

**THE EFFECT OF USING GAMIFICATION IN ENGLISH LEARNING
AT SMA NEGERI 5 TAKALAR
(A Quasi-Experimental Research)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the
Requirement for the Degree of Education in English Education Department*

NUR IRFANI

105351107118

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR
2023**

LEMBAR PENGESAHAN



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Website: www.umh.ac.id
Email: info@umh.ac.id
Telp: (0411) 44077, 440711 (Kant)
Fax: (0411) 440711 (Kant)



LEMBAR PENGESAHAN

Skripsi atas nama **Nur Irfani NIM 105351107118**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 278 Tahun 1445 H/2023 M, tanggal 15 Muharram 1445 H/02 Agustus 2023 M, sebagai salah satu syarat guna memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu 16 Agustus 2023.

Makassar, 29 Muharram 1445 H
16 Agustus 2023 M

- Panitia Ujian**
- | | | |
|------------------|--------------------------------------|---|
| 1. Pengawas Umum | : Prof. Dr.H. Ambo Asse, M.Pd |  |
| 2. Ketua | : Erwin Akib, S.Pd., M.Pd., Ph.D. |  |
| 3. Sekretaris | : Dr. W. Baharuddin, M.Pd |  |
| 4. Dosen Penguji | : 1. Erwin Akib, S.Pd., M.Pd., Ph.D. |  |
| | : 2. Dr. Sujarati, S.Pd., M.Pd. |  |
| | : 3. Dr. Hasnawati Latief, M.Pd. |  |
| | : 4. Maharida, S.Pd., M.Pd. |  |

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
NPM. 860 934

APPROVAL SHEET



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : presidbg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : The Effect of Using Gamification in English Learning at SMA
Negeri 5 Takalar

Name : Nur Irfani


Reg. Number : 105351107118

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 28 Agustus 2023

Consultant I


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Approved By


Dra. Hasanawati Satief, M.Pd.
NBM. 0915066303

Dean of FKIP
Universitas Muhammadiyah Makassar

Head of
English Education Department



Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM/ 977 807

COUNSELLING SHEET I



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Seroja Alauddin No. 299 Makassar
Telp. 0411-960847, 98111075249
Email: prodi@umuhmakkassar.ac.id
Research Service:
research@umuhmakkassar.ac.id
Website: <http://umuhmakkassar.ac.id>

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Nur Irfani
NIM : 105351107118
Department : English Education Department
Title : The Effect of Using Gamification in English Learning at SMA Negeri 5 Takalar
Consultant I : Erwin Akib, M.Pd., Ph.D.

Day / Date	Chapter	Note	Sign
3 Juli 2023			

Makassar,20..

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM 977-807



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COUNSELLING SHEET II



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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodidb@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Nur Irfani
NIM : 105351107118
Department : English Education Department
Title : The Effect of Using Gamification in English Learning at SMA Negeri 5 Takalar
Consultant II : Dra. Hasnawati Latief, M.Pd

Day / Date	Chapter	Note	Sign
13-02-2023	IV	See the analyze of effect of using Gamification	
02-05-2023	IV	See the problem statement and the connecting with finding	
02-06-2023	IV	See the theory in chapter II connect the finding in chapter IV	
10-06-2023	IV	Give the process to get finding	
24-06-2023	IV	How to get the effect of Gamification strategy	
30-06-2023	V	That's OK go to Seminar	

Makassar, 04 Juli2023

Approved by:
Head of English Education Department

Dra. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Nur Irfani

Stambuk : 105351107118

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Using Gamification in English Learning at
SMA Negeri 5 Takalar

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Nur Irfani



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SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Nur Irfani

Stambuk : 105351107118

Jurusan : Pendidikan Bahasa Inggris

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Yang Membuat Pernyataan

Nur Irfani

MOTTO AND DEDICATION

Motto

“The failures we experience are learning materials to repair our efforts”

Indeed, with hardship (will be) ease.

(Q.S Al-Insyirah : 6)



Dedication

I dedicate this thesis to:

My beloved parents, my sisters and my brother that always give motivations,

loves, prayers, support that given during the process

ABSTRACT

Nur Irfani 2023, *The Effect of Using Gamification in English Learning at SMA Negeri 5 Takalar*. A thesis, Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. supervised by Erwin Akib and Hasnawati Latief.

This study aims to determine whether the Gamification strategy is effective in improving students' reading comprehension in English learning at the 11th-grade SMA Negeri 5 Takalar.

This study used a quasi-experimental method with a quantitative research type. The population of this study was the 11th-grade science students of SMA Negeri 5 Takalar consisting of 180 students. The sample of this study was 60 students who were selected using a purposive sampling technique. The instrument used is the pretest/posttest.

Based on the research findings, the results show that using gamification strategy was effective in improving students' reading comprehension. This is proven by the means score of post-test between the experimental class and control class. The means score in the experimental class before and after treatment (50.53 became 89.20) and in the control class before and after treatment (48.53 became 64.93). In addition, the results of the study revealed that the p-value of the post-test score was 0.000 with a significance level of 5% (0.05). It can be concluded that the p-value ($0.000 < \text{sig } \alpha = (0.05, 5\%)$). Then, the result of the effect size obtained is 2.3. It can be concluded that it proved the Gamification strategy is very effective in learning English students in reading comprehension, especially in literal comprehension and interpretive comprehension.

Keywords: *Gamification, Gamified Quizizz, English Language Learning*

ABSTRAK

Nur Irfani 2023, *Pengaruh Penggunaan Gamifikasi dalam Pembelajaran Bahasa Inggris di SMA Negeri 5 Takalar*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Hasnawati Latief.

Penelitian ini bertujuan untuk mengetahui apakah strategi Gamifikasi efektif untuk meningkatkan pemahaman membaca siswa dalam pembelajaran Bahasa Inggris pada kelas 11 SMA Negeri 5 Takalar.

Penelitian ini menggunakan metode eksperimen semu dengan jenis penelitian kuantitatif. Populasi dari penelitian ini adalah siswa kelas 11 IPA SMA Negeri 5 Takalar yang terdiri dari 180 siswa. Sampel dari penelitian ini adalah 60 siswa yang dipilih menggunakan teknik purposive sampling. Instrument yang digunakan adalah pretest/posttest.

Berdasarkan temuan penelitian, hasilnya menunjukkan bahwa menggunakan strategi gamifikasi efektif dalam meningkatkan pemahaman membaca siswa. Hal ini di buktikan dengan skor rata-rata post-test antara kelas eksperimen dan kelas kontrol. Skor rata-rata pada kelas eksperimen sebelum dan setelah perlakuan (50.53 menjadi 89.20) dan pada kelas kontrol sebelum dan setelah perlakuan (48.53 menjadi 64.93). Selain itu, hasil penelitian mengungkapkan bahwa nilai p dari skor post-test adalah 0.000 dengan tingkat signifikansi 5% (0,05). Dapat disimpulkan bahwa p-value ($0.000 < \text{sig } \alpha = (0.05, 5\%)$). Kemudian, hasil besar efek yang didapat adalah 2.3. Dapat disimpulkan bahwa hal tersebut membuktikan bahwa strategi Gamifikasi sangat efektif dalam pembelajaran bahasa inggris siswa pada pemahaman membaca khususnya pada pemahaman literal dan pemahaman interpretative.

Keywords: Gamifikasi, Kuis Gamified, Pembelajaran Bahasa Inggris

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Makassar, Juli 2023

Nur Irfani

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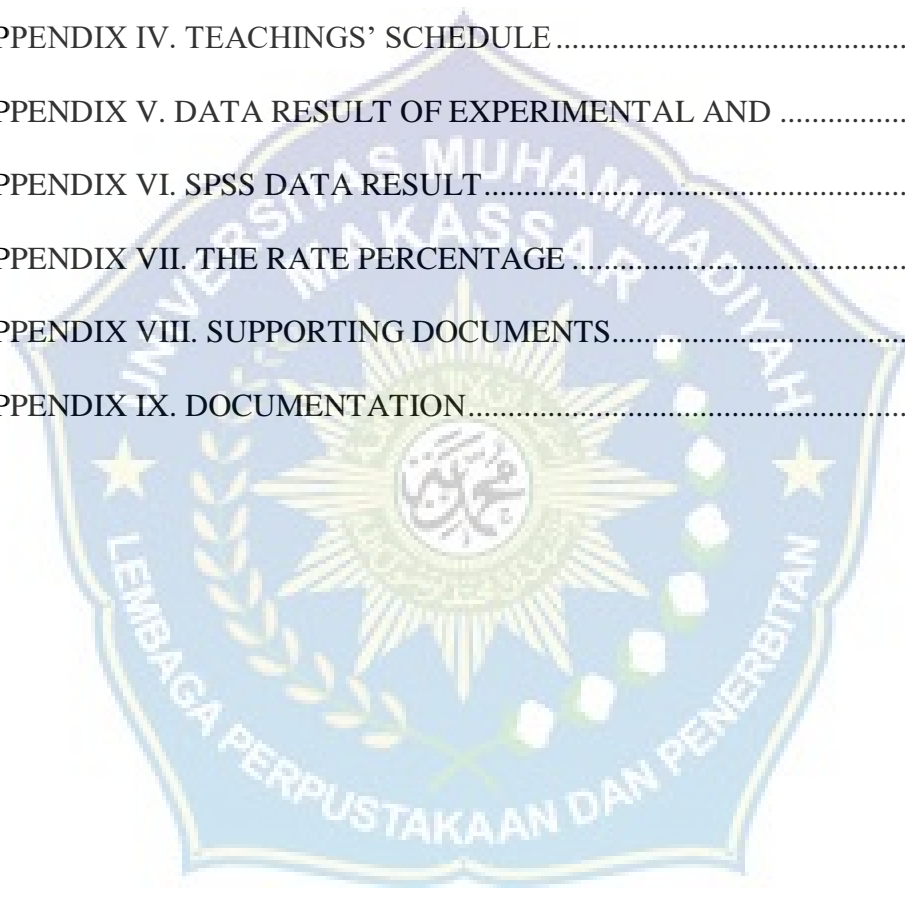
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CHAPTER I

INTRODUCTION

A. Background

English is one of the subjects that must be learned by every student. English has a crucial role in increasing the quality and quantity of students along with the development of Science and Technology. English is a language that is extensively utilized in each aspect of existence including education, science, entertainment, and business. one of the important reasons for learning English is due to the fact English is an international language. English is a very important international language that must be learned and mastered. Kustanti and Prihmayadi, (2017) English is the official language that is understood and widely spoken by many Commonwealth countries. English has become one of the core subjects at the secondary school level in Indonesia. However, in a developing country like Indonesia, we still regard English as a foreign language. The existence of an understanding of English as a foreign language requires students to communicate with others in the learning process. For communication to be clear and understandable, students must master four aspects of language skills, namely reading, listening, writing, and speaking Kustanti and Prihmayadi, (2017).

The language is a common tool among people in a community. With language, we are able to deliver arguments and information to others. Language has an crucial role in life allows people to connect one character to any other, certainly one of which is through reading. Reading is an activity wherein

someone gained information from reading and places it in written shape. From a reading perspective, it is an activity to get information that requires focus or high concentration on reading. Sari, Akbarjono, Martina, (2022). In addition, Reading is the process performed and used by readers to find information using the author's words and written language.

Reading is likewise necessary to understand the answers to certain questions or issues that someone has read. Reading is not properly taught as part of the scientific method Haque, (2006). Teachers additionally lack the crucial training for that. Amin et al., (2021) stated that 21st-century learning, referred to as the era of technology, is the whole thing that can be based on knowledge. Learning in the 21st century focuses on thinking, problem-solving, and communication skills to make learning fun B. Anwar & Asriani, (2017) in Gelen Assoc, (2018). Junedi et al., (2020) there are numerous ways to solve the problem that explains this and one way is to use suitable strategies so that the learning process becomes effective in teaching reading. Motivating students is one technique to increase learning capacity and motivation. Student learning results are stimulated through many factors, inclusive of student motivation, Students will obtain excellent learning results if students are motivated to learn and are interested in learning. Without motivation, it will be difficult for the learning process to achieve optimal success Amin, Alimni, et al., (2021).

The strategy itself should be adapted to the conditions and the abilities of the students due to the fact each class has its conditions, which additionally determines the appropriate strategy for the class itself. An alternative strategy

that teachers can use when teaching reading comprehension is gamification in learning. Deterding et al. (2011) define gamification as the incorporation of game design material into non-game environments. Furthermore, Dominguez et al. (2013) gamification incorporated game elements into non-game implementations to enhance user experience and interest. Additionally, Kim & Lee (2015) define gamification as the application of game design to processes outside of games. Bozkurt & Genç-Kumtepe, (2014) describe gamification as an implementation of a game philosophy that motivates individuals and changes processes in ways that are interesting to participants. Moreover, Sezgin et al., (2018) define gamification as the intentional addition of game elements to processes that do not contain game elements. Furthermore, Gökkaya, (2014) defines gamification as an educational platform aimed at internalizing an individual's extrinsic motivation and reward along with evaluation. Therefore, gamification is different from game-based learning and must not be equated with Bozkurt & Genç Kumtepe, (2014) in Sezgin et al., (2018). Gamification is an attempt to implement learning plans which have been prepared in actual activities. Gamification is a combination of game elements and mindsets that are not used in a game context Hunter, (2012). The focus of gamification in this situation is the user or student. The game mechanism in gamification ensures that millennial students experience pleasure Schnepf, (2014).

The problem that is often confronted by students in learning English at SMA Negeri 5 Takalar is that students experience difficulties in reading comprehension. Students have difficulty finding the main information in the

reading because they do not understand and do not know the meaning of the sentences they read in learning English. Students have trouble understanding the meaning of English words and sentences. Due to a lack of vocabulary, students find it difficult to understand the meaning of the text as a whole. As a result, many students are less skilled at reading and less interested in reading because they have difficulty understanding what they read. Students usually often experience difficulties in reading stories. When students are given reading texts, they cannot read them as well as they can. Without understanding books, they could only speak symbolic words. They have a lot of difficulty in reading comprehension. That's because English spellings are generally different in their languages

Based on observations, the researcher concluded that the students did not master English vocabulary enough, and when students read, they still had difficulty determining the Main Idea. This problem not only comes from the students themselves but also comes from how the teacher delivers the material. From observations made by researchers, teachers have never implemented gamification learning in teaching English, especially in reading comprehension which makes students less motivated and feel less interested in learning English.

