arises when students find personal satisfaction and enjoyment in learning, while extrinsic motivation is influenced by external factors such as grades, awards, or recognition. Studies have shown that gamification fosters a more engaging and dynamic learning atmosphere, making learning tasks feel more like a fun challenge rather than an obligation (Hamari, 2014).

In addition, according to Anisa et al. (2020), gamification has been shown to improve students' motivation in learning English by making the instructional process more engaging and interactive. This aligns with Qing and Halim (2021), who stated that Malaysian English teachers have incorporated gamification into their teaching methods, resulting in enhanced teaching strategies and greater student motivation and interest in learning English. Several other studies also support the idea that gamification can increase student motivation in English language instruction (Safeer et al., 2024; Neman & Warouw, 2024;

Nacional, 2024; Sharifuddin & Abdullah, 2023; Wulantari et al., 2023; Naviantara et al., 2023; Neman & Warouw, 2024).

In conclusion, gamification plays a vital role in increasing student motivation by creating an engaging learning environment through game-like elements such as points, rewards, and challenges. It stimulates both intrinsic and extrinsic motivation, encouraging students to actively participate in the learning process. By transforming learning tasks into enjoyable challenges, gamification fosters a positive attitude toward learning, ultimately enhancing student motivation, engagement, and academic success. Therefore, there is a strong relationship between gamification and motivation.

2.5 Steps of implementing Gamification

Gamification is effective strategy for enhancing learner engagement and motivation by integrating game-like elements into education. To use gamification effectively, it is important to follow clear steps that help students stay engaged and reach their learning goals. According to Kapp (2012), there are 8 steps to applying gamification in learning:

1. Identify the Need

   The first step is to search for and select a training program to be analysing for gamification use. To do this, it is important to gather enough information to choose the best program. Several points need to be examined: whether there is a clear way to measure success, whether the topic is important, whether it supports the goal, and whether it has a strong chance of making a big positive impact.

2. Determine the goals

   The second step is to determine the goals of the person or group supporting the project. In education, stakeholders such as school leaders, program coordinators, or teachers often influence

the success of new learning initiatives. It is important to understand their motivations and manage the project according to their goals. You should find out why they are invested in the program and explain how the project's success can support broader educational priorities. To guide this, key questions include: What are the risks if the goals are not achieved? Why is there interest in creating a game, simulation, or gamification strategy? How will the results be used? What future plans depend on this success? Finally, clear operational definitions of success measurements must be developed.

3. Decide how to measure

    At this stage, it is important to decide what baseline measurements will be used to evaluate the impact of the game, simulation, or gamification project. Clear and behavior-based performance indicators must be defined. For example, if the project teaches safe practices, success could be measured by the reduction of related incidents. Measurements must be specific and objective; for instance, rather than stating students will "understand" a concept, it is better to define measurable actions that show understanding.

4. Dollarize the measurements

    After deciding what to measure, the next step is to establish a financial value on the results. This process, known as "dollarizing" measurement, involves linking performance improvements to cost savings or added value.

5. Conduct a baseline Assessment

    At this stage, a baseline assessment is carried out to collect data on the current situation. There are two types of basic assessments that can be used: a two-group comparative study or a single-group pre-test/post-test study, depending on the type of study being conducted.

6. Implement and Deliver Gamification

At this stage, gamification is implemented, and the actual learning process takes place. During this phase, there should be minimal disruption from the learning and development teams in terms of data collection. The goal is to allow learning experiences to happen naturally through gamification itself.

7. Gather Post-Learning Data and Data from the Control Group

After the learning event, collect post-learning data, similar to the data gathered during the baseline assessment. This includes gathering the same performance metrics to compare and evaluate the impact of the learning experience.

8. Determine the return

After establishing performance metrics, re-measure them at designated intervals to assess the impact of the learning event.

According to Kapp in Harismayanti, Putra, and Santosa (2022), there are three main steps to Implementing gamification in English for learning:

1. Examining Students characteristics and traits

The first step is to understand the characteristics or traits of the students, as this helps in selecting the most appropriate techniques, tools, or learning elements. Through questionnaires, observations, and interviews, the researcher found that 10th-grade vocational school students are more motivated when engaged in activities that involve movement, group collaboration, games, and the use of technological tools.

2. Defining the learning objectives

The second step is to set clear goals to guide students and foster creativity. Based on questionnaires, interviews, and observations, the researcher found that Grade 10 students lacked motivation in learning English. The goal was set for students to actively participate in English class activities through a gamification approach. The target is for at least 80% of students to complete weekly assignments and join class discussions. These goals encourage students to choose their own strategies for earning points, such as submitting assignments on time, using English in group work, or actively participating in class.

3. Developing Contents

The final step will be to create content that builds an engaging and connected learning environment. Learning activities will be made more interactive by adding game elements while still following the curriculum. Based on students' learning characteristics and goals, the researcher will choose three games for classroom use: QR Code Hunter, The Amazing Race Challenge, and Danger Cards. Based on students' characteristics and learning goals, game elements are integrated into the curriculum. The following gamification activities will be used to make the learning experience interactive and engaging:

1) QR Code Hunter

a. Purpose: Engage students in a problem-solving, interactive activity.

b. Steps**:**

1. The teacher prepares materials and converts them into QR codes.
2. QR codes are hidden in various locations around the school or classroom.
3. Students are divided into groups (4-5 members) and tasked with finding and scanning the QR codes.
4. As they scan the codes, they solve related tasks or learn new material.
5. The group that completes the tasks first wins and earns points, badges, or advances to the next level.

2) The Amazing Race Challenge

a. Purpos**e**: Make learning more interactive and immersive by creating a race-like challenge with tasks related to the lesson.

b. Teacher's Preparation**:**

1. Select different locations around the school to create a route for the challenge.
2. Prepare clue sheets and role instructions for the students and staff involved.
3. Involve other teachers or staff as "clue masters" to assign tasks and monitor progress.
4. Design tasks related to the curriculum and provide photo clues for bonus items.
5. Set up task completion sheets for verification.

c. Student's Activities**:**

1. Divide students into small groups (4-5 students per group), assigning each student a role (leader, reader, referee, or tech leader).
2. Groups gather at the starting point and follow the clues to find the next task.
3. At each location, students perform tasks and receive clues from teachers or staff.
4. The first group to complete all tasks and reach the finish line wins the race.

3) Danger Cards

a. Purpose: A review game to encourage high interaction among students and reinforce learning through gamification.

b. Steps**:**

1. Divide students into groups of 5-7 members.
2. Introduce the game and show an example of Danger Cards.
3. Give each group a set of questions related to previously covered material (these can be paper, slide presentations, or verbal questions).
4. Students answer questions to earn points. The group with the most points can choose to open or pass the Danger Cards.
5. The group with the highest score at the end of the game wins.

These three games were selected based on the specific needs and characteristics of the students, including their preferences for

movement, group collaboration, and technology use. These games will be adapted and further developed during their implementation in English classes. The researcher also chose the Kapp theory developed by Harismayanti at el (2022) as a step for implementing gamification in English classes.