Based on the above results, researchers believe gamification strategy in learning is the best way to apply in improving students' reading comprehension. This strategy is not only an innovation in the teaching and learning process, but also suitable for helping students who complain of boredom and sleepiness. Researchers also argue that by using monotonous learning strategy, any material

to be studied is not absorbed nicely. In this case, researchers focus on the descriptive text. Descriptive text is a text that describes a particular object in detail. This object can be a person, animal, object, or place.

Based on this background, the researcher is interested in researching the title "The Effect of Using Gamification in English Learning". This is experimental research on Class XI Students of SMA Negeri 5 Takalar. In this case, most of the students feel bored and less motivated to learn English because the English teacher has not used gamification in the learning process. Motivated students read more actively, become more confident, and have a deeper understanding. Therefore, this research is of great importance, as game techniques in learning should be applied to the learning process, especially in the reading section. There are several game variations of the gamification learning strategy. In this study, the researcher uses a type of game, namely Quizizz. In standard game rules, some questions are shown to students using a projector which students answer on their own devices. The reason researchers chose this application is to increase students motivation and interest in reading comprehension. Quizizz is used via a mobile phone or computers that are operated using the internet network. Researchers use the gamification learning strategy so that students can be more motivated, active, confident, and more likely to understand the English learning process well especially in reading comprehension. This strategy is applied to class XI students of SMA Negeri 5 Takalar.

B. Problem Statement

Based on the explanation provided above, the researcher has identified the following issue:

1. How is the students' reading through Gamification strategy?
2. How is the students' reading in through conventional method?
3. Is there any differences between students' reading comprehension through Gamification and Conventional Method?

C. Objective of the Research

Based on the problems above, the purpose of this study is to find out the effect of applying Gamification on the students in English learning especially reading comprehension.

D. The Significant Research

1. Theoretical Significant

Theoretically, this research will provide information about The Effect of Using Gamification in English Learning at SMA Negeri 5 Takalar

2. Practical Significant

- a. For teachers. This study aims to assist teachers in applying gamification to improve the learning process and teachers' creativity.
- b. For students. The existence of this study aims to help students understand the subject matter and increase their motivation to learn English.

- c. For researchers. This research is expected to be useful for further researchers and the results of this research will serve as a reference or reference for further researchers.

E. Scope of the Research

The scope of this research is focused on reading comprehension and is limited to the effect of Gamification using Quizizz application on improving students' reading comprehension, especially in terms of literal comprehension (main idea) and interpretative comprehension (understanding vocabulary) at the 11th of SMA Negeri 5 Takalar.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Literature

Related researches that have been done previously are expected to help researchers in writing this research. First, research was conducted by Sari, Akbarjono, & Martina, (2022) in their journal "The Effect of Gamification in Learning on Students' Reading Comprehension". This study aims to determine whether there is an effect of gamification in learning on students who reading comprehension in students. This study uses a quasi-experimental method with a quantitative type of research. In the process of collecting data, the researchers conducted pre-test and post-test for 4 meetings. From the results of this study, it can be concluded that the application of Gamification in the Learning Method has a significant influence on students.

Second, research conducted by Kotob & Ibrahim, (2019) in their journal "Gamification: The Effect on Students' Motivation and Achievement in Language Learning". The purpose of this study was to examine the effect of applying gamification strategies on students' motivation and achievement in learning Arabic. This study used a pretest and posttest approach with eleven students in an Arabic class. Questionnaires to assess motivation pretest and posttest applying strategies were used, as well as written and oral exams to assess student achievement. The results showed that gamification by implementing elements (points, challenges, rewards, and leaderboards) showed an increase in both motivation and student achievement.

Third, research was conducted by Laksanasut & Seubsang, (2021) in their journal "Effects of Gamified Learning Intervention on Thai Students' Motivation for Learning English. The purpose of this quasi-experimental study was to investigate the level of motivation of Thai students to learn English in the classroom before and after the gamified learning intervention. The researcher used a pretest and posttest control group design to collect data. The participants were divided into two groups to test the effect of the intervention. Group A received a gamified learning intervention, while Group B learned English in the classroom using a traditional teaching approach. This finding revealed that students in group A showed a higher level of learning motivation than students in group B.

Fourth, research was conducted by Ali Abusa & Ahmad Baniabdelrahman, (2020) in their journal "The Effect of Gamification on Jordanian EFL Sixth-Grade Students' Reading Comprehension". The results indicated that there were statistically significant differences between the experimental and control group students' mean scores on the overall reading comprehension post-test and in each level of reading comprehension (the literal, inferential, and critical levels) due to the instructional program of gamification. Thus, it can be inferred that the experimental group students' performance outperformed the students in the control group in reading comprehension post-test in the three levels of reading comprehension. This result means that gamification is more effective than conventional instruction.

The conclusion from several relevant studies above, there are some similarities and differences with the research to be carried out. The general similarity between this research and previous research is using the gamification strategy in learning and the research method using quasi-experimental. And the difference is the type of gamification used, this research uses the Quizizz application.

B. Some Basic Concept

1. Concept of English Learning

Given the importance of mastering English in the development of this globalized world, the education curriculum in Indonesia has included English lessons as one of the general subjects ranging from early childhood education to university level. English is one of the foreign languages that is considered important that must be mastered by the Indonesian people because English has a very strategic position, which is not only as a communication tool but also as a language of association between nations. In addition, English is also the first foreign language that is considered important for the purpose of accessing information, absorption, and development of science, technology, and arts and culture.

Learning English in today's era is very necessary because the culture of the people is diverse in geography, religion, and culture. Learning English is needed as a medium to communicate with one another Sharifian, (2009). If you want to be insightful and knowledgeable, English is important for students to learn. English provides a wider discourse as part of the global

community of the world community. In fact, in certain fields, English is absolutely indispensable Richey, (2011). Therefore, as educators, especially in lower education, it is appropriate to introduce English to students from an early age. In this way, learning English becomes the learning that students are interested in.

English language skills cover four aspects, namely: reading, listening, writing, and speaking. Reading, and listening are included in passive English, while writing and speaking are included in active English. In every aspect some things that can be applied to be able to learn effectively. Reading is the first step that must be carried out by students if they want to learn English. This aspect affects other aspects.

a. Definition of Reading

Reading is an important part of language knowledge in the learning process. Reading is essential for knowledge acquisition, cultural participation, democracy, and professional achievement Castles et al., (2018). Reading is not just for the student to read, it is a process that involves all of the student's mental activity and thinking ability to understand, critique, and reproduce the written discourse. Furthermore, according to Mannong, (2018), reading is assumed to be a receptive skill that allows a person to see and understand the text from various printed and online sources. Reading is therefore a very important basic skill for students to understand the meaning contained in the text.

Reading is a complex activity. Jensen, (2021) stated that reading is not a one-way activity, but depends on the purpose, ability, type of material, and context. In this case, a series of activities are carried out by the student, not only reading, but also answering questions while reading, because reading requires understanding an idea. Furthermore, Prasetyo et al., (2019) state that reading is the activity of analyzing and interpreting reading to obtain the message that the author wishes to convey in written form. Reading, therefore, involves processes aimed at extracting information from the text and the reader's knowledge, and plays an important role in the formation of meaning.

Moats, (2020) also stated that reading is not just a desire, but a basic skill required for everything we do in our daily lives. Reading can be interpreted as a series of activities that students do to acquire reading skills. Sasalia and Sari, (2020) emphasized the importance of reading comprehension, as it contains a lot of text that needs to be understood, similar to the written national exam, requiring comprehensive reading comprehension.

One of the most important skills every student should have is the ability to read. Reading is important because many activities in other fields require students to build knowledge from texts and critically assess the reliability, relevance, and usefulness of information contained in that literature Pearson, (2020). Therefore, reading is not just referring to the

content of the reading, but also trying to reveal the meaning contained in the reading text so that the important information can be found in it.

Based on the above opinions, reading is the activity or process of understanding an idea or ideas in both written and oral form in reading material where understanding is a product of reading activities that can be measured, not just sitting for hours on end doing nothing in the classroom holding a book with no information to retrieve or obtain.

b. Definition of Reading Comprehension

Reading comprehension is one of the English learning skills students learn. Reading text is not just reading, it is necessary to understand the meaning contained in the reading. Mona Lisa et al. cited in Firman et al., (2021) define comprehension as the process by which a reader constructs meaning during or after reading a text, and uses previous knowledge and experience with remembering or anticipating in social interaction and communication. Meanwhile, Oakley in Özdemir and Akyol, (2019) stated that reading comprehension is the skill of combining background knowledge with reading texts.

Furthermore, Nurwanti et al., (2019:31) states that by reading comprehension, students will be able to develop more thinking in reading by directing questions to predict what is contained in the written text. Meanwhile, Syatriana and Syam, (2018) state that reading comprehension requires understanding words by looking at the relationships between words and being able to capture what the author wants to convey. In this case, in

reading comprehension, students will be directed to find out the contents or important points contained in a text. Therefore, students' reading skills can be easily trained with reading comprehension activities

Reading comprehension is a reading activity that involves absorbing information from reading material and understanding the implied meaning of the reading so that it can be conveyed properly to the reader. Someone who carries out reading comprehension activities must master the language or writing used in the reading he reads and be able to capture the information or content of the reading. Kočiský et al., (2018) show that reading comprehension is a talent that requires the integration of knowledge and reasoning about events, things, and their relationships across documents.

Butterfuss and Kendeou, (2018) define reading comprehension as one of the most complex and significant cognitive operations performed by humans. This is because reading comprehension must be done with full appreciation to absorb what the students/readers have to master. In addition, reading comprehension is a serious process carried out by readers to obtain information, messages, and meanings contained in a reading.

In reading comprehension, the reader is not only required to understand and understand the contents of the reading, but also must be able to analyze or evaluate and relate it to his experience and knowledge. Coordination of linguistic and cognitive processes, such as word recognition, working memory, generational inference, monitoring comprehension, vocabulary, and prior knowledge, is necessary for reading

comprehension Elleman and Oslund, (2019). The principle of reading comprehension is the same as reading in general but emphasizes the meaning or self-understanding of the reader. Thus, reading comprehension needs to be mastered as part of reading skills to be able to master the entire reading text well.

From some of the opinions above, it can be concluded that reading comprehension is an activity or reading process that aims to understand the reading as a whole. Comprehensive understanding here includes the ability to get the main idea, be able to catch the implied or explicit meaning, obtain details and facts in the reading, determine the title or topic, make comparisons or contradictions and make conclusions.

c. Reading Comprehension Levels

Reading has different levels of comprehension. Burn divided comprehension into four levels, namely: literal comprehension, interpretive comprehension, critical comprehension, and creative comprehension.

a. Literal Comprehension

Literal comprehension is the most obvious comprehension at this level involves surface meaning. At this level teacher can ask students to find information and idea that they are explicitly stated in the text. The readers can usually outline, paraphrase, or summarize the ideas expressed by the author.

Literal comprehension is the understanding of information and facts directly stated in the text. It is recognised as the first and most basic level

of comprehension in reading. Students can employ literal comprehension skills (keywords, skim reading and scanning) to better locate information efficiently.

According to Rubin (1982: 107) literal understanding requires lower than three levels of thinking skills think at another level of understanding. According to him understanding literal indicates the ability to gain understanding low level using only the information mentioned explicitly. In this type of literal understanding the reader only directed at answers to literal questions that students demand remember what is stated explicitly.

In line with opinion above, Burns (1996: 255) states that understanding literal is understanding obtained by reading what is stated directly in the reading text.

b. Interpretive Comprehension

Interpretive reading involves reading between the lines or making inferences. It is process of deriving ideas that are implied rather than directly stated.

Burns (1996: 263) interpretive understanding is read between lines to make inference. Interpretive reading is the process of tracing unsubstantiated ideas live. Interpretive reading includes making conclusions, for example about the main idea of the reading, causal relationships, and analysis of the reading such as finding the purpose of

the author of writing the reading, the interpretation of figurative language.

c. **Critical Comprehension**

Critical reading is evaluating within material, comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy appropriate and timelines.

d. **Creative Comprehension**

It is text involves going beyond the material presentably by author. It required thinking as they read.

2. Gamification in English Learning

a. Definition of Gamification in Learning

The concept of gamification, which has become popular since 2010, has revealed itself in the world of business, health and education. According to Redy Winatha & Ariningsih, (2020) Gamification is a learning strategy that applies game elements to non-game things with the aim of engaging and motivating users to solve a problem. Similarly, Dominguez et al., (2013) defined gamification as including game elements in a non-game implementation to increase user experience and interest. In addition, gamification as applying game designs to the non-game processes. Bozkurt, (2014) described that gamification as the implementations regarding the game philosophy that increase individual motivation and convert the process interesting for the participants.

Furthermore, Gokkaya, (2014) defined gamification as an educational platform that aims to internalize the extrinsic motivations of individuals and rewards along with feedback. When the definitions were examined, gamification can be defined as equipping non-game processes with game design elements. There are approaches in the literature that are confused with gamification. The first of these is game-based learning. The use of the expression game in gamification, just like in game-based learning, may cause this similar perception problem. Unlike game-based learning; in gamification, game finds its place not as an actor but as a philosophy. Therefore, gamification and game-based learning are different and should not be confused Bozkurt & Genç-Kumtepe, (2014). The gamification in learning is an effort to implement the learning plan that has been arranged in the real activity for the learning objectives that have been prepared optimally Sanjaya, (2007).

Gamification in learning not only converts routine activities into games but redesigns the work process with game mechanisms for a pleasant experience Wood & Reiners, (2015). Gamification focus is the user or in this case the student. The game mechanism in gamification ensures the emergence of a sense of fun by students' millennial generation Schnepf, (2014). Game mechanisms are able to build motivation and a sense of fun in the learning process to handle a problem through a pleasant experience.

b. Elements of Gamification

Various kinds of gamification elements exist. This is also known as artifact or gamification mechanics. The most common are the following Dicheva et al., (2015):

- 1) Points - used to reward users through different dimensions and categories.
- 2) Level - indicates that the user has reached a certain goal or completed a task. In computer games, the players complete different tasks, and thus, can advance in the game. Levels are designed to challenge players, thereby creating fun and a desire to keep playing the game.
- 3) Badges, trophies and medals – express external acknowledgment that the user has reached a new level and has succeeded in the challenge. This kind of reward stimulates users and their desire to complete challenges, providing fun and interest.
- 4) Rankings, leaderboards and scoreboards – These elements indicate the user's relative position compared to others, which are usually used to show and manage user achievements, to use competition as an incentive for behavior, thereby increasing motivation.
- 5) Virtual Items – are intangible and intangible objects that can be obtained through the accumulation of points. Virtual items create incentives to earn more points, complete tasks, and challenges. In addition, they allow the personalization of rewards according to the type of user da Rocha et al., (2016). It is very common to use virtual currencies in a variety of

situations, including for trading products, points to increase status, and prestige da Rocha et al., (2016).