B. Review of Related Study

This research seeks to examine and understand more about the effect Gamification to Student's English Learning. It is necessary to understand the context and relevant previous research to achieve this goal. Many researchers have conducted research related to this topic. She founds that applying a Gamification approach through the Quizizz app significantly enhances students' English learning. This study employs quantitative research methods with a quasi-experimental with a nonequivalent control group design. The sample of this research is using a purposive sampling and class XI IPA 2 and XI IPA 4 of SMA Negeri 5 Takalar. The results indicate that the Gamification approach utilizing the Quizizz app effectively enhances students' English learning. This aligns with the current research, as both studies aim to investigate the influence of gamification in the context of English language education, while the difference is that in the research that has been carried out, First, the sample used by researchers is 11 grades of Senior high school, while the research that will be carried out by researchers this time, the sample is 10 grade students of Vocational School in SMK Muhammadiyah Bukittinggi. In addition, this research focuses on the effect of gamification on English language learning, while the recent research focuses on student motivation.

The second is Awlia Maulida (2023) entitled Improving Students' Motivation in Learning English by Using Games for EFL Adult Learners. She founds that there is significant in increasing pronunciation toward the student speaking achievement. The classroom action research (CAR) was used in this previous research. This research have 38 students of Social class 2 at Senior High School in Tangerang Selatan. The result showed that implementing games can positively improve high school students' motivation to learn English. The similarities between this research and the current research are in the variables. Where both studies used two variables, which are Gamification and Motivation in Language Learning. The difference between this previous research and current research is in Research Method; previous research used mixed methods, and current research will use quantitative research methods with Quasi experimental research.

The third is Dian Rahmawati (2023) entitled Analysis of the Use of Gamification in Online Learning to Increase English Learning Motivation of Students at Mts Bustanul Ulum. The objectives of this previous study were to explore how teachers at Mts Bustanul Ulum use gamification in online learning, the perspectives of students and teachers on gamification, its advantages and disadvantages for students, and its effect on students' motivation to learn English. This research used the 9 th grade students, case study used in this research. The result showed that the used of gamification increases students' motivation in learning English and also Gamification made learning English more enjoyable and easier, even when it was conducted through online learning. The current study is different from this previous research in terms of educational level, where previous research was conducted in a Junior High School, While the current research will be conducted in a vocational school. Then different implementation method of this current research is offline, while previous studies were conducted online. The similarities between this research and the research that will be carried out

by researchers, namely that they both improve students' Motivation in Language Learning through Gamification.

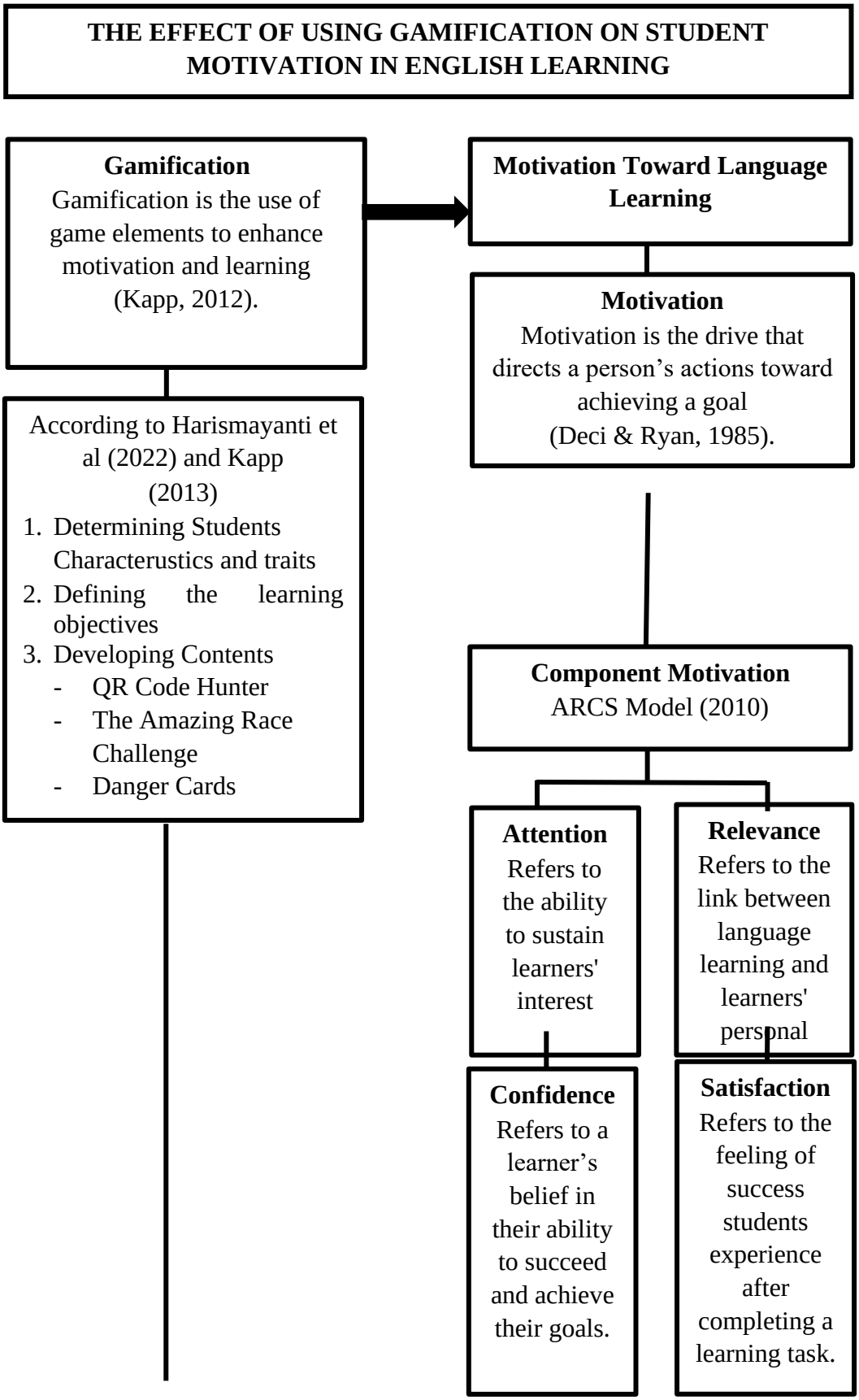
The fourth previous research was conducted by Dwi Nurul Islamiyah (2023) with the title Using Gamification for Enhancing Students' Motivation in English Language Teaching in Indonesia: Qualitative Meta-Analysis. This research aims to identify the most commonly used types of Gamification and examine its impact on students' motivation in learning English in Indonesia, based on articles and journals published from 2012 to 2022. This research used a qualitative meta-analysis. The results show that the use of gamification has a significant impact on engaging and boosting students' motivation in English language teaching, based on articles and journals published in Indonesia between 2012 and 2022. The current research is different from the previous research. First, different subject, previous research's subject was articles and journals published in Indonesia between 2012 and 2022. While the current research will focus on Vocational school students. Second, the difference is in Research Method; previous research used qualitative meta-analysis, and current research will use quantitative research methods with Quasi Experimental research. The similarities between this research and the current research that will be carried out by researchers, namely that they both enhancing students' Motivation in English language through Gamification.