According to Prambayun & Farozi, (2015) there are several elements of gamification that can be applied in learning.

a. Story or Mission

Stories or missions are the most widely used elements to build engagement, stories can make players understand and feel the situations that occur in a game. Story elements can meet the principles of fun and inspiration in learning strategies. The ending of the story must be made uncertain and unpredictable by the player, this will make the player curious and motivated to find out the end of the game.

b. Challenge

In gamification content, challenge has a big role in stimulating student activity. Challenge is one of the strong motivators in learning. If the player only plays following the procedure and always successfully completes the given mission, this can make the player feel bored. The existence of a challenge will make the game even more improved. Challenges are special challenges given to players to further improve their abilities or to get special rewards. Challenges can fulfill the principles of interactive, challenging learning strategies and can provide additional motivation for students.

c. Rewards

The specific principle of learning strategy that is very influential on engagement is motivation. Reward is one way to increase student motivation. Giving rewards in class will encourage students to increase their efforts in teaching and learning activities and develop learning outcomes.

d. Points

Students will get points according to the application that contains questions that they can find and solve. Points also serve as feedback. With points, students will get feedback on their progress.

e. Leaderboard

The sum of points from all assessment components is carried out to get the number of points achieved by students. Choose the student with the highest points to be the top of the standings, this will trigger students to compete to try to grab the position as the top leader. Leaderboard is a social element that is very influential on student motivation, students will show their existence by trying to be the first rank. In addition, students can also see the progress of their achievements from the efforts that have been made

f. Badge

Badges can be awarded for the success of the player in completing a special mission. Badges can also be given when players get certain achievements from the game that has been done. The badge serves as a

purpose and as a symbol of social status. Having a lot of badges will certainly be a source of pride for some players.

c. Step to Implement Gamification Learning Strategy

The steps to implement gamification learning strategy according to Heni Jusuf (2016: 3) are as follows:

- 1) Break the material into a special section and give the quiz at the end of each section. Set a gift in the form of a virtual badge if the student passes
- 2) Separate the material into different levels and tiered
- 3) Record the scores obtained in each section, so students will focus on improving their score
- 4) Give rewards in good physical form that can be displayed
- 5) Make the level sensor to date or time so that students should check every day to get a new challenge.
- 6) Create a task group so students can collaborate to complete the project
- 7) Recommend the concept of epic search and meaning, where students can submit their work that strengthens the learning norms
- 8) Provide incentives to comment on the work of his friends to improve the culture of sharing knowledge
- 9) Delivers surprises with extra bonus rewards when students pass new challenges
- 10) Create artificial pressure with a countdown on various quizzes.
- 11) Take a badge/prize if the student does not pass on a particular challenge

12) Create a bifurcation scenario or repeat a challenge if it has not been successful.

13) Introduce characters that help and hinder students in the course of learning.

14) Provide students with facilities to search for play characters

15) Feature a board of standings that shows the performance of all students to foster the spirit of competition and collaboration

Implementation of gamification learning method according to Adnan (2013), namely:

- 1) Recognize the learning objectives
- 2) Determine the big idea
- 3) Create a game scenario
- 4) Create a design for learning activities
- 5) Build groups
- 6) Apply game

d. Advantages of Gamification

Gamification learning method according to Moncada & Moncada, (2014) has the following advantages:

- a) Increase motivation

The learning process by using gamification can increase students' learning motivation. Students will feel happy because learning is more varied. Increased motivation will increase students' interest in following the lesson as a whole.

b) Increase creativity

The use of gamification in accounting learning requires students to think creatively. The gamification learning method requires students to find a way out and think of strategies to run the game. Gamification reduces students' dependence on teacher delivery.

c) Increase interest

Gamification stimulates student interest which can increase interest.

The advantages of computer-based gamification according to Schnepf & Rogers, (2014) are able to facilitate the millennial generation to learn according to the characteristics of their growth with technology. Learning using gamification will be easily accepted by them. According to Heni, (2016: 2) Gamification has 3 psychological advantages, namely cognitive, emotional, and social, so that it can increase players' motivation in learning something.

Gamification has several advantages in learning according to Adnan, (2013) as follows:

- a. Learning becomes more fun
- b. Encourage students to complete their learning activities
- c. Helping students focus and understand the material being studied
- d. Provide opportunities for students to compete, explore, and excel in the classroom.

The above advantages are expected to provide encouragement to students to be more active in learning and enjoy learning, so that learning

motivation will increase. If applied properly by paying attention to the objectives of learning gamification, then learning is more fun and learning objectives can be achieved.

e. Disadvantages of Gamification

- a. Games in gamification are predictable and tend to be boring.
- b. The game becomes meaningless if the learning objectives are not explained well or not achieved.
- c. Often playing games can be psychological.
- d. Prizes given to students can be used as external motivation but it is much better if students have internal motivation in learning.
- e. The game is the rule. Applying games to learn can even create a customized experience

At the end of the day it still feels like a general school learning experience. However, if mature gamification is not applied, it will create several problems according to Adnan, (2013), such as:

- a. Predictable and boring.
- b. There is no meaning, if the learning objectives are not explained properly.
- c. Destructive psychology.

f. Use of Gamification in English Learning

Gamification in the world of education plays a very important role in motivating students and attracting students to be deeply involved with the teaching and learning process carried out in the classroom because teachers often have difficulty encouraging students to keep following the process of delivering material. Gamification offers a new type of interactive learning where teachers provide a more fun and interactive way to students so that students not only gain knowledge but they also experience something new and interesting from gamification.

Sari, (2022) There are several types of online gamification that can be implemented in the teaching of English, as follows:

a) Kahoot

Kahoot! Is a digital game-based students response system that allows teachers and students in classrooms to interact through competitive knowledge games while utilizing current infrastructure. Wang et al (2016) pointed out that Kahoot! represents a new generation of student response systems that use gamification to increase student motivation and engagement.

According to Wang (2015) Kahoot! Is a game-based student response system (GSRS) in which the classroom is immediately changed into a game show, with the teacher as the presenter and students as contestants. This platform is ideal for improving motivation and engagement among students, as well as assessing their comprehension

of a lesson. Gamification also improve learners' metacognitive abilities, increases empathy, and develops teamwork (Tan et al., 2018)

Game, quizzes, discussions, and surveys are the four aspects of Kahoot!. For games, you can choose the type of question, the answer, and the amount of time it takes to answer it. The answers will be displayed by visuals and colour in a unique way. The correct answer is represented by a colour or picture, which the participants must choose. All of the features of Kahoot! Can be accessed and used for free. To play this game, you must have access to the internet (Bahar et al., 2020).

b) Duolingo

Duolingo is a free online language learning platform that includes translation tasks for learning vocabulary and grammar, as well as pronunciation and listening exercises pronunciation (Bende, 2017). The objective of Duolingo is to help people learn language by using their learning exercises on the web and in apps. This program employs a variety of strategies and is up to date in terms of language acquisition. Because it creates the sense of learning while in the learning process, this can make it easier for learners to understand, be interested in, and enjoy learning. Language learners can choose from a variety of language on Duolingo, including English, Arabic, Spanish, French, Dutch, and other languages. Duolingo also gives you information like points gained, a course overview tree, doodles, and time spent (Garcia, 2013).

Users do not need to register an account to participate in activities. On the other hand, users can only save their progress if they create an account. Users can choose a language to study and begin activities right away after registering an account. Users who have previous knowledge of the target language can take a placement exam to move to more advanced sections. The learning experience is divided into themed units that begin with "Basic" and can include everything from thematic vocabulary sections like "Food" or "Family" to difficult grammar topics like "Past Perfect" and "Subjunctive Past" (Teske, 2017).

c) **Mentimeter**

Mentimeter is a Web 2.0 tool that may be used to create interactive and engaging presentations, as well as to add surveys, quizzes, word clouds, photos, and graphics. Mentimeter allows for fun and involvement in presentation settings, with the added benefit of offering quick feedback through smartphone, tablet, and computer (Gokbulut, 2020).

Lusiani (2021) stated that Mentimeter is a web-based tool that can be downloaded quickly and used in teaching and learning activities on mobile phone and PC. Because the Mentimeter application is an interactive presentation tool, students can respond to material from the lecturer right away by sending responses from their mobile phone that have the Mentimeter program loaded on them.

Gokbulut (2020) also explained that learners must log in with their pin code on www.menti.com in order to access the system and engage in the application. The system can only be accessed with a pin code, and no additional information about the student is stored in it. When students connect in to the system, the teacher and their classmates can immediately see the answers they provide in the application. Because no personal information about the student is displayed on the system screen, active involvement and enthusiasm in the classroom are increased by allowing students who are passive, shy, or peer shy to participate in the class.

d) Quizizz

Quizizz is a quiz-based platform that is combined in the form of a game and can be used as a medium in learning. Quizizz has millions of quizzes in various fields that can be accessed by students or teachers. Not only that, Quizizz also provides a feature that can be used to create your own quizzes. In addition, Quizizz makes learning centered on students because students are actively involved in learning. Quizizz is a platform for student involvement with teachers to conduct interactive learning and quizzes used in classroom learning. The Quizizz learning application can be used by teachers as a fun Biology learning solution. Miladanta and Muharam, (2021)

Purba (2019:5) explained that " Quizizz is a game-based educational application, which brings multiplayer activities to the classroom and

makes the classroom atmosphere interactive and fun". In line with that, Amornchewin (2018: 87) explained that " Quizizz is a learning tool or media that is believed to be able to motivate students in learning with interesting features". Quizizz is an application that can be used to create multiplayer interactive quizzes that can be accessed via any device such as a computer, laptop, smartphone or tablet to complete the quiz.

Based on the opinion above, it can be concluded that Quizizz is an application of learning media and an evaluation tool, so that it attracts students' attention to be more motivated in the learning process. The interesting features that Quizizz has can be used by teachers to facilitate the teaching and learning process, including teachers can make presentation media in learning and create interactive quizzes with more than 4 answer choices, besides that teachers can add media images to the background of questions and customize Setting questions as desired. When the quiz creation is finished, we can share the code with students so that students can join the quiz. Students can join by opening the Google application then typing join.quizizz.com then clicking join then entering the game code along with their name. The order of questions can be randomized for each student, so it is not easy for students to copy.

Quizizz also allows students to compete with each other and motivate them in learning so that learning outcomes can increase. Students take quizzes at the same time in class so students can immediately see their ranking on the leaderboard. One of the features

that Quizizz has is that it provides statistical data about student performance and can track the number of students who answered questions that were made, questions that had to be answered and much more (Sari, 2020).

1. Advantages of Quizizz

Quizizz is in the form of interactive multimedia. Nurfaisah & Said, (2022) say that Quizizz has advantages that can be used as learning evaluation materials, for example, there are data and statistics on student performance where the results can be used as material for evaluating follow-up learning. Another feature is that this media is used as a learning medium at home, namely homework which can provide opportunities for students to learn outside the classroom, namely in online classes, it is also a place for learning while playing with this media. Games that are creative, innovative, challenging, and fun will foster positive motivation for students' learning desires.

Citra & Rosy, (2020) explain that Quizizz has the advantage that the questions presented have a time limit, in this case, students are taught to think properly and quickly in working on existing questions. Another advantage of Quizizz is that the answers to the questions will be displayed in color and pictures and seen on the teacher's computer (as an operator) and on the student's device they

will change automatically according to the order in which the questions are presented.

Noor, (2020) states that using Quizizz is very easy. This interactive quiz has up to 4- 5 answer choices including the correct answer. It is also possible to add an image to the background of the question and adjust the question settings to your liking. When the quiz is finished, it can be distributed to students using the generated 6-digit code. Quizizz can be used as a good and fun learning strategy without losing the essence of ongoing learning. Even this strategy can involve active student participation from the start.

Aini, (2019) said that Quizizz as a tool for assessing learning outcomes has advantages, namely:

- a) Quizizz is a medium that is fun, challenging, interactive, and enhances the creativity of educators.
- b) Increasing the needs of students.
- c) The competence of educators is honed in the use of learning media.
- d) Effective.
- e) There are data and statistics on student performance.
- f) Online based.
- g) Fostering positive motivation for students' learning desires.
- h) Interesting Quizizz display.
- i) Accommodate lessons in various subjects and levels

- j) There is a ranking system in Quizizz
- k) The questions presented in the Quizizz media have a time limit, teaching students to think accurately and quickly in working on the questions in the Quizizz media.

Sovandi Marwan, (2019) in Nurfaisah & Said, (2022) said that learning Quizizz has advantages, namely:

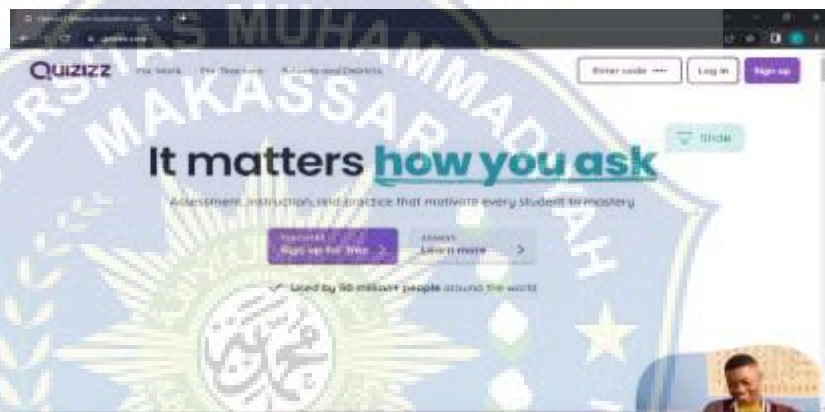
- a) There are many features displayed, such as providing data and statistics about student performance, knowing which student gets the highest score.
- b) Quizizz can also be used directly in class or not outside of class (homework).
- c) Can display results in Excel form so that it is easy to analyze.
- d) Each question can be set in duration.
- e) More attractive learning display.
- f) An attractive display of class combinations using code.
- g) Very easy exam configuration.
- h) Questions can be shared with other quizizz users.

2. How to Access Quizizz

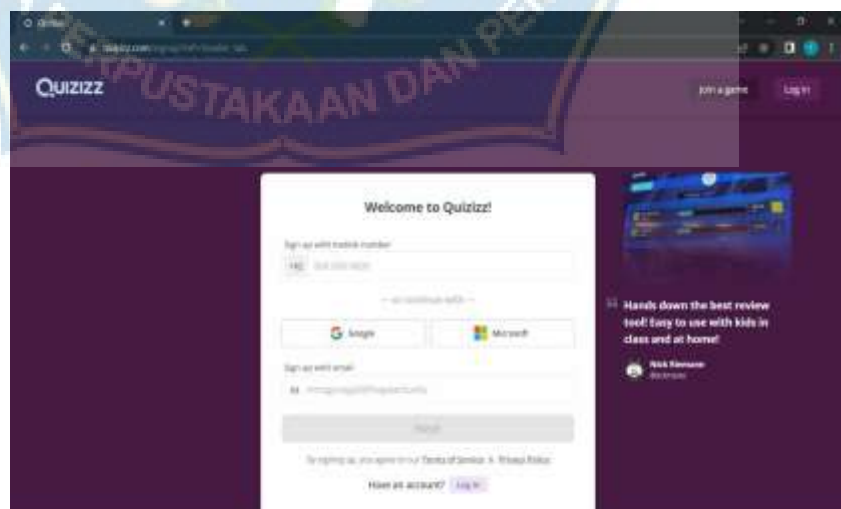
One of the requirements to access Quizizz is to have a Gmail account, Microsoft account, and others. Quizizz has four features, namely games, quizzes, discussions and surveys. For game features, you can create types of questions and determine the answers and the time used to answer these questions where the answers will later be

represented by pictures and colors. In addition to looking for the right answer, participants must make sure they don't click wrongly when choosing an answer. Currently Quizizz can be accessed and used free of charge, but there are some features that require primary (paid) account access. The following are the steps for using Quizizz, namely:

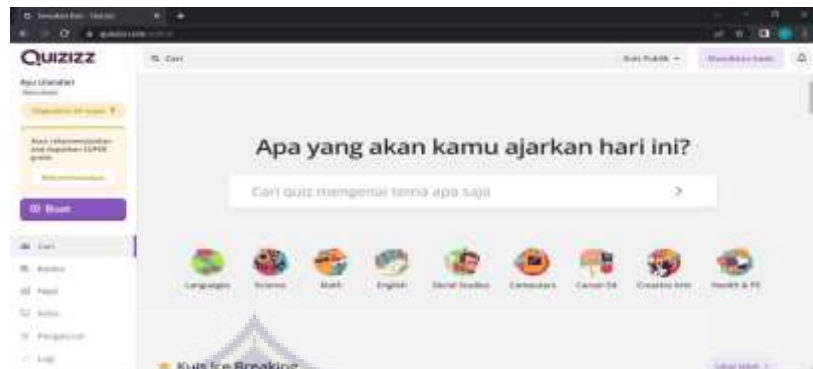
- 1) Type on the quizizz.com website page



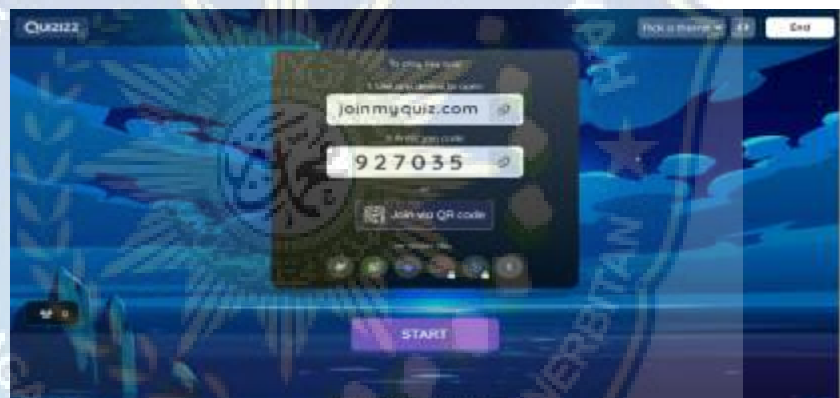
- 2) Then register first via a Gmail account, Microsoft account and others.



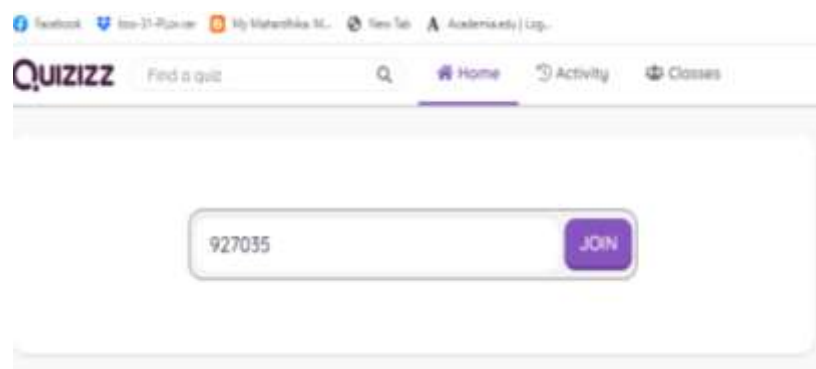
3) Here is the main view of Quizizz



4) When they want to appear or make a presentation in Quizizz, students will be given an access code to be able to take part in the lesson.



5) Likewise, when they want to take a quiz, students will be given an access code to take the quiz



3. Steps to Implement Quizizz in Learning

The steps to implement the gamification learning strategy according to Asma, (2022) are as follows:

- a. Teacher prepares the classroom
- b. The teacher explains Gamification and Quizizz application to students
- c. The teacher explains the use of the Quizizz application
- d. The teacher instructs students to access the website and create an account
- e. After the students have an account they will have access to use the Quizizz application
- f. The teacher instructs students to answer questions by finding the meaning contained in the Descriptive text
- g. Students answer questions quickly and precisely so they can get a higher score than other users
- h. The system will bring up the right answer after the student answers all the questions
- i. After the time is up, the three names with the highest points will appear on the leaderboard.

C. Conceptual Framework

The conceptual framework of this research is shown below:

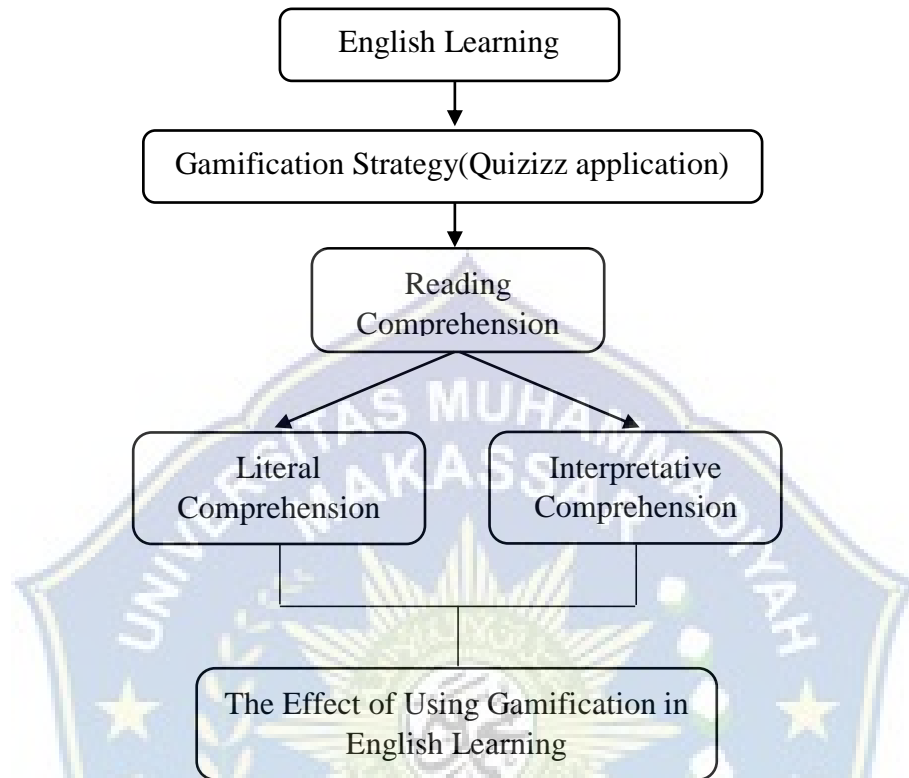


Figure 2. 1 Conceptual Framework

In this research, the researcher use Gamification (Quizizz application) as the media in English learning. The researcher focus on Input refers to text read by students through reading papers and students can identify main ideas and identify understand vocabulary, teaching reading comprehension in class and the Output refers to achieving Does the use of Gamification trough Quizizz application can improve the students reading comprehension in English learning. Then the teacher as the controller to assist the students. And the result gave impact to the students achievement in Reading comprehension (literal comprehension and interpretative comprehension). Do the students get significant developing or not.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research is quantitative research with quasi-experimental with a non-equivalent control group design. This is a research study that involves two group: an experimental group and a control group. The experimental group was taught by applying Gamification (Quizizz), while the control group with conventional method.

Furthermore, the researcher conducted a pre-test, treatment, post-test. Both classes' either pre-test and post-test data were compared and calculated to determine whether the Gamification (Quizizz) affects students' Reading Comprehension. The table below provides more information:

Table 3. 1 Experimental of Research Design

E	O ₁	X	O ₁
C	O ₂	X	O ₂

Where :

E: Experimental Group

C: Control Group

O1: Pre-Test

X: Treatment

O2: Post-test

Basri, (2015)

B. Variables of the Research

In this research there are two variable, which are :

- a. The independent variable (X) was Gamification Strategy (Quizizz)
- b. The dependent variable (Y) was students' reading comprehension in English Learning

C. Population and Sample

1. Population

This research choose the eleven grade students of SMA Negeri 5 Takalar as the population. Which consists 6 science classes. Each class consists of 30 students.

2. Sample

In this research using a purposive sampling and class XI IPA 2 and XI IPA 4 were taken as a samples. The researcher chose the sample because both classes were still lacking in reading comprehension. In addition, the English teacher recommended researching the two classes because of order and discipline when research was conducted in their class. The sample is shown in the table below:

Table 3. 2 Sample of the Research

No.	Class	Sample
1.	XI IPA 2	30
2.	XI IPA 4	30
Total		60 Students

D. Research Instrument

The researcher accumulated the data by using a test as the research instrument. In accumulating the data, the researcher used the instrument to gain the necessary data. The test is pre-test and post-test. a pre-test given before the treatment, and a post-test given after treatment. The test consists of 25 multiple-choice questions. Each test item consisted of four answer option (a,b,c and d). therefore, the total score was 100 if the students could answer all the items correctly.

E. Procedures of Collecting Data

In this study, data collection techniques used pretest and posttest. It consisted of 10 meetings. 1 meeting as a pretest in the experimental class, 1 meeting in the control class, and the treatment itself took place in 6 meetings. for the experimental class and the controlled class each 3 meetings. The post-test consisted of 1 meeting in the experimental class and 1 meeting in the control class.

1. Pre-Test

At the meeting, the researcher gave a pre-test to both classes, namely the experimental class and the control class. a pretest was conducted to assess students' reading comprehension before they received treatment.

2. Treatment

The researcher gave the treatment to students. The treatment procedure explained as follows:

- a. Researchers prepare classes and students

- b. The researcher explains the gamification strategy in general and the Quizizz application in particular where the researcher introduces and shows the Quizizz application to students via the LCD
- c. The researcher also explains the use of the Quizizz application and the features contained therein
- d. The researcher determines the learning objective, namely descriptive text. So the researcher explains in advance what is the descriptive text as well as the generic structure and language features of descriptive text
- e. The researcher explains how to find the main idea and understand the vocabulary
- f. The researcher instructs students to access Quizizz through the website www.quizizz.com
 - 1) Researcher provided a password to join the room
 - 2) On the material taken, namely Descriptive text, researchers focus on a text in the form of a describing place
 - 3) The researcher directs students to find the meaning contained in the reading
 - 4) Students answer questions quickly and accurately so they can get bigger rewards from other users after students read
 - 5) After students answer all the questions the system will display the correct answers to the questions given so that students can evaluate their performance

- 6) After the time runs out, one of the features in the Quizizz application, namely the leaderboard, will display the three names with the highest points and get rewards from researchers.

3. Post-Test

This test was performed after the student's treatment. This was done to examine the students' reading comprehension after treatment. A post-test was administered based on the study participants' post-treatment English class schedule. A post-test was performed after the subjects received treatment.

F. Data Analysis

The technique of data analysis that used in this research are ANOVA test and Nonparametric Test. According to Konsultan Data Penelitian & ArcGIS, (2020), the ANOVA is a test of the hypothesis that is used in parametric statistics, This test became performed at the interaction of factors by comparing the averages of two or more samples. According to Ohyver, (2018), the nonparametric test is a distribution-free for statistical test. This term states that in data used in nonparametric there is no need to follow a certain distribution.

The steps for calculating and evaluating the findings are as follows:

1. Descriptive Analysis

Descriptive analysis is a statistical method aimed at providing an explanation or description of a research topic based on variable data obtained from a specific group of subjects Khasanah, (2021).

2. Normality Test

The normality test was used to determine whether the sample under study is normally distributed or not. This test is frequently used to examine ordinal, interval, or ratio data. If the approach is parametric, the normality criteria must be met, and the data must originate from a normal distribution.

Normality test is carried out with reference to the rules:

- a. The data are not distributed normally if the p-value is lower than 0.05 (sig. <0.05).
- b. The data is distributed normally if the p-value is higher than 0.05 (sig. > 0.05).

3. Paired Sample T-Test

Following the normality and homogeneity tests, the researcher will do a paired sample t-test. The paired sample t-test is used to assess whether there would be a significant difference between the control group and the experimental group. The test is also used to determine whether or not the effect of using Gamification (Quizizz) improves students' Reading Comprehension.