The last is Novita Sari (2022) entitled The Effect of Gamification in Learning on Students' Reading Comprehension. This research attempted to determine whether there is an effect of gamification in learning on students reading comprehension on eighth grade students at SMP PANCASILA Bengkulu. The similarities between this research and the research that will be carried out by researchers, namely that they both improve students' pronunciation through reading aloud. The difference between these two studies lies in the sample. In this research, the sample used by the researcher is senior high school students, while the research

sample that will be carried out by the researcher is 8 grade students at SMPN. This research used a quasi-experimental method with a quantitative approach. The subject of this research is students totalling 32 students of 8 grade. The result show that the application of the gamification in learning method has a significant influence on the 8 grade students of SMP PANCASILA Bengkulu. The similarities between this research and the research that will be carried out by researchers, namely that they both studies explore whether gamification can influence language learning. In addition, both studies use a quasi-experimental research design. The current research differs from previous studies in terms of its research design, a difference exists in the research subjects, as this study specifically focuses on Vocational school students, whereas previous studies targeted in Junior High School. In addition, this research focuses on reading comprehension, whereas the current research will focus on student motivation in English Language Learning.

C. Conceptual Framework

Conceptual framework of this research can be created as follows :



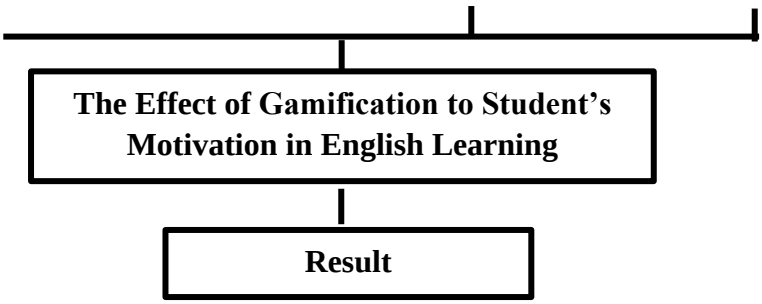


Figure 2.1 Conceptual Framework

Figure 2.1 illustrates the implementation steps of gamification to assess its effectiveness in enhancing student motivation by satisfying the psychological needs for attention, relevance, confidence, and satisfaction, as outlined in the Self-Determination Theory (Deci & Ryan, 1985). This study aims to evaluate the impact of gamification on student motivation, with the expectation of increasing both activity levels and proficiency in learning English.

D. Hypothesis

Based on the problem above presented by the researcher, the theotrical framework is formulated as follows:

1. Ha: Is there a significant effect of students' motivation in learning on gamification?
2. Ho: There is no a significant effect of students' motivation in learning on gamification.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research aimed to determine whether gamification could improve students' motivation. Therefore, the researcher used a quantitative approach. According to Creswell (2014), the quantitative approach was a research method that involved the collection and analysis of numerical data to identify patterns, relationships, or trends. This approach was considered suitable for testing the hypothesis that gamification could enhance students' motivation, as it allowed for objective measurement and statistical analysis.

Furthermore, this research applied a quasi-experimental design, which used two classes: one as the experimental group and the other as the control group. According to Creswell (2014) Quasi-experimental research involved the manipulation of an independent variable but lacked random assignment groups. The researcher chose this design because it allowed for a comparison of the effects of gamification on students' motivation, even when random assignment was not possible. This design enabled the researcher to evaluate the impact of the intervention in a real classroom setting. The researcher believed that this research design was appropriate for the study and could answer the research questions effectively.

B. Population and Sample

1. Population

   Population of this research consisted of tenth-grade students from SMK Muhammadiyah Bukittinggi, which comprised six classes across four different majors. The majors included Teknik Kendaraan Ringan (TKR), Teknik Sepeda Motor (TSM), Teknik Pemesinan (TPM), and Teknik Instalasi Tenaga Listrik (TITL). The TKR major consisted of two classes, TKR 1 and TKR 2, with 23 students in each class. Similarly, the TSM major

had two classes, TSM 1 and TSM 2, each consisting of 31 students. The TPM major consisted of one class with 22 students, while the TITL major had one class with 18 students. Total of students at SMK Muhammadiyah Bukittinggi was 148 students. The following table presented a detailed breakdown of the student population:

Tabel 3.1 Population

Major	**Class**	**Number of Students**
Teknik Kendaraan Ringan (TKR)	TKR 1	23
	TKR 2	23
Teknik Sepeda Motor (TSM)	TSM 1	31
Teknik Sepeda Motor (TSM)	TSM 2	30
Teknik Pemesinan (TPM)	TPM	22
Teknik Instalasi Tenaga Listrik (TITL)	TITL	18
Total		**148**

2. Sample

This study employed purposive sampling, a non-probability sampling method in which participants were selected based on specific criteria. Before selecting the sample, the researcher conducted tests for normality and homogeneity. The Shapiro-Wilk test showed that the data in all candidate classes were normally distributed (Sig. > 0.05). In addition, Levene's Test indicated that the data had equal variances (Sig. > 0.05). These results indicated that the candidate classes had similar characteristics and could be compared fairly.

Based on these results, class TSM 2 was selected as the experimental group and class TSM 1 as the control group, as both classes met the required conditions for experimental research.

Table 3.2 Sample

Major	**Class**	**Number of students**
Teknik Sepeda Motor (TSM)	TSM 1	31
Teknik Sepeda Motor (TSM)	TSM 2	30
Total		**61 Students**

C. Instrumentation of the Research

Instrumentation referred to the tools or devices used by the researcher to collect data, making the process easier, more efficient, and systematic, while ensuring that the data collected was complete and yielded better results for analysis. This research used a questionnaire as the instrument to assess students' motivation before and after the gamification intervention in English language learning. According to Creswell (2003), a questionnaire is a form used in surveys where participants respond to questions and return the form to the researcher. This study used a questionnaire because it allowed the data obtained from the sample to be generalized to the entire population.

The questionnaire was designed using a five-point Likert scale to gather data. After processing, the data showed students' motivation levels and the effects of learning English through gamification.

The question set was based on a standard questionnaire developed by Keller (1987), namely the Instructional Materials Motivation Survey (IMMS), which could be customized based on specific criteria and conditions. IMMS was designed to measure students' motivation toward the subject being studied. It

consisted of 36 items. The content of the IMMS questionnaire was structured according to the motivational components in the ARCS model (Attention, Relevance, Confidence, Satisfaction). However, the wording of each item could be modified according to the needs of the study.

The questionnaire in this research was adapted from Jamil (2022), who also applied the ARCS model in accordance with IMMS. The questionnaire was adapted, not adopted, because it was adjusted to the context of high school students, making it more relevant and easier to understand for tenth-grade students at SMKS Muhammadiyah Bukittinggi.

The questionnaire items were measured using a five-point Likert scale with the following criteria:

Table 3.3 Likert Scale

Option	**Score**
Strongly Agree	1
Agree	2
Undecided	3
Disagree	4
Strongly Disagree	5

Adopted from (Gay, L. R., Mills, G. E., & Airasian, 2012)

After constructing the research instrument, the next step is to measure the validity and reliability of the questionnaire. Furthermore, the results of the questionnaires will analyze to see the validity and reliability of the instrument. Before using the instrument, the researcher will test its validity and reliability to ensure it is accurate and consistent.

a) Validity

Validity refers to ensuring that the data collected matches the intended purpose of the measurement tool (Histon, 2012). This research will use construct validity test. In this research, a

construct validity test will be applied to determine whether the instrument effectively measures the intended theoretical concept (Creswell, 2012). In this research, the construct variable being examined is motivation, which cannot be directly observed but must be measured through an instrument designed to capture it. This process helps ensure that the instrument provides valid and reliable data for the study.

b) Reliability

Reliability refers to the consistency and stability of a measurement instrument, ensuring that it produces consistent results under similar conditions (Creswell, 2012). In this study, internal consistency reliability will be assessed using Cronbach's Alpha. A Cronbach's Alpha value of 0.70 or higher is generally considered acceptable for social science research (Gay, Mills, & Airasian, 2012). The reliability test will be conducted using SPSS version 27 through the following steps:

a. Open SPSS Software
b. Enter the data from the questionnaire responses
c. Click "Analyze" > "Scale" > "Reliability Analysis"
d. Select the items to check for reliability and move them to the "Items" box
e. In the "Model" section, choose "Alpha" then click "OK"

Once the researcher clicks "OK," the Cronbach's alpha score will be displayed. The instrument will be considered reliable if the Cronbach's alpha score is close to 1 (Gay, L. R., Mills, G. E., & Airasian, 2012). If the Cronbach's Alpha value is significantly lower than 0.70, necessary modifications will be made to improve the reliability of the instrument.

D. Techniques of Data Collection

The technique of data collection was a crucial component in this research. This study used questionnaires to collect the required data. The questionnaires were administered before and after the treatment, serving as pre-test and post-test instruments to measure changes in student motivation. To avoid misunderstandings in answering the questionnaire, the researcher provided an Indonesian translation for each item. The researcher also gave clear instructions on how to complete the questionnaire to ensure that the responses were accurate and consistent. The researcher conducted six treatment sessions in total: four sessions were delivered to the experimental class, and two sessions were conducted in the control class.

E. Techniques of Data Analysis

To investigate the effect of gamification on students' motivation in learning English, the researcher analyzed the data using both descriptive and inferential statistical analysis methods with the help of SPSS version 27. In the first stage, the researcher calculated the mean scores from the questionnaire data on students' motivation to determine their level of motivation in learning English after the implementation of gamification.

Motivation scores were categorized based on a Likert scale ranging from 1 to 5. If the average score was close to the highest value, it was concluded that students had high motivation. Conversely, if the score was close to the lowest value, it indicated that students had low motivation (Gay, L. R., Mills, G. E., & Airasian, 2012).

1. Normality Test

   The normality test is use to determine whether the data under study is normally distributed or not. In this study, the writer used Kolmogorov-Smirnov test through SPSS 27 Program to see the

normality of the data. The hypotheses for the test of normality are formulated as follows:

H0 = the data is normally distributed

H1 = the data is not normally distributed.

The criteria for decision-making are:

a. If the p-value < 0.05, the data are not normally distributed.
b. If the p-value > 0.05, the data are normally distributed.

2. Homogeneity Test

The test of homogeneity is used to see whether or not the data of two groups have the same variances. In this study, the writer will use Levene's Test to see the homogeneity of the variances through SPSS 22 Program. The hypotheses are:

- H_0: The data have equal variances
- H_1: The data have unequal variances

The decision rules are:

- If the p-value < 0.05, the data do not have equal variances.
- If the p-va\
- lue > 0.05, the data have equal variances.

3. Mann Whitnney Test

The Mann-Whitney U test was employed in this research to determine whether there were statistically significant differences between two independent groups: the experimental group and the control group. This non-parametric test is suitable for comparing two unpaired samples when the data does not meet the assumption of normality (Pallant, 2016). It is especially useful for ordinal data or interval data that is not normally distributed, as was the case in this study based on the normality test results.

The hypotheses for the Mann-Whitney U test are as follows:

- H_0: There is no significant difference between the two groups.
- H_1: There is a significant difference between the two groups.

The decision rule used in this study is:

- If the p-value < 0.05, then H_0 is rejected, indicating a significant difference between the two groups.
- If the p-value > 0.05, then H_0 is accepted, indicating no significant difference between the two groups.

In this research, the Mann-Whitney U test was chosen to examine whether the use of gamification had a significant impact on students' motivation and learning outcomes compared to conventional teaching methods. Since the data was found to be not normally distributed through the Kolmogorov-Smirnov test, this non-parametric test provided a reliable and valid method for comparing the groups (Field, 2013).

This test was conducted using SPSS version 27, and the results were presented in both tabular and narrative formats in Chapter IV. The Mann-Whitney U test is commonly used in educational and psychological research when analyzing group differences without assuming normal distribution, making it appropriate for this type of classroom-based study

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

This chapter reveals the findings and discussion, explaining the analysis of the data collected to answer the formulation of the problems: First, Is there effect of using gamification on students' motivation in English learning at the 10^{TH} grade students of SMKS Teknologi Muhammadiyah Bukittinggi? Second, Is there any significant difference between students who taught by using Gamification and who taught without Gamification? Third, Is the students' motivation who taught of applying Gamification get better than students who taught without Gamification? The findings consist of three parts, they are description of the data, analysis of the data, and testing hypothesis.

1. Description of the Data

This research was conducted over 6 meetings at 2 weeks, from the date 19 May until 31 May 2025. The researcher presented the analysis of the pre-test and post-test scores obtained by the control class and experimental class in the table below:

a. The data of Experimental Class

Table 4. 1 The Students' Score of Experimental Class

No	Students Name	Score of Pre test	Score of Post Test	Gained
1	Student 1	92	103	11
2	Student 2	99	92	-7
3	Student 3	100	96	-4
4	Student 4	77	86	9
5	Student 5	76	99	23
6	Student 6	76	96	20

7	Student 7	90	100	10
8	Student 8	96	101	5
9	Student 9	101	98	-3
10	Student 10	100	93	-7
11	Student 11	90	83	-7
12	Student 12	98	93	-5
13	Student 13	93	103	10
14	Student 14	117	101	-16
15	Student 15	114	98	-16
16	Student 16	119	98	-21
17	Student 17	108	101	-7
18	Student 18	128	109	-19
19	Student 19	91	91	0
20	Student 20	118	97	-21
21	Student 21	104	85	-19
22	Student 22	97	100	3
23	Student 23	103	100	-3
	∑	2496	2424	-72
	Average	108.52	105.39	–3.13

Based on results of Table 4.1 of The Students' Score of Experimental Class, there were 23 students who completed both tests. The lowest pre-test score was 76, the highest was 128, and the average score was 108.52. In the post-test, the lowest score was 83, the highest was 109, and the average was 105.39. The average gained score was –3.13, which means that the students' scores slightly decreased after the treatment. Although the students were taught used the Gamification, the post-test results did not show a significant improvement compared to the pre-test.

b. The data of Control Class

Table 4. 2 The Students' Score of Controlled Class

No	Students Name	Score of Pre test	Score of Post Test	Gained
1	Student 1	96	100	4
2	Student 2	101	106	5
3	Student 3	92	91	-1
4	Student 4	103	109	6
5	Student 5	91	88	-3
6	Student 6	98	78	-20
7	Student 7	77	79	2
8	Student 8	81	86	5
9	Student 9	98	92	-6
10	Student 10	98	110	12
11	Student 11	104	109	5
12	Student 12	103	114	11
13	Student 13	80	109	29
14	Student 14	113	117	4
15	Student 15	98	114	16
16	Student 16	81	111	30
17	Student 17	100	111	11
18	Student 18	70	114	44
19	Student 19	118	105	-13
20	Student 20	105	94	-11
21	Student 21	110	98	-12
	∑	2071	2145	74
	Average	98.62	102.14	3.52

Based on Table 4.2, the lowest pre-test score in the experimental class is 70, and the highest is 118, with an average score of 98.62. In the

post-test, the lowest score is 78, and the highest is 117, with an average of 102.14. The average score obtained is 3.52, indicating a slight improvement.