4. Homogeneity Test

The homogeneity test shows whether the X and Y variable data are homogeneous or not. When utilizing parametric test statistics like the t-test and f-test, data homogeneity is one of the recommended conditions for statistical testing. The value of sig. of the homogeneity test will be determined by reference to:

- a. It is said that the variants of two or more groups of the data population are not the same if the p-value is lower than 0.05 (sig. <0.05)
- b. It is said that the variants of two or more groups of data population are the same if the p-value is higher than 0.05 (sig. >0.05).

5. Hypothesis Testing

Hypothesis test according to (Husein, 2021) is a process of evaluating the power of evidence from a sample and supplying a basis for making decisions associated with its population. The purpose of the hypothesis test is to determine whether the hypothesis being tested is rejected or accepted. basis for decision making:

1. H_a : if the p-value < sig a = 0.05%, there is a significant effect of using Gamification (Quizizz) on students' Reading Comprehension in English Learning. The null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted.
2. H_0 : if the p-value > sig a = 0.05%, there is no significant effect of using Gamification (Quizizz) on students' Reading Comprehension in English Learning. It means the null hypothesis is accepted and the alternative hypothesis is rejected.

6. Effect size formulation

This stage is completed to determine the study's level of importance and the extent to which the data has an impact. Cohen's concept and the impact size formula are employed in this inquiry. The following is the formula to remember:

$$d = \frac{\text{Mean Score of Group A} + \text{Mean Score of Group B}}{\sigma \text{ pooled standard deviation}}$$

$$\sigma \text{ pooled standard deviation} = \frac{\text{Standard Deviation 1} + \text{Standard Deviation 2}}{2}$$

The effect size level criteria proposed by Cohen are thus

interpreted as follows :

0 – 0.20 = weak effect

0.21 – 0.50 = modest effect

0.51 – 1.00 = moderate effect

>1.00 = strong effect

The percentage of student scores is calculated using the following formula:

$$P = \frac{F}{N} \times 100$$

Where :

P : Rate percentage

F : Frequency of the correct answer

N : the total number of students

Nurjannah, (2016)

The classification of the students' score:

Table 3. 3 Table Score Classification

No.	Classification	Score
1.	Excellent	95-100
2.	Very good	85-94

3.	Good	75-84
4.	Fairly good	65-74
5.	Fair	55-64
6.	Poor	45-54
7.	Very poor	0-44

Jacobs in Fadillah (2015:34)



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented the findings and discussion of the research. The findings consisted of the data obtained through completion test to see the students' performance after being taught the materials of Reading through Gamification.

A. Findings

In this section, the researcher analyzed the data collected from pre-test and post-test in both classes. In analyzing the data, t-test was used and all the data were performed in statistical form. Before calculating t-test, the researcher has to conduct the normality test and the homogeneity test in order to know whether the data from both classes have been normally distributed or not and whether the samples were homogeneous or not. Additionally, the data were analyzed and calculated by using IBM SPSS 24 version, except the improvement percentages and rate percentages and effect size which calculated manually.

The findings of this research can be seen as follows:

1. The Students' Reading Test Result in Experimental Class through Gamification

a. Descriptive Analysis

Table 4. 1 Descriptive Statistics of Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	30	20	88	50.53	20.274
Post-Test Experimental Class	30	80	100	89.20	5.768
Valid N (listwise)	30				

From the table 4.1, it is known that N Valid (Number of samples) of class XI IPA 2 (experimental class) is 30 respondents. Valid N is 30, it shows that no data is missing during the process of collecting data.

The table above also shows in experimental class (XI IPA 2) using Gamification Strategy, the results of pre-test was found that the means value was 50.53, which minimum score 20 and maximum score 88. Meanwhile, the means value of the post-test result is 89.20, with minimum score 80 and maximum score 100. Because all these numbers are large numbers, it is concluded that the distribution of data from the pre-test and post-test results of both classes is varied.

In order to see the improvement percentage in experimental class clearly, the researcher provides the table below:

Table 4. 2 The Improvement percentage of Students' Score

Indicator	Means Score	
	Experimental Class	
	Pre-Test	Post-Test
Reading	50.53	89.2
Improvement	76.52%	

From the table 4.2, it is recognised that the improvement percent of students' score in experimental class is 76.52%. It means that the students' reading through Gamification strategy has significant improvement.

b. The Rate Percentage of Students' Score in Pre-Test and Post-Test

The percentage of students' pre-test and post-test scores are shown in the table below:

Table 4. 3 The Rate Percentage of Pre-Test and Post-Test Score

No.	Classification	Score	Experimental Class			
			Pre-Test		Post-Test	
			F	%	F	%
1.	Excellent	95-100	0	0%	6	20%
2.	Very Good	85-94	1	3%	15	50%
3.	Good	75-84	4	13%	9	30%
4.	Fairly Good	65-74	2	7%	0	0%
5.	Fair	55-64	6	20%	0	0%
6.	Poor	45-54	3	10%	0	0%
7.	Very Poor	0-44	14	47%	0	0%
Σ			30	100%	30	100%

The table 4.3 showed that in the experimental class, in the pre-test conducted before treatment, from 30 students, 1 student (3%) was included in the 'very good' category, 4 students (13%) were included in the 'good' category. 2 students (7%) included in the category of 'fairly good', 6 students (20%) included in the category of 'fair', 3 students (10%) included in the category of 'poor', and 14 students (47%) who fall into the 'very poor' category. Whereas in the post-test which was carried out after treatment (Gamification), from 30 students there were 6 students (20%) who were included in the 'excellent' category, 15 students (50%) were included in the 'very good' category. and 9 students (30%) are included in the 'good' category. Based on these results it can be concluded that the average percentage in the post-test experimental class was higher than the average percentage of the post-test in control class.

2. The Students' Reading Test Result in Controlled Class through Conventional Method

a. Descriptive Analysis

Table 4. 4 Descriptive Statistics of Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control Class	30	16	76	48.53	17.663
Post-Test Control Class	30	36	84	64.93	13.562
Valid N (listwise)	30				

From the table 4.4, it is known that N Valid (number of samples) of XI IPA 4 (control class) is 30 respondents. Valid N is 30, it shows that no data is missing during the process of collection data.

The table above also shows that means score of pre-test score from control class (XI IPA 4) with using conventional method is 48.53, with minimum score 16 and maximum score 76. Meanwhile, the means score of post-test is 64.93, with minimum score 36 and maximum score 84.

In order to see the improvement percentage in control class clearly, the researcher provides the table below:

Table 4. 5 The Improvement percentage of Students' Score

Indicator	Means Score	
	Controlled Class	
	Pre-Test	Post-Test
Reading	48.53	64.93
Improvement	33.8%	

From the table 4.5 it is known that the improvement percentage of students' score in controlled class is 33.8%. It means that the students' reading through Conventional Method has a less improvement.

3. The Difference between Students' Reading Comprehension through Gamification and Conventional Method

a. The Improvement of Students' Score in Both Classes

The improvement of the students' reading comprehension both in pre-test and post-test in experimental and controlled class can be seen at the chart below:

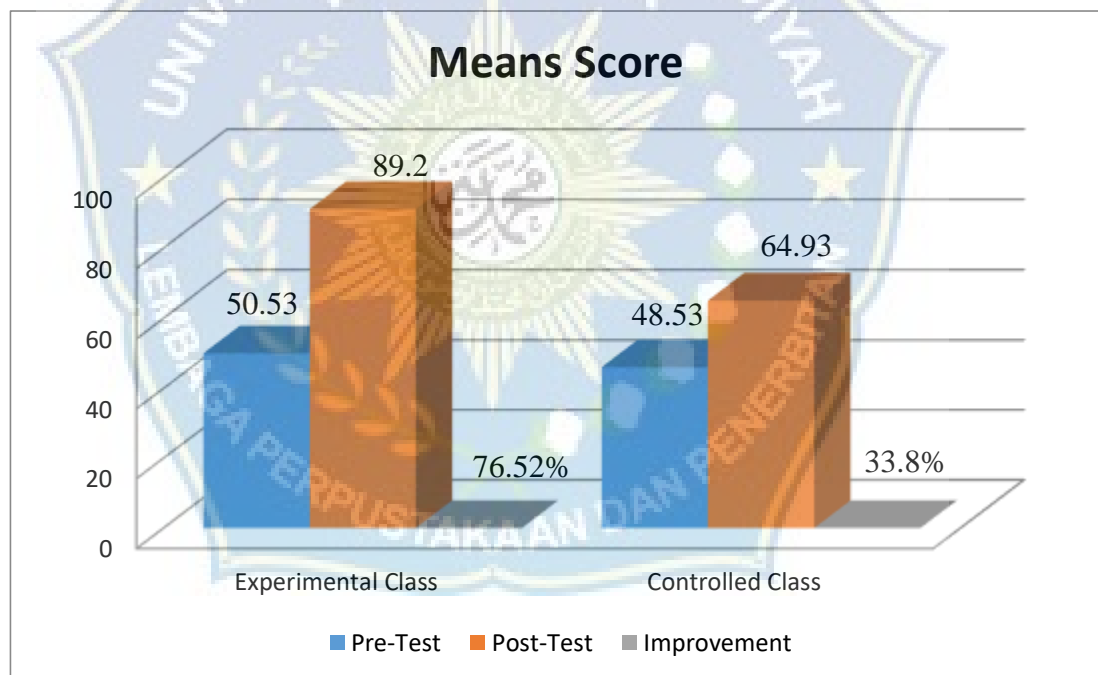


Figure 4. 1 The Means Score and Improvement Percentage of Pre-test and Post-test in Experimental and Controlled Class

From the chart above it is known that the students' reading comprehension means score of pre-test and post-test in experimental and controlled class has significant improvement from reading. The students'

reading means score of pre-tests in experimental class was 50.53 and post-test was 89.2. The improvement of pre-test to the post-test was 76.52%. It means that the target to improve students reading comprehension with Gamification has been reached.

Meanwhile, the chart above also shows that the means score of pre-test in controlled class was 48.53 and post-test was 64.93. The improvement of pre-test to the post-test was 33.8%. It means that the target to improve students' reading comprehension without using gamification or using conventional method has been reached.

b. Normality Test

Normality test was conducted to determine if a sample or any group of data fits a standard normal distribution. It is a kind of statistical process. In this study, the researcher calculated the test by using *Kolmogorov-Smirnov* in IBM SPSS 24 Version. The results of normality test are presented below:

Table 4. 6 Normality Test of Pre-Test and Post-Test in Both Classes

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Students' Reading Result	Pre-Test Experimental Class	.130	30	.200*	.951	30	.183
	Post-Test Experimental Class	.153	30	.071	.939	30	.087
	Pre-Test Controlled Class	.111	30	.200*	.955	30	.226
	Post-Test Controlled Class	.132	30	.192	.947	30	.138

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 4.6 it is known that the pre-test results show that the significance of normality for the experimental class and the control class is the same (0.200). This means that the data in both classes are normally distributed because the indicated significance is higher than $\alpha = 0.05$ ($0.200 > 0.05$; $0.200 > 0.05$).

Moreover, the normality significance of post-test in experimental class is 0.071. Meanwhile, in controlled class gained 0.192 significance in post-test. The results showed that the data were also normally distributed because both classes had a significance of more than $\alpha = 0.05$ ($0.071 > 0.05$; $0.192 > 0.05$).

c. Paired Sample T-test

After conducting Normality test, the next step is conducting paired sample T-test. A t-test is used to determine if a significant difference exists between two groups. Moreover, the test is used to prove whether Gamification is effective to improve students' reading comprehension or not.

Below is the description of paired sample T-Test:

Table 4. 7 Paired Sample Statistics of Controlled and Experimental Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental Class	50.53	30	20.274	3.701
	Post-Test Experimental Class	89.20	30	5.768	1.053

Pair 2	Pre-Test Controlled Class	48.53	30	17.663	3.225
	Post-Test Controlled Class	64.93	30	13.562	2.476

Table 4. 8 Paired sample T-Test of Pre and Post-Test in Controlled and Experimental Class

		Paired Samples Test					T	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experimental Class - Post-Test Experimental Class	-38.667	16.149	2.948	-44.697	-32.637	-13.115	29	.000
Pair 2	Pre-Test Controlled Class - Post-Test Controlled Class	-16.400	8.093	1.477	-19.422	-13.378	-11.100	29	.000

Based on the table 4.7 and 4.8, output Pair 1 obtained sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the means score of students' reading comprehension for the experimental pre-test and experimental class post-test.

Furthermore, based on the output of Pair 2 obtained sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the means score of students' reading comprehension for the controlled class pre-test and controlled class post-test. In conclusion, based on the result of T-Test above,

it means that Gamification is effective to use in improving the students' reading comprehension.

d. Homogeneity Test

After conducting normality and T-Test, the next step that was taken by the researcher is conducting homogeneity test with One-Way ANOVA Test. This test is intended to find out whether the sample of each class is in same variant or not. To conduct this test, the writer refers to *Levene statistic* in SPSS 24.

Below are the descriptions of homogeneity test:

Table 4.9 Test of Homogeneity of Variances Post-Test in Experimental and Controlled Class

Test of Homogeneity of Variances			
Students' Reading Result			
Levene Statistic	df1	df2	Sig.
21.332	1	58	.000

Table 4.10 One-Way ANOVA T-Test of Post-Test in Experimental and Controlled Class

ANOVA					
Students' Reading Result					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8833.067	1	8833.067	81.338	.000
Within Groups	6298.667	58	108.598		
Total	15131.733	59			

Based on table 4.9 and 4.10, it shows that the significance post-test score both of controlled and experimental class is 0.000. This indicates that the data in both classes are different or not homogeneous/heterogeneous because the significant value is lower than $\alpha = 0.05$ ($0.000 < 0.05$).

e. Test of Hypothesis

After getting results of normality test and homogeneity test, then the researcher is allowed to calculate the hypothesis (hypothesis testing). This test is used to determine whether there is a significant difference between the mean of the two groups, the experimental group and the control group. This is in accordance with the research objectives that have been stated. In addition, all data obtained in this test was calculated using SPSS version 24. The data that needs to be compared is the average posttest score of students in both classes. Then determine the significant value or alpha of the formula, namely 0.05 or 5%.