Besides that, the experimental class that used gamification in the learning process had an average post-test score of 105.39 compared to the control class of average of 102.14. This indicates that gamification has a positive effect on student's motivation.

2. Assumption Testing

In this research, the researcher used two types of data analysis: pre-test and post-test. There were two classes involved in the study: the control class (X TSM 1) and the experimental class (X TSM 2). Both classes were considered equivalent at the beginning of the research, as the data met the assumptions of normality and homogeneity.

a) Testing the Normality of the Data

In this study, the researcher used SPSS version 27 to check whether the data followed a normal distribution and to see if the two classes were homogeneous. Normality test of Pre-test and post-test score of experimental class (X TSM 1) and control class (X TSM 2). The normality test can be seen in the table below:

Table 4. 3 The Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experiment	.122	21	.200*	.959	21	.488
Postest Experiment	.146	21	.200*	.957	21	.456
Pretest Control	.182	21	.068	.953	21	.392
Posttest Control	.204	21	.022	.903	21	.039

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on results shown in Table 4.3, the data are normally distributed in the pre-test of the experimental class (Sig = 0.488) and the post-test of the experimental class (Sig = 0.456), as well as in the pre-test of the control class (Sig = 0.392). However, the post-test of the control class shows a Sig value of 0.039, which indicates that the data are not normally distributed. Data are considered normally distributed if the Sig value is greater than 0.05, and not normally distributed if the Sig value is less than 0.05.

In this research, since one of the variables does not meet the assumption of normality, the requirement for parametric testing is not fully satisfied. Therefore, this study uses non-parametric tests, specifically the Mann-Whitney test, for data analysis.

b) Testing of Testing The Homogeneity of The Data

Researcher used IBM SPSS 27 statistics to test the homogeneity of the data from Experimental class (X TSM 2) and Control class (X TSM 1). The data from post-test and Pre-test of control class and experimental class can be seen below:

Table 4. 4 The Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
PostTest	Based on Mean	14.816	1	42	.000
	Based on Median	7.675	1	42	.008
	Based on Median and with adjusted df	7.675	1	32.070	.009
	Based on trimmed mean	14.025	1	42	.001

Based on the result of the homogeneity test in Table 4.4, all the Sig. values are less than 0.05. For example, the Sig. value based on the mean is 0.000. This means the data are not homogeneous. In a homogeneity test, the data are considered homogeneous if the Sig. value is more than 0.05. Since all the values are less than 0.05, it can be concluded that the post-test data are not homogeneous.

3. Hypothesis Testing

After calculating the data from pre-test and post-test in control and experimental class, the researcher test the hypothesis in this research. There are three hypothesis in this research as follows:

a) First Hyphothesis

The first hypothesis of this research**:**

Ha: "There is a significant effect of using gamification on students' motivation in English learning at the 10^{TH} grade students of SMKS Teknologi Muhammadiyah Bukittinggi"

Ho: "There is no a significant effect of using gamification on students' motivation in English learning at the 10^{TH} grade students of SMKS Teknologi Muhammadiyah Bukittinggi"

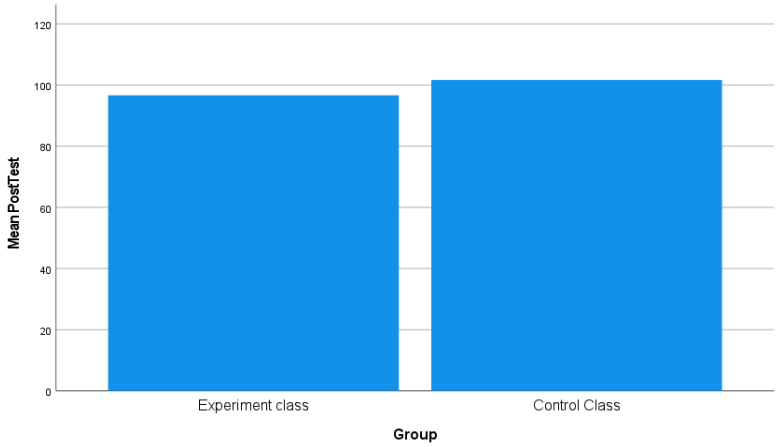
The researcher used the Mann-Whitney U test to determine whether the hypothesis is accepted or rejected. The hypothesis is accepted if the Asymp. Sig. (2-tailed) value is less than 0.05, and rejected if the value is greater than 0.05.

Table 4. 5 Mann-Whitney

Test Statistics[a]	
	PostTest
Mann-Whitney U	163.000
Wilcoxon W	439.000
Z	-1.847
Asymp. Sig. (2-tailed)	.065
a. Grouping Variable: Group	

Based on Table 4.6, Asymp. Sig. (2-tailed) value is 0.065, which is greater than the significance level $\alpha = 0.05$. This means there is no significant difference between the post-test scores of students in the experimental and control groups. Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (Ha) is rejected.

Figure 4.1 Bar Chart of Post-Test Mean Scores between Experimental and Control Class



Based on bar chart, it can be seen that the control class had a slightly higher mean post-test score compared to the experimental class. This means that students in the control class performed a bit better after the treatment. However, the difference between the

two groups is not very large, so the effect of the strategy used in the experimental class may not have been strong enough to improve the students' scores significantly.

b) Second Hyphothesis

The second hypothesis of this research:

Ha: "There is a significant difference between students who taught by using Gamification and who taught without Gamification"

Ho: "There is no a significant difference between students who taught by using Gamification and who taught without Gamification"

Table 4.6 Group Statistic

Ranks				
	Group	N	Mean Rank	Sum of Ranks
PostTest	Experiment class	23	19.09	439.00
	Control Class	21	26.24	551.00
	Total	44		

Based on Table 4.6, the Mann-Whitney test results show that the mean rank of the control class is 26.24, while the experimental class has a mean rank of 19.09. This indicates that, overall, the control group obtained higher post-test scores compared to the experimental group.

Although the experimental class shows a lower average ranking, it is important to note that the standard deviation of the experimental group (6.220) is lower than that of the control group (12.072), based on the previous descriptive statistics. This suggests that students in the experimental class had more consistent performance, even if their average score was slightly lower.

The findings imply that the use of gamification in the experimental class may have helped create more uniform learning

outcomes, whereas the control group, despite achieving a higher average score, showed greater variability in performance.

Table 4.7 Test Statistics

Test Statistics[a]	
	PostTest
Mann-Whitney U	163.000
Wilcoxon W	439.000
Z	-1.847
Asymp. Sig. (2-tailed)	.065
a. Grouping Variable: Group	

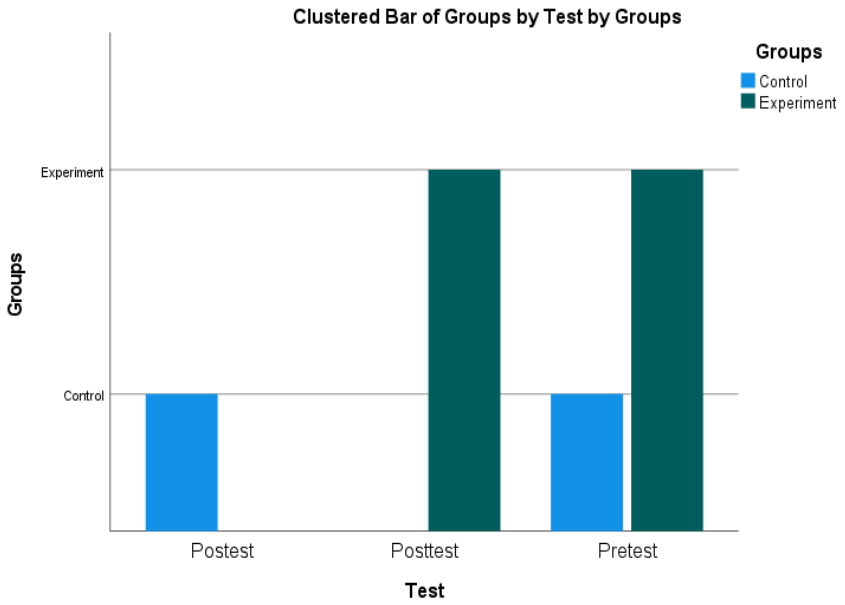
Based on Table 4.7, the researcher finds that the significance value (2-tailed) in the second hypothesis test is 0.065, which is higher than 0.05. This indicates that there is no significant difference between teaching using gamification and teaching without gamification. Therefore, the researcher concludes that the alternative hypothesis (Ha) is rejected and the null hypothesis (H_0) is accepted.

c) Third Hyphothesis

The third hypothesis of this research:

Ha: “Students’ motivation who taught of applying Gamification is better than students who taught without Gamification.”

Ho: “Students’ motivation who taught of applying Gamification is not better than students who taught without Gamification.”



Based on the clustered bar chart, a clear difference is observed between the pre-test and post-test results of both the experimental and control groups. The experimental group, which was taught using gamification, showed a notable improvement from the pre-test to the post-test, even though their final score was slightly lower than the control group. This indicates that gamification positively influenced students' motivation and engagement, resulting in more consistent performance.

In contrast, the control group, taught without gamification, obtained a higher post-test score but showed less progress compared to their pre-test results. This suggests that while conventional teaching may lead to higher outcomes in the short term, the gamification approach appears to better support student motivation and progress over time.

Therefore, the data supports the idea that gamification not only fosters steady improvement but also encourages active participation and consistent learning, differentiating it from more traditional methods.

B. Discussion

Based on the findings, it can be concluded that the use of gamification in English learning did not have a significant effect on students' motivation. The research was conducted using two groups: an experimental class that received instruction with gamification and a control class without gamification. Although the results suggest that gamification may have a positive influence on students' motivation, the effect was not statistically significant, indicating that the observed difference could have occurred by chance.

This research finding aligns with research conducted This finding is also supported by a study from Syafitri, et al (2023) at UIN Bukittinggi. Their research showed that Kahoot made learning more fun and helped students become more active and motivated. Students felt more interested and excited to learn English. Even though their study was based on qualitative data, it still showed that gamification, when used well, can make the classroom more positive and enjoyable.

Another study by Efendi and Sesmiarni (2022) also showed positive results. They examined students' perceptions of using Quizizz in Informatics classes at MAN 5 Agam. The students said that Quizizz was easy to use and made the class more interesting. It helped them understand the lessons better and made learning more enjoyable. They also felt more motivated to get high scores and rank well in quizzes. Quizizz encouraged them to be more active, including preparing at home before class.

Furthermore, a study by Afriani, Putri, and Sakti (2023) found that the use of the THIEVES strategy had a significant effect on students' reading comprehension of recount texts. The research, conducted at SMPN 2 Kamang Magek, showed that students taught using the THIEVES strategy performed better than those taught using conventional methods. The findings revealed a significant difference in the post-test scores, with the experimental group

showing improved reading comprehension. This supports the idea that appropriate reading strategies can enhance students' understanding of texts.

Another study by Melani (2023) examined the effectiveness of the English for Islamic Studies Teaching Model (EISTIM) in improving students' English achievement at IAIN Bukittinggi. The study involved 71 students divided into experimental and control groups, both of which were given pre- and post-tests. The results showed that the experimental group, which was taught using the EISTIM model, achieved significantly higher mean scores than the control group. This suggests that the EISTIM model effectively enhanced students' English proficiency.

Although all of these studies showed a positive impact of digital tools and gamification on students' motivation, the current study found a different result. In this research, gamification did not significantly increase students' motivation compared to the class without gamification. This difference may be caused by several factors, such as the type of gamification used, the subject being taught, the duration of the treatment, or the characteristics of the students.

Therefore, this study suggests that while gamification has the potential to improve motivation, its success depends on how it is used and in what context. Future research is needed to explore how different gamification tools affect motivation in various learning situations.

CHAPTER V
CONCLUSION

A. CONCLUSION

Based on the findings and discussion in the previous chapter, several conclusions can be drawn from this research:

1. The findings show that the use of gamification in English learning did not give a significant effect on students' motivation. Although students in the experimental class were more active and involved during the lessons, the statistical result indicated that the difference between the experimental and control group was not significant. This means that while gamification can make the class more interesting, it does not automatically increase motivation in a measurable way.
2. There was no significant difference in learning outcomes between students who were taught using gamification and those who were taught with traditional methods. The control class performed slightly better in the post-test, but the gap was too small to be considered meaningful. This suggests that gamification alone may not lead to better academic performance compared to conventional teaching.
3. Even though students taught with gamification did not reach higher motivation scores than the control group, they showed more consistent improvement throughout the learning process. This indicates that gamification may help students stay engaged and motivated over time, even if the overall motivation level is not significantly higher. It can be a helpful strategy to support students' continuous participation in class.

B. SUGGESTION

Based on the findings and discussion above, the researcher would like to give suggestions to the participants closely related to this study. The suggestion concerns the teacher, students, or other researchers who conducted the same study.

1. For the Teacher

   Based on the findings and discussion of the study, gamification did not show a strong effect in this study, but it can still help make lessons more interesting and fun. Teachers are encouraged to try using gamification along with other ways to keep students motivated and improve their learning.

2. For the Students

   Students should take an active role in learning by using different tools, including gamified platforms. These tools can make learning English more enjoyable. However, students still need to stay focused and keep good study habits, no matter which method they use.

3. For Future Researcher

   More research should be done with more students and over a longer time to better understand how gamification affects motivation and learning. Future studies can also try different types of Gamification or mix them with other digital tools to see how well they work together.