The calculation results can be seen in the table below:

Table 4. 11 Group Statistics of Post-Test in Experimental and Controlled Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Reading Result	Post-Test Experimental Class	30	89.20	5.768	1.053
	Post-Test Controlled Class	30	64.93	13.562	2.476

Table 4.11 provides statistical result of post-test in both classes, experimental and controlled class. N means numbers of samples from each class. Experimental and controlled classes consist of 30 students in this research. Based on table above, it is discovered that the means score of students' post-tests in experimental class is 89.20, while the means score of students' post-tests in controlled class is 64.93. Thus the two classes have a

score difference of 24.27 after receiving treatment which is the experimental class be the higher.

Table 4. 12 Independent Sample Test of Post-Test in Experimental and Controlled Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	21.332	.000	9.019	58	.000	24.267	2.691	18.881	29.653
	Equal variances not assumed			9.019	39.159	.000	24.267	2.691	18.825	29.708

Table 4.12 shows that from the independent sample test of post-test obtained *p-value* or (*2-tailed*) = 0.000. it means that the score is lower than the determined significant value 0.05. From the result, it proved that the null hypothesis is rejected and the alternative hypothesis is accepted because the *p-value* (0.000) is lower than $sig \alpha = 0.000 < 0.05$. In other words, there is an effect of applying Gamification (Quizizz) to students' English Learning, especially in reading comprehension.

f. Effect Size Formulation

The last of data analysis, which after getting statistical data, the researcher tried to analyze the effect size of the research. It is aimed to know the level significance of the study and to show precisely how large the effects of the data are. In addition, Cohen's d is used to describe the standardized mean difference of an effect. The formula is as follows:

$$\sigma_{pooled} = \frac{\text{Standard Deviation 1} + \text{Standard Deviation 2}}{2}$$

$$d = \frac{\text{Mean Score of Group A} + \text{Mean Score of Group B}}{\sigma_{pooled} \text{ standard deviation}}$$

Means score of group A (Experiment) = 89.20

Means score of group B (Control) = 64.93

Standard Deviation of group A = 5.768

Standard Deviation of group B = 15.562

$$(1) \sigma_{pooled} = \frac{5.768 + 15.562}{2} = 10.665$$

$$(2) d = \frac{89.20 - 64.93}{10.665} = 2.3$$

Meanwhile, the criteria of the effect size level suggested by Cohen are interpreted as follows:

0 – 0.20 = weak effect

0.21 – 0.50 = modest effect

0.51 – 1.00 = moderate effect

> 1.00 = strong effect

From the calculation, it is known that the result of effect size formulation in this research is 2.3. As the criteria that have been presented by Cohen above, 2.3 represents a strong effect size. Thus, it proves that there is a strong effect of using Gamification on students' English learning especially in reading comprehension.

B. Discussion

1. Students' Reading Through Gamification

Before giving the treatment to the experimental class, the researcher first gave a pre-test to determine the students' initial understanding before being given treatment. After being given a pre-test, the researcher can conclude that students' reading comprehension is classified as very poor. This is known through the students' pre-test scores which shows that the highest frequency is in the very poor category, namely 47%.

After being given a pre-test, the researcher then applied the Gamification Strategy using the Quizizz application to the experimental class. the application of Gamification using Quizizz makes students more active in learning. This is because students are more excited and interested when learning to use Quizizz. Students experience many changes in reading and trying to understand the meaning of reading. This is in line with Sari, Akbarjono & Martina, (2022) the use of Gamification is effective for increasing students' literal reading comprehension. In the same way, applying the Gamification strategy using Quizizz is effective for improving

students' reading skills because they can understand the reading text well which affects literal comprehension (main idea) and interpretive comprehension (understanding vocabulary).

In addition, Ali Abusa & Ahmad Baniabdelrahman, (2020) stressed that the use of gamification effectively helps students improve their skills and answer reading comprehension questions. There are only two indicators shown to analyze students' reading comprehension in this study, namely literal (main idea) and interpretive (understanding vocabulary) whereas in Sari, Akbarjono, & Martina's research focuses on reading comprehension vocabulary, scanning, main idea, references, and inferences. and on Ali Abusa & Ahmad Baniabdelrahman's research focusing on reading comprehension levels (literal, inference, and critical levels). Therefore, this study shows that literal comprehension (main idea) and interpretive comprehension (understanding vocabulary) using the Gamification strategy can improve students' reading comprehension.

After the researcher gave the treatment, the researcher then gave a post-test to the students in order to find out the result of the treatment, whether the result from the post-test were better than the pre-test or not. After doing the post-test, the researcher can conclude that there is an increase in the students' reading. This can be seen from the post-test score which shows that the highest frequency is in the 'Very Good' category, which is 50%, at the 'Excellent' 20% and 'Good' level there are 30% and there are no more students classified in the 'Poor' category.

2. Students' Reading Through Conventional Method

Before giving the treatment to the controlled class, the researcher first gave a pre-test to determine the students' initial understanding before being given treatment. After being given a pre-test, the researcher can conclude that students' reading comprehension is classified as very poor. This is known through the students' pre-test scores which shows that the highest frequency is in the very poor category, namely 47%.

After doing the pre-test, the researcher used conventional methods for the control class in the learning process. In the learning process, the researcher gave reading texts and then students read descriptive texts on reading paper. This method makes students not too active because they only read after doing the pre-test, and most of them prefer to be silent when the researcher asks them to share their understanding.

After the researcher gave the treatment, the researcher then gave a post-test to the the students in order to find out the result of the treatment, whether the post-test results were better than the pre-test or not. After doing the post-test, the researcher can conclude that there is an increase in students' reading. This can be seen from the post test scores which show that the highest frequency is in the 'Good' category, which is 40%. At the 10% 'Fairly Good' category and 'Fair' category was 26% but there are still several students classified in the 'Poor' and 'Very Poor' categories. at the 'Poor' category level of 17% and at the 'very poor' category of 7%.

3. The Difference between Students' Reading through Gamification Strategy and Conventional Method

The effect of the strategy was proven by the gap analysis of the means scores on the post-test between the experimental class and the controlled class. The experimental class's average score was 89.20, while the controlled class was 64.93. This indicates there is a 24.27 points difference in the scores between the experimental class and the controlled class. Based on the explanation of the difference between the two classes, the result of the experimental class shows a greater score than the controlled class.

The paired sample T-Test calculation results using SPSS 24 also show that the t-test value was 16.149, with a probability (Sig.) of 0.000. the probability (Sig.) is $0.000 < 0.05$ which indicates that there is a significant difference between the students' reading comprehension in terms of literal comprehension (main idea) and interpretative comprehension (understanding vocabulary) in the experimental class after the implementation of gamification compared to the controlled class using conventional method.

A significance (Sig.) of $0.000 < 0.05$ was obtained by calculating the Independent Sample T-Test using SPSS 24. This indicates that the learning results in the experimental class and the controlled class are significantly different. It is clear from the results obtained that students' that used Gamification (Quizizz Application) has significantly different learning

outcomes. In this research, using the Gamification to teach students English Reading Comprehension has greater than using Conventional Method.

The use of Gamification is a tool that helps students learn English with enthusiasm and shows an increase in both motivation and student achievement Kotob & Ibrahim, (2019). In addition, Laksanasut & Seubsang, (2021) state that the use of gamification with game elements (such as rules, competitions, point systems, and rewards) effectively increases students' motivation to learn English. Thus, based on previous findings, this research finds the same statement that using gamification strategies with game elements (such as challenges, rewards, points, and leaderboards) makes students feel motivated and interested in learning. Students are faced with a fun, interesting, and challenging learning environment during learning so as to improve student's reading comprehension in English.

In conclusion, the used of Gamification with Quizizz application at the 11th grade students of Senior High School at SMA Negeri 5 Takalar can improved students' Reading comprehension especially literal comprehension (main idea) and interpretative comprehension (understanding vocabulary). Then, Gamification was effective to be used in teaching English especially in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Findings and discussion of researchers in the previous chapter, and considering the research results, the researcher came to the following conclusions:

1. The Gamification strategy using the Quizizz application is effective in improving students' reading comprehension with an average post-test score of 89.20. This is in line with Sari, Akbarjono, & Martina, (2022) the use of gamification effectively increases students' literal reading comprehension.
2. The result of using Conventional Method was less effective to increase students' English learning especially in reading comprehension with the means score of post-tests was 64.93.
3. There are significant differences between using Gamification and conventional method in students' reading comprehension. Gamification was effective than using Conventional Method in English learning especially students' reading comprehension. The statistical hypothesis produces p-value or sig (2-tailed) = 0.000 while alpha (α) is 0.05 (5%). In short, $p < \alpha$ ($0.000 < 0.05$), it shows the null hypothesis is rejected and alternative hypothesis is accepted is accepted. From the calculation of the effect size which refers to Cohen's d formula which to know the extent of the effectiveness of the strategy, it is found that the effect size of the study was 2.3. It can be inferred that the level effect ranged is at a strong level. In

conclusion, the research had proved that Gamification was strongly effective on improving students' reading comprehension at the 11th grade of SMA Negeri 5 Takalar.

B. Suggestion

Suggestions are directed to:

1. English Teacher

Teachers must try to apply Gamification Strategy in teaching reading comprehension. By using this strategy in the classroom the teacher can be more creative and apply this strategy to students so that students do not feel bored learning English and they are more interested and motivated.

2. For students

Students can apply Gamification as the strategy to practice individually.

3. Future Researchers

This research is still not perfect, therefore it is hoped that future researchers will carry out further research in the same field, especially regarding the use of Gamification as a strategy in teaching English, especially in student reading. This research is very crucial because it will add to the knowledge of researchers. To find out the benefits of using Gamification in teaching English.

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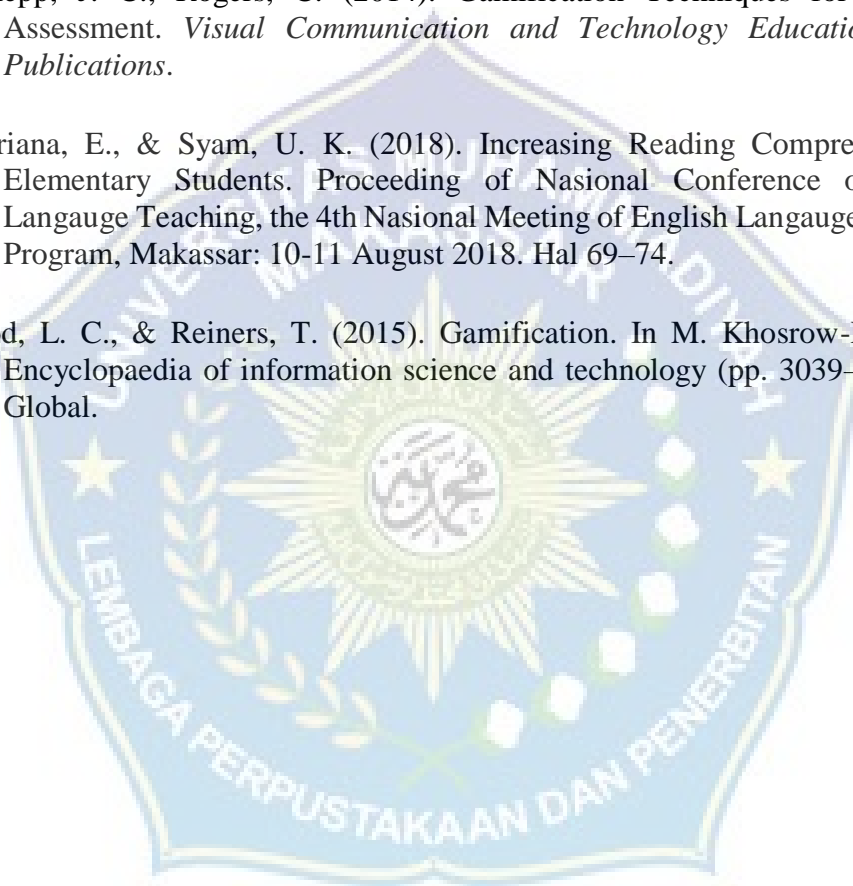
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APPENDIX I. LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (For Experimental Class)

SEKOLAH : SMA NEGERI 5 TAKALAR
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : XI/ GENAP
MATERI POKOK : Descriptive Text (Place)
ALOKASI WAKTU : 3 X 45 MENIT (3x Pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif melalui keteladanan, pemberian nasehat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detail, dan kompleks dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian pada bidang kerja yang spesifik untuk memecahkan masalah.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif.

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.4.1 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata</p> <p>3.4.2 Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang tempat wisata</p>

4.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.4.1 Merespon makna dalam teks deskriptif, lisan dan tulis sederhana tentang tempat wisata.
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C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat membedakan fungsi sosial, struktur text, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata pendek sederhana.
2. Peserta didik dapat menjawab soal mengenai text descriptive pendek dan sederhana terkait tempat wisata.

D. MATERI PEMBELAJARAN

Teks lisan dan tulisan mengenai descriptive text

- Fungsi Sosial
- Struktur Teks
 - Identifikasi
 - Sifat (ukuran, warna, jauh, bentuk, dsb)
 - Fungsi, manfaat
- Unsur kebahasaan
 - Unsur Kebahasaan simple present tense.
 - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their.

E. PENDEKATAN, STRATEGI, MODEL PEMBELAJARAN

1. Pendekatan : Scientific Learning
2. Strategi : Gamification Strategy
3. Model Pembelajaran : Discovery Learning

F. MEDIA DAN BAHAN PEMBELAJARAN

Laptop, Smarthphone, Internet, Quizizz Application

G. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN 1	Aktivitas Pembelajaran
Kegiatan Pendahuluan	10 menit
<ul style="list-style-type: none"> ▪ Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran ▪ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin 	

<ul style="list-style-type: none"> ▪ Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran ▪ Siswa dan guru bertanya jawab tentang Aplikasi Quizizz dan decriptive text. <p>Penyampaian tujuan dan motivasi siswa Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan belajar serta motivasi yang disampaikan guru (4C communication)</p>		
Kegiatan Inti		30 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation	<ul style="list-style-type: none"> ▪ Guru memberikan suatu aplikasi yaitu Quizizz Application dan menanyakan tentang aplikasi tersebut ▪ Siswa diberi motivasi dan panduan untuk melihat, mengamati, membaca dan mengaplikasikannya kembali (<i>kegiatan literasi</i>) 	
Problem Statement	Guru memberikan kesempatan untuk mengidentifikasi hal yang belum dipahami mengenai descptive text dalam aplikasi quizizz application (<i>Critical Thinking</i>)	
Data Collection	<p>Menanya Guru menyuruh siswa untuk mengajukan pertanyaan terkait hal-hal yang diamati dari Quizizz Application (<i>Critical Thinking</i>)</p>	
Data Processing	<p>Mengumpulkan informasi Siswa bersama-sama dengan guru mendiskusikan, mengumpulkan informasi, saling tukar informasi terkait topik dari decriptive text didalam Quizizz Application dari berbagai sumber (<i>communication, collaboration, creating-4C</i>)</p>	
	<p>Mengasosiasikan Siswa mengerjakan soal sebagai pre-test melalui Teks yang diberikan</p>	
Generalization	Guru dan siswa membuat kesimpulan tentang hal-hal yang telah di pelajari terkait materi decriptive text didalam Quizizz Application (<i>Creativity</i>)	
Kegiatan Penutup		5 menit

Guru dan Siswa membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi descriptive text di dalam Quizizz Application (<i>Creativity</i>)	
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PERTEMUAN 2		Aktivitas Pembelajaran
Kegiatan Pendahuluan		10 menit
<ul style="list-style-type: none"> ▪ Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran ▪ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin ▪ Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran ▪ Siswa dan guru bertanya jawab tentang materi descriptive text. <p>Penyampaian tujuan dan motivasi siswa Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan belajar serta motivasi yang disampaikan guru (4C communication)</p>		
Kegiatan Inti		30 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation	<ul style="list-style-type: none"> ▪ Guru memberikan materi tentang descriptive text dan menanyakan tentang descriptive text serta penggunaannya tersebut ▪ Siswa diberi motivasi dan panduan untuk melihat, mengamati, membaca dan membuat kembali (<i>kegiatan literasi</i>) 	
Problem Statement	Guru memberikan kesempatan untuk mengidentifikasi hal yang belum dipahami mengenai descriptive text (<i>Critical Thinking</i>)	
Data Collection	Menanya Guru menyuruh siswa untuk mengajukan pertanyaan terkait hal-hal yang diamati dari materi descriptive text (<i>Critical Thinking</i>)	
Data Processing	Mengumpulkan informasi Siswa bersama-sama dengan guru mendiskusikan, mengumpulkan informasi, saling tukar informasi terkait topik dari descriptive text dari berbagai	

	sumber (<i>communication, collaboration, creating-4C</i>)	
	Mengasosiasikan Siswa memperhatikan dan menyimak materi descriptive text dan mengerjakan kuis didalam quizizz application.	
Generalization	Guru dan siswa membuat kesimpulan tentang hal-hal yang telah di pelajari terkait materi decriptive text didalam Quizizz Application (<i>Creativity</i>)	
Kegiatan Penutup		5 menit
Guru dan Siswa membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi descriptive text di dalam Quizizz Application (<i>Creativity</i>)		

PERTEMUAN 3		Aktivitas Pembelajaran
Kegiatan Pendahuluan		10 menit
<ul style="list-style-type: none"> ▪ Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran ▪ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin ▪ Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran ▪ Siswa dan guru bertanya jawab tentang decriptive text dan contohnya. <p>Penyampaian tujuan dan motivasi siswa Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan belajar serta motivasi yang disampaikan guru (4C communication)</p>		
Kegiatan Inti		30 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation	<ul style="list-style-type: none"> ▪ Guru memberikan suatu aplikasi yaitu Quizizz Application dan menanyakan tentang aplikasi tersebut ▪ Siswa diberi motivasi dan panduan untuk melihat, mengamati, membaca dan membuat kembali (<i>kegiatan literasi</i>) 	
Problem Statement	Guru memberikan kesempatan untuk mengidentifikasi hal yang belum dipahami mengenai contoh descriptive text	

	dalam aplikasi Quizizz (<i>Critical Thinking</i>)	
Data Collection	Menanya Guru menyuruh siswa untuk mengajukan pertanyaan terkait hal-hal yang diamati dari Quizizz application (<i>Critical Thinking</i>)	
Data Processing	Mengumpulkan informasi Siswa bersama-sama dengan guru mendiskusikan, mengumpulkan informasi, saling tukar informasi terkait topik dari contoh decriptive text didalam quizizz application dari berbagai sumber (<i>communication, collaboration, creating-4C</i>)	
	Mengasosiasikan Siswa mengerjakan soal sebagai post-test melalui teks yang diberikan.	
Generalization	Guru dan siswa membuat kesimpulan tentang hal-hal yang telah di pelajari terkait materi decriptive text dan contohnya didalam Quizizz Application (<i>Creativity</i>)	
Kegiatan Penutup		5 menit
Guru dan Siswa membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi descriptive text di dalam Quizizz Application (<i>Creativity</i>)		

H. TEKNIK PENILAIAN

1. Teknik : Pre-Test & Post-Test
2. Bentuk : Menggukann Aplikasi Quizizz
3. Instrumen : Pilihan Ganda
4. Pedoman penilaian :
Scoring the students' correct answer Pre-test and Post-test
Students' Score = $\frac{\text{The number of students' correct answer}}{\text{Total number of items}} \times 100$

Makassar, 12 Januari 2023

Mengetahui,
Guru Bahasa Inggris

Peneliti

Citra Kurniati, S.Pd., M.Pd
NIP.

NUR IRFANI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(For Control Class)

SEKOLAH : SMA NEGERI 5 TAKALAR
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : XI/ GENAP
MATERI POKOK : Descriptive Text (Place)
ALOKASI WAKTU : 3 X 45 MENIT (3x Pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif melalui keteladanan, pemberian nasehat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detail, dan kompleks dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian pada bidang kerja yang spesifik untuk memecahkan masalah.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif.

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata 3.4.2 Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang tempat wisata
4.4 Membedakan fungsi sosial, struktur teks, dan unsur	4.4.1 Merespon makna dalam teks deskriptif, lisan dan tulis

kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	sederhana tentang tempat wisata.
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C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat membedakan fungsi sosial, struktur text, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata pendek sederhana.
2. Peserta didik dapat menjawab soal mengenai text descriptive pendek dan sederhana terkait tempat wisata.

D. MATERI PEMBELAJARAN

Teks lisan dan tulisan mengenai descriptive text

- Fungsi Sosial
- Struktur Teks
 - Identifikasi
 - Sifat (ukuran, warna, jauh, bentuk, dsb)
 - Fungsi, manfaat
- Unsur kebahasaan
 - Unsur Kebahasaan simple present tense.
 - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their.

E. MODEL DAN METODE PEMBELAJARAN

1. Model : Cooperative Learning
2. Metode : Conventional Method

F. MEDIA DAN BAHAN PEMBELAJARAN

Spidol, papan tulis, dan worksheet

G. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN 1	Aktivitas Pembelajaran
Kegiatan Pendahuluan	10 menit
<ul style="list-style-type: none"> ▪ Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran ▪ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin ▪ Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran ▪ Guru menyampaikan tujuan pembelajaran 	

Kegiatan Inti		30 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation	<ul style="list-style-type: none"> ▪ Peserta didik memperhatikan beberapa contoh teks tentang place. ▪ Peserta didik menirukan contoh secara terbimbing 	
Problem identification	<ul style="list-style-type: none"> ▪ Peserta didik belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. ▪ Dengan bimbingan dan penjelasan guru, peserta didik mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris. ▪ Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif 	
Data Collection	<ul style="list-style-type: none"> ▪ Peserta didik membacakan teks deskriptif dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat ▪ Peserta didik menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca. 	
Data Processing	Peserta didik mendiskusikan teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan.	
Generalization	Peserta didik menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan	
Kegiatan Penutup		5 menit
<ul style="list-style-type: none"> ▪ Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran. ▪ Guru menutup kelas. 		

PERTEMUAN 2		Aktivitas Pembelajaran
Kegiatan Pendahuluan		10 menit
<ul style="list-style-type: none"> ▪ Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran ▪ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin 		

<ul style="list-style-type: none"> ▪ Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran ▪ Guru melakukan apersepsi dengan mengajukan pertanyaan yang ada kaitannya dengan pertemuan sebelumnya, ▪ Guru menyampaikan tujuan pembelajaran 		
Kegiatan Inti		30 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation	<ul style="list-style-type: none"> ▪ Peserta didik mendengarkan teks deskriptif dan penjelasan guru ▪ peserta didik menggambarkan tempat wisata/ tempat bersejarah dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
Problem Statement	Peserta didik menganalisis dengan membandingkan berbagai teks yang menggambarkan bangunan bersejarah terkenal dengan memperhatikan struktur teks, dan unsur kebahasaan.	
Data Collection	Peserta didik mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya, struktur teks, dan unsur kebahasaannya.	
Data Processing	<ul style="list-style-type: none"> ▪ Peserta didik memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan ▪ peserta didik diberikan teks deskripsi tentang bangunan bersejarah sesuai dengan fungsi social, tujuan, struktur dan unsur kebahasaannya 	
Generalization	<ul style="list-style-type: none"> ▪ Peserta didik menyampaikan deskripsinya di depan guru dan teman. 	
Kegiatan Penutup		5 menit
<ul style="list-style-type: none"> ▪ Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran. ▪ Guru menutup kelas 		

PERTEMUAN 3	Aktivitas Pembelajaran
Kegiatan Pendahuluan	10 menit

<ul style="list-style-type: none"> ▪ Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama-sama untuk memulai pembelajaran ▪ Guru memeriksa kehadiran peserta didik sebagai sikap disiplin ▪ Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran ▪ Guru melakukan apersepsi dengan mengajukan pertanyaan yang ada kaitannya dengan pertemuan sebelumnya, ▪ Guru menyampaikan tujuan pembelajaran 		
Kegiatan Inti		30 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation	<ul style="list-style-type: none"> ▪ Peserta didik membaca dan mendengarkan teks-teks deskriptif untuk memahami isi pesan atau penjelasan guru ▪ Peserta didik menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang tempat dengan menggunakan ejaan dan tanda baca dengan benar. 	
Problem Statement	Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.	
Data Collection	Secara kolaboratif, peserta didik mencari dan mengumpulkan beberapa teks deskriptif tentang tempat wisata/ tempat bersejarah terkenal dari daerahnya, termasuk dari internet, film, koran, majalah, buku teks, dsb.	
Data Processing	Peserta didik membandingkan fungsi sosial, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dikumpulkan dari berbagai sumber tersebut.	
Generalization	Peserta didik membuat kliping deskripsi tentang bangunan bersejarah yang mereka sukai.	
Kegiatan Penutup		5 menit

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran. ▪ Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran. ▪ Guru menutup kelas | |
|--|--|

H. TEKNIK PENILAIAN

1. Teknik : Pre-Test & Post-Test
2. Instrumen : Pilihan Ganda
3. Pedoman penilaian :
 - Scoring the students' correct answer Pre-test and Post-test
 - Students' Score = $\frac{\text{The number of students' correct answer}}{\text{Total number of items}} \times 100$

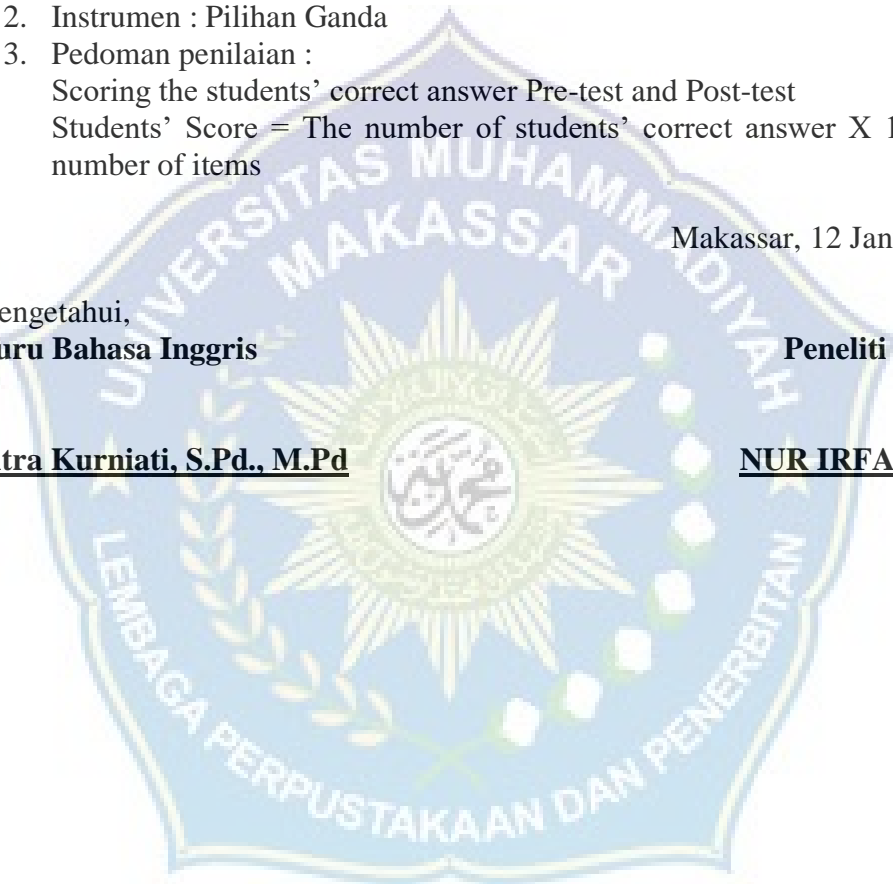
Makassar, 12 Januari 2023

Mengetahui,
Guru Bahasa Inggris

Peneliti

Citra Kurniati, S.Pd., M.Pd

NUR IRFANI



APPENDIX II. LEARNING MATERIAL

LEARNING MATERIAL

A. Pengertian Descriptive Text

Descriptive Text adalah salah satu jenis text dalam Bahasa Inggris yang menggambarkan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan mau pun benda mati. Tujuan dari teks ini adalah memberikan informasi dengan jelas mengenai objek yang digambarkan kepada pembaca.