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APPENDICES

RESEARCH GUIDELINES

THE EFFECT OF USING GAMIFICATION ON STUDENT MOTIVATION IN ENGLISH LEARNING AMONG 10 TH THE GRADE STUDENTS OF SMKS TEKNOLOGI MUHAMMADIYAH BUKITTINGGI

Variable	Indicators	Descriptions	Item Number
Student's Motivation	Attention	Student's interest about learning English	1-9 Adapted from (Keller, 2010; Jamil, 2022)
	Relevance	Connection between language learning and learners' personal, academic, or professional goals.	10-18 Adapted from (Keller, 2010; Jamil, 2022)
	Confident	Student's belief in their ability to succeed and achieve their goals.	22-29 Adapted from (Keller, 2010; Jamil, 2022)
	Satisfaction	Student's feeling of success experience after completing a learning task.	30-36 Adapted from (Keller, 2010; Jamil, 2022)

APPENDIX. II QUESTIONNARES

A. Identitas Responden

Nama :

Kelas :

B. Petunjuk Pengisian Angket

1. Angket ini terdiri dari empat bagian :
   1) Perhatian siswa dalam pembelajaran Gamifikasi (*Attention*)
   2) kesesuaian materi dan kebutuhan dan Minat siswa **(***Relevance*)
   3) Kepercayaan Diri Siswa dalam Belajar Bahasa Inggris (*Confidence*)
   4) Kepuasan Siswa dalam Pembelajaran Bahasa Inggris dengan Gamifikasi (*Satisfaction*)
2. Bacalah terlebih dahulu masing-masing pernyataan dengan cermat sebelum memberikan tanggapan!
3. Pada masing masing penyataan terdapat lima alternatif tanggapan yang mengacu pada skala likert, yaitu: 1-5.
4. Berikan tanda centang [✓] pada salah satu pilihan tanggapan yang tersedia yang di anggap menggambarkan kondisi anda!
5. Tanggapan yang anda berikan tidak mempengaruhi nilai bahasa Inggris anda dan dijamin kerahasiaannya.

   Keterangan

   - 1 : Sangat Setuju (SS)
   - 2 : Setuju (S)
   - 3 : Netral (N)
   - 4 : Tidak Setuju (TS)
   - 5 : Sangat Tidak Setuju (STS)

A. ATTENTION (Perhatian dan Ketertarikan Siswa Dalam Pembelajaran Gamifikasi)

No	Items	1	2	3	4	5
		SS	S	N	TS	TST
1	Saya menemukan hal-hal yang menarik perhatian saya pada awal pembelajaran Bahasa Inggris berbasis gamifikasi.					
2	Saya merasa perhatian saya tertarik saat belajar Bahasa Inggris dengan gamifikasi melalui diskusi, kerja kelompok, dan pemecahan masalah.					
3	Saya melihat adanya cerita, gambar, atau contoh yang menunjukkan manfaat belajar Bahasa Inggris melalui gamifikasi.					
4	Saya menjadi lebih bersemangat dan mampu berkonsentrasi saat belajar dengan media gamifikasi yang memiliki kualitas visual, animasi, dan tampilan yang menarik.					
5	Saya dapat tetap fokus sepanjang proses pembelajaran berkat penyajian informasi yang interaktif dalam media gamifikasi.					
6	Saya mengalami kesulitan untuk berkonsentrasi karena beberapa materi Bahasa Inggris berbasis gamifikasi terasa membingungkan.					
7	Saya merasa motivasi belajar saya menurun ketika menghadapi bagian dari media gamifikasi yang kurang menarik.					
8	Saya merasakan rasa penasaran yang meningkat dan dorongan untuk terus belajar melalui pembelajaran Bahasa Inggris berbasis gamifikasi.					

9	Saya terkadang kehilangan fokus dan merasa jenuh akibat pengulangan dalam aktivitas gamifikasi.					
10	Saya semakin termotivasi untuk mempelajari materi Bahasa inggris karena isi serta gaya penyajian dalam gamifikasi memberi kesan bahwa materi tersebut penting.					
11	Saya mempelajari hal-hal baru dan tidak terduga melalui pembelajaran Bahasa Inggris berbasis gamifikasi, yang membuat saya semakin bersemangat untuk belajar.					
12	Saya dapat mempertahankan fokus dan tetap termotivasi dalam belajar Bahasa Inggris berkat keanekaragaman aktivitas, ilustrasi, dan tantangan dalam gamifikasi.					
13	Saya merasa bosan ketika menghadapi bagian gamifikasi yang monoton.					
14	Saya mudah kehilangan fokus akibat terlalu banyak teks atau informasi yang tidak relevan dalam gamifikasi.					

B. RELEVANCE (Kesesuaian Materi, Kebutuhan dan Minat Siswa)

No	**Items**	**1**	**2**	**3**	**4**	**5**
		SS	**S**	**N**	**TS**	**TST**
15	Saya meyakini bahwa materi yang disampaikan dalam pembelajaran Bahasa Inggris berbasis gamifikasi telah sesuai dengan kebutuhan serta tujuan pembelajaran saya.					
16	Saya menilai bahwa materi Bahasa Inggris berbasis gamifikasi memiliki keterkaitan yang jelas dengan pengetahuan yang telah saya peroleh sebelumnya.					

17	Saya merasa bahwa isi pembelajaran Bahasa Inggris berbasis gamifikasi sesuai dengan minat saya.					
18	Saya menemukan penjelasan dan contoh penggunaan Bahasa Inggris dalam situasi nyata di dalam gamifikasi.					
19	Saya dapat mengaitkan isi pembelajaran Bahasa Inggris berbasis gamifikasi dengan pengalaman saya dalam kehidupan sehari-hari.					
20	Saya meyakini bahwa materi yang diperoleh dari pembelajaran Bahasa Inggris berbasis gamifikasi akan memberikan manfaat bagi masa depan saya.					
21	Saya merasa bahwa pembelajaran Bahasa Inggris berbasis gamifikasi kurang sejalan dengan kebutuhan saya karena masih terdapat banyak materi yang belum saya pahami.					

C. **CONFIDENCE (Kepercayaan Diri Siswa dalam Belajar Bahasa Inggris)**

No	**Items**	**1**	**2**	**3**	**4**	**5**
		SS	**S**	**N**	**TS**	**TST**
22	Saya percaya bahwa pembelajaran Bahasa Inggris melalui gamifikasi mudah bagi saya.					
23	Saya merasa bahwa belajar Bahasa Inggris melalui gamifikasi lebih sulit daripada yang saya harapkan.					
24	Saya merasa bahwa banyak elemen dalam gamifikasi membuat saya kesulitan dalam mengambil poin-poin penting dan mengingatnya.					

25	Saya percaya bahwa saya dapat memahami materi Bahasa Inggris saat belajar dengan gamifikasi.					
26	Saya merasa beberapa tugas dalam gamifikasi terasa terlalu sulit, sehingga saya tidak yakin bisa menyelesaikannya dengan baik.					
27	Setelah beberapa kali belajar Bahasa Inggris dengan gamifikasi, saya merasa yakin bahwa saya akan berhasil dalam ujian.					
28	Saya tidak yakin bisa sepenuhnya memahami materi Bahasa Inggris yang diajarkan melalui gamifikasi.					
29	Saya merasa bahwa penyusunan materi yang baik dalam gamifikasi membuat saya yakin dapat memahami Bahasa Inggris dengan lebih baik.					

D. SATISFACTION (Kepuasan Siswa dalam Pembelajaran Bahasa Inggris dengan Gamifikasi)

No	**Items**	**1**	**2**	**3**	**4**	**5**
		SS	**S**	**N**	**TS**	**TST**
30	Saya merasa puas dengan hasil yang saya capai setelah menyelesaikan tugas-tugas dalam pembelajaran Bahasa Inggris berbasis gamifikasi.					
31	Saya merasa sangat penting untuk menyelesaikan pembelajaran Bahasa Inggris berbasis gamifikasi dengan baik, karena hal ini dapat meningkatkan keterampilan Bahasa inggris saya.					
32	Saya merasa sangat senang dengan pembelajaran Bahasa Inggris berbasis gamifikasi, sehingga saya ingin mengetahui lebih banyak.					

33	Saya benar-benar menikmati proses belajar Bahasa Inggris melalui gamifikasi.					
34	Saya merasa dihargai atas usaha saya ketika menerima umpan balik berupa pujian atau komentar positif dalam gamifikasi.					
35	Saya merasa sangat puas setelah berhasil menyelesaikan sesi belajar Bahasa Inggris berbasis gamifikasi.					
36	Saya merasa sangat menikmati belajar Bahasa Inggris melalui gamifikasi karena dirancang dengan baik.					

APPENDIX III. LESSON PLAN

LESSON PLAN
(EXPERIMENTAL CLASS)

Grade : X (Sepuluh)

Topic : Agree and Disagreement

Approach : Gamification

Media : Mobile phone, whiteboard, Cards and Printed clue cards

Duration : 5 Meetings (5 x 40 minutes)

Pretest and Introduction to Gamification

Teacher's Activities	Students' Activities
Introducing Gamification and explaining its steps	Listening to teacher's explanation
Determining Students Characteristics and traits	Answering the questionnares
Defining the learning objectives	Interviewing
Stating learning objectives	Listening and paying attention
Provide a Pretest about their experience in learning English	Doing the Pretest individually
Giving a simple example of Gamification activities and application	Observing and asking questions
Concluding and preparing students for next meeting	Listening and taking notes

QR Code Hunter (Agree and Disagree)

Teacher's Activities	Students' Activities
Introduce the topic of Agree and Disagree.	Listening attentively

Explain key phrases and expressions used in expressing opinions	Listening and taking notes
Divide the class into small groups.	Students are free to choose the group selection method
Explain how QR Code Hunter works.	Students will scan QR codes hidden around the classroom to find questions related to the lesson. After scanning each code, students will discuss their answers with their group and share their opinions with the class.
Open Group Discussion	Each group will present their opinions on the statements found during the QR Code Hunter activity. Encourage students to use phrases for agreeing and disagreeing, such as "I agree because..." or "I disagree because...".
Recap key vocabulary and expressions used for agreeing and disagreeing.	Listening and asking questions
Give feedback and choose the best group at the meeting and then close the lesson	Listening and reflecting

The Amazing Race Challenge (Comparison)

Teacher's Activities	Students' Activities
Introduce the concept of comparison.	Listening attentively
Explain how The Amazing Race Challenge will work.	Listening carefully
Divide the class into small groups.	Students are free to choose the group selection method
The Amazing Race Challenge Race Start	Teams will complete various challenges that require them to compare objects, people, or places. Each task card will have a comparison

	question that teams must answer and explain. Examples of challenges: 1. Compare two different types of food and explain which one is healthier. 2. Compare two different places in the world and describe their similarities and differences.
Open Group Presentation	Groups will present their comparisons to the class. Students must use comparison phrases such as "more than," "less than," and "as... as.
Summarize key comparison structures learned during the activity.	Listening and asking questions
Give feedback and choose the best group at the meeting and then close the lesson	Listening and reflecting

Danger Cards (Topic: Narrative Text)

Teacher's Activities	Students' Activities
Introduce the concept of narrative text and storytelling.	Listening attentively
Explain narrative elements: characters, setting, plot, conflict, and resolution.	Listening and taking notes
Explain the rules of the Danger Cards game. Each card contains a task (e.g., tell a story about a dangerous adventure, complete a story with a surprise twist). Some cards have "danger" tasks that make it more challenging.	Listening carefully
Danger Cards Challenge started	1. Students will draw cards from the deck and create a story based on the prompt.

	2. The students must include key narrative elements in their stories. Some cards will add challenges, such as incorporating a twist or ending the story in an unexpected way.
Open Presentation session	Students will share their stories with the class. Encourage creativity and make sure they include all the important narrative elements.
Open Class Discussion	After each presentation, classmates can ask questions or give feedback.
Discuss the importance of structure in narrative texts.	Listening and asking questions
Provide feedback on the creativity and fluency of the students' storytelling and give badge “The best Story Teller”	Listening and reflecting

Posttest and Reflection

Teacher’s Activities	Students’ Activities
Distributing posttest sheets about Gamification activities	Completing the posttest
Reviewing overall learning journey	Listening and reflecting
Announcing and awarding prizes to students with the most points and badges.	Listening and appreciating
Concluding and appreciating all of students' effort	Feeling appreciated and motivated

LESSON PLAN 2

(Control Class)

Nama Guru	: Nurlia sari sihotang
Jenjang/Kelas	: X (Sepuluh)
Instansi	: SMKS Muhammdiyah Teknologi Bukittinggi
Mata Pelajaran	: Bahasa Inggris
Fase	: E
Materi	: Agree and disagreement, Comparison and Narrative Text
Alokasi Waktu	: 5 x 1JP (5 x 40 menit)
Metode	: Konvensional (Tanpa Gamifikasi)

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian pembelajaran ini, siswa diharapkan mampu:

1. Menggunakan ekspresi menyatakan setuju dan tidak setuju (Agree and Disagree) secara lisan dengan tepat dalam diskusi sederhana.
2. Membuat kalimat perbandingan menggunakan comparative dan superlative degree secara tepat.
3. Menulis teks naratif sederhana dengan mengikuti struktur Orientation, Complication, dan Resolution.
4. Meningkatkan kemampuan berbicara dan menulis dalam Bahasa Inggris sesuai dengan kaidah yang benar.

B. Sarana dan Prasarana

1. Papan tulis dan spidol
2. LCD Proyektor (opsional, jika tersedia)
3. Lembar kerja siswa (worksheet)
4. Buku teks Bahasa Inggris
5. Kertas dan alat tulis siswa

Meeting 1: Pretest

1. Greeting and attendance

2. Teacher explains the topic
3. Students take Questionnare

Meeting 2: Expressing Agree and Disagree

1. The teacher opened a light discussion about opinions on simple issues.
2. Explanation of the expressions Agree and Disagree.
3. Small group discussions using the expression.
4. Presentation of the results of the group discussion.
5. Feedback from teachers.

Meeting 3: Making Comparison

1. Greeting and checking attendance.
2. Reviewing the previous material briefly.
3. Teacher explains comparative and superlative adjectives.
4. Teacher provides examples and leads the students in creating more examples.
5. Students do pair work: comparing two objects given by the teacher.
6. Students read their sentences aloud.
7. Teacher corrects mistakes and reinforces the structures.
8. Summarizing the topic.
9. Giving homework: write 5 sentences comparing two objects.

Meeting 4: Narrative text

1. Greeting and checking attendance.
2. Reviewing comparative adjectives briefly.
3. Teacher explains what a narrative text is (purpose, structure, and language features).
4. Teacher reads a short narrative text aloud; students listen and follow.
5. Class discussion about the structure (Orientation, Complication, Resolution).

6. Students answer comprehension questions based on the text.Students practice identifying parts of another short narrative text.
7. Summarizing the material.

Meeting 5: Posttest

1. Review previous material
2. Students take posttest questionnares
3. Closing discussion

Appendix 1 Validation Sheet

Appendix 2 Validation Letter

Appendix 3 Letter of Research Permission

Appendix 4 SK letter of thesis advisor

Appendix 5 Sample of the Research

Appendix 6 Documentation of the Research

Appendix 7 Research Completion Letter

Appendix 8 Tabulation of Data Questionnaire