B. Ciri-ciri Descriptive Text

1. Menggunakan Simple Present Tense

Teks ini menggunakan Simple Present Tense karena kita akan mendeskripsikan fakta-fakta yang melekat pada suatu objek, dan salah fungsi dari Simple Present Tense sendiri adalah untuk menunjukkan suatu fakta atau kebenaran. Misalkan kamu ingin mendeskripsikan mengenai tempat tidur kamu, kamu bisa menggunakan kalimat: *The color of my bedroom is blue.*

2. Menggunakan banyak kata sifat (adjective).

Karena fungsi dari teks ini adalah untuk memberikan informasi dengan menggambarkan suatu objek yang dideskripsikan, maka dalam Descriptive Text akan banyak dijumpai kata sifat (adjective). Contohnya adalah big, small, colorful, dan lain sebagainya.

3. Menggunakan kata kerja penghubung (relating verb).

Relating verb adalah kata kerja yang memberikan penjelasan kepada kata benda yang menjadi subjek dari suatu kalimat. Contohnya: is, have, seem, appear, dan kata kerja lainnya.

C. Generic Structure of Descriptive Text

1. Identification

Bagian ini, terletak pada paragraf pertama, tujuannya adalah untuk mengidentifikasi suatu objek yang ingin dideskripsikan. Identification berfungsi untuk memperkenalkan kepada pembaca tentang objek yang akan kita jelaskan, sebelum kita memberitahu tentang lebih rinci mengenai objek tersebut pada paragraf selanjutnya.

2. Description

Bagian ini, terletak pada paragraf kedua dan seterusnya, berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.

Contoh text descriptive :

MAKASSAR

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km² and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar—the third largest indoor theme park in the world and the Karebosi Link—the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and

sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Monas National Monument

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

APPENDIX III. INSTRUMENT

(PRE-TEST)

Read the following text to answer question number 1 - 3.

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird parks in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles and ostriches. There is a large lake in the park and a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon when it is cooler.

1. What is the main idea of the second paragraph?
 - A. The most interesting place in Singapore is the bird park.
 - B. There is a restaurant next to a large lake in the park.
 - C. There are hundreds of very beautiful birds in the cages.
 - D. Singapore Bird Park is the largest bird park in the world.
2. What are the main ideas in the first paragraph?
 - A. 1
 - B. 1-2
 - C. 2
 - D. 3
3. What is the main idea of the first paragraph?
 - A. One of the most interesting
 - B. Industrial in Singapore
 - C. Bird park
 - D. Twelve kilometers from the centre of the city.

Read the following text to answer question number 4 - 5.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

4. "... they are seeking in Boyolali" (paragraph 3) What does the underlined word refer to?
- People from out town
 - Places in Boyolali.
 - Cow statues.
 - Real cows.
5. What is the main idea of the last paragraph?
- The statues help people to find places easily.
 - The statues decorate the town beautifully.
 - The cow can get their way easily around the town.
 - The people from out of town easily find the statues

Read the following text to answer question number 6 - 8

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan. The sunset marks the end of the procession the Tabuik was brought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik in to the sea will dispose of bad luck.

6. What is the text about?
 - A. The culture of Toraja
 - B. The ethnic groups of southwest and central Sulawesi
 - C. The description of a traditional houses of Toraja
 - D. The distinctive features of traditional houses
7. "... and even today they build modern..." The underlined word refers to....
 - A. Raja
 - B. Rengnge
 - C. Mountain regions
 - D. Toraja people
8. What are the ordinary people commonly
 - A. Tongkonan
 - B. Makaka
 - C. Celebes
 - D. Kaunan

Read the following text to answer question number 9 - 11.

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

9. Words "it" in line 4 refers to?
- A. The plantation
 - B. Luxury branded things
 - C. The plaza
 - D. Suburban street
10. The word "satisfy" in line eighth has the closet meaning with?
- A. Pleased
 - B. Frighten.
 - C. Threat.
 - D. Loved

11. " ... always crowded so you have to be careful in order not to get lost."

What does the underlined word refer to?

- A. Singapore
- B. Orchard road
- C. Suburban street
- D. Mall and Plaza

Read the following text to answer question number 12 - 13.

Temajuk Beach is located in Temajuk Village, Paloh District, Sambas Regency. It is located in the north of the western part of West Borneo, and is only 4 kilometers from Telok Melano, Malaysia. In this village is about 60 kilometers of which is a stretch of sand, which presents beautiful scenery. Temajuk Beach is called "Surga di ekor Borneo".

When we stay on the beach, we will be spoiled with the scenery and atmosphere which will certainly spoil your eyes and heart. Not only that, the tourists will also be faced with natural beach conditions.

You can enjoy exotic beaches, stretch of sand beach combined with granite rocks that form a beautiful formation. The sea water is also still clear, when the weather is clear the blue sky and white clouds are beautiful in ...

12. What is the main idea first paragraph?

- A. You can enjoy the atmosphere of Temajuk beach.
- B. You can enjoy the exotic beaches.
- C. The location of Temajuk beach.
- D. Temajuk beach is called Surga di ekor Borneo

13. When we stay on the beach, we will be spoiled with the scenery and atmosphere which will certainly spoil your eyes and heart." The underline word " scenery" refers to ...

- A. The beach.
- B. Atmosphere.
- C. Spoiled.
- D. Temajuk beach.

Read the following text to answer question number 14 - 15.

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

14. What is the main idea of the second paragraph?
- There are three rocky islands in Bale Kambang
 - Huge waves frighten many overseas cruisers
 - Names of rocky islands are taken from "wayang" figures
 - The rocky islands are in the middle of the sea
15. What makes Bale Kambang famous?
- Small rocky islands
 - Long beautiful beach
 - Huge waves of ocean
 - Traditional puppets

Read the following text to answer question number 16 - 17.

Lawang Sewu is one of the famous historical buildings in Indonesia. It is named Lawang Sewu which means a thousand doors. Besides its thousand doors, it is also well known for the fascinating stained glass windows representing the Dutch Symbolism. The stained glass windows are similar with those of the places like The Hague and Rotterdam and also the Royal family. The building has numerous long winding corridors which open out to the offices on one side of the office and the other end of the building on the otherhand. It is a famous landmark in the region of Semarang and a pride for Java.

16. Lawang Sewu is one of the **famous** historical buildings in Indonesia. The synonym of the underlined word is...
- A. Talented
 - B. Well-known
 - C. Beautiful
 - D. Attract
17. The purpose of the text above is ...
- A. To describe the lawang sewu
 - B. To entertain the writer
 - C. To retell about the Lawang Sewu.
 - D. To visit Lawang Sewu

Read the following text to answer question number 18 - 20.

The famous beach tourism in Singkawang is Pasir Panjang Beach. This beach is a an attractive beach which always visited by many visitors in West Borneo. This beach is located about 20 km away from Singkawang city. The access to the beach is also very easy because it facilitated with good highway. Otherwise, you can go to the beach by public transportation such as taxis, public transportation, or minibus.

The other activities you can do on the beach are, fishing, swimming, snorkeling by boat, speedboat and many more. The beach is located in Tujuh Belas region and equipped with various supporting facilities, such as hotels, inns, souvenir shops, restaurants and various other facilities such as entertainment venues and discotheques.

18. The text tell us about...
- A. West Borneo
 - B. Singkawang
 - C. Pasir Panjang Beach
 - D. Facilities of Pasir Panjang Beach
19. "... it facilitated with good highway". The underline word refers to ...
- A. The beach

- B. The access
 - C. Singkawang city
 - D. West Borneo
20. From the text we can learn about.....
- A. Describe about Singkawang
 - B. To retell about Pasir Panjang Beach
 - C. To describe about Pasir Panjang Beach
 - D. To inform about Singkawang

Read the following text to answer question number 21 - 22.

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

21. What does the above text tell about?
- A. The history of Kediri
 - B. The famous products of Kediri
 - C. The description of Kediri
 - D. The people
22. "Those who do not work here ..." (last sentence). The underlined word refers to
- A. The local people
 - B. The factory workers

- C. The farmers
- D. The traders

Read the following text to answer question number 23 - 25.

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees.

There is no television on Wingo Island. So is the telephone and computer. It is a place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

23. "It is a place to listen to the leaves whispering" The underlined word refers to
- A. The telephone
 - B. The computer
 - C. An island
 - D. Wingo Island
24. "People can only get to Wingo Island by boat." (paragraph 1). What does the word "boat" mean?
- A. A rocket
 - B. An island
 - C. A small ship
 - D. A helicopter

25. “It is place to listen to the leaves whispering.” (last paragraph) The closest meaning of the underlined word is
- A. Talking in a soft way
 - B. Singing
 - C. Laughing
 - D. Makes a soft sound



(POST-TEST)**Read the following text to answer question number 1 - 3.**

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

1. What is the main idea of the text?

A. Losari beach is a awful place.

- B. Losari beach is a good place to visit.
 - C. No body visit Losari beach.
 - D. Many visitor on Pantai Gapura Hotel.
2. How many hotels does the writer mention?
- A. Six hotels.
 - B. Five hotels.
 - C. Four hotels.
 - D. Three hotels.
3. Where is Losari beach located?
- A. Somewhere at Makassar City.
 - B. Locate at Jalan Penghibur.
 - C. Far away from Losari Beach Inn.
 - D. Located only about 3 km from the center of Makassar (Karebosi Park)

Read the following text to answer question number 4 - 5.

Tabuik Ceremony is a traditional on the west coast of west sumatera., indonesia,especiallly in pariaman. It is held at the Asura day which falls on the 10th of muharram of the Islamic calendar. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper. During the week of Tabuik many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to thr high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony gather in the centre of the city. All government officials also attended his colossal ceremony in the west Sumatera.

One Tabuik was carried by 40 people. Behid Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan. The sunset marks the end of the procession the Tabuik was the bought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik in to the sea will dispose of bad luck.

4. What is the main idea of paragraph one?
 - A. Tabuik Ceremony is a traditional on the west coast of west Sumatera, Indonesia.
 - B. It is held at the Asura day which falls on the 10th of Muharram of the Islamic calendar.
 - C. In Bengkulu it was known as Tabot
 - D. All government officials also attended his colossal ceremony in the west Sumatera

5. What is the main idea of paragraph two?
 - A. One Tabuik was carried by 40 people.
 - B. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan.
 - C. The sunset marks the end of the procession the Tabuik was the brought to a shore and then floated out to sea .
 - D. This is conducted as they believe that throwing Tabuik in to the sea will dispose of bad luck.

Read the following text to answer question number 6 - 8.

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all

walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

- 
6. Words "it" in line 4 refers to?
- The plantation
 - Luxury branded things
 - The plaza
 - Suburban street
7. The word "satisfy" in line eighth has the closet meaning with?
- Pleased
 - Frighten.
 - Threat.
 - Loved
8. " ... always crowded so you have to be careful in order not to get lost."
What does the underlined word refer to?
- Singapore
 - Orchard road
 - Suburban street
 - Mall and Plaza

Read the following text to answer question number 9 - 10.

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

9. What is the text about?

- A. The architect Renzo Piano
- B. The Shard glass panels
- C. The Shard, building in London
- D. The tallest building in London

10. "..., making it Western European's tallest building." What does the underlined word "it" refer to?

- A. The Shard
- B. The glass
- C. London
- D. Skyscraper

Read the following text to answer question number 11 - 13.

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The Bird Park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird parks in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles and ostriches. There is a large lake in the park, a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

11. What is the main idea of the second paragraph?

- A. The most interesting place in Singapore is the bird park.
 - B. There is a restaurant next to large lake in the park.
 - C. There are hundreds of very beautiful birds in the cages.
 - D. Singapore Bird Park is the largest bird park in the world.
12. What are the main ideas in the first paragraph?
- A. 1
 - B. 1-2
 - C. 2
 - D. 3
13. What is the main idea of the first paragraph?
- A. One of the most interesting
 - B. Industrial in Singapore
 - C. Bird park
 - D. Twelve kilometers from the centre of the city.

Read the following text to answer question number 14 - 15.

Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi. Kapoposang covers an area of around 50,000 hectares and is inhabited by around 100 families. Several other islands, both inhabited and uninhabited, lie near Kapoposang. The larger ones include Papandangan, Kondongbali, Suranti and Tambakulu.

Kapoposang and the nearby islands were declared a Nature Tourism Park by the Department of Forestry in 1999. Diving has been an important activity at Kapoposang since the mid 1990s. There were so few local divers at the time, and because of the distance from other well-known diving areas in Indonesia, Kapoposang has basically remained a secret.

The best time to visit Kapoposang is between April and November, when the seas are calm, the weather favorable, and the wind less fierce than in the other months. The trip takes two hours by speedboat; the ocean breezes help to cool your skin in the hot morning sun. As you approach Pulau Kapoposang, you see the deep blue water, which suddenly meets an expanse of coral reefs between extensive

shallows with white sands in the seabed. Sea grass also grows lushly near the shore. The sea bed at Kapoposang has a unique composition; near the island are some quite shallow contours, and then suddenly steep underwater cliffs leading to seemingly endless depths. The water is very clear; you can expect underwater visibility of over 15 meters – ideal conditions for divers.

14. The text is about

- A. Kapoposang and the surrounding islands
- B. Kapoposang as a diving spot.
- C. Kapoposang as a very popular tourist spot
- D. Kapoposang as a secret area

15. Where is Kapoposang located?

- A. In the Nature Tourism Park of Makassar.
- B. Next to Makassar, South Sulawesi
- C. In the Spermonde Island
- D. Among the big islands near Makassar.

Read the following text to answer question.

Lawang Sewu is one of the famous historical buildings in Indonesia. It is named Lawang Sewu which means a thousand doors. Besides its thousand doors, it is also well known for the fascinating stained glass windows representing the Dutch Symbolism. The stained glass windows are similar with those of the places like The Hague and Rotterdam and also the Royal family. The building has numerous long winding corridors which open out to the offices on one side of the office and the other end of the building on the otherhand. It is a famous landmark in the region of Semarang and a pride for Java.

16. Lawang Sewu is one of the **famous** historical buildings in Indonesia. The synonym of the underlined word is...

- A. Talented
- B. Well-known
- C. Beautiful
- D. Attract

Read the following text to answer question number 17 - 18.

Singapore is a city state, it is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philipines and Brunai, it belongs to ASEAN, the Association of South East Asian nations.

Like Indonesia, Singapore is a country of “Bhinneka Tunggal Ika.” Chinese, Malay Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Korea, Thailand’s, and Arabs also live on that tiny island. Singapore is sometimes called “Instant Asia” because you can see varieties of customs, cultures and foods of nearly all Asia in Singapore.

17. The text mainly talks about Singapore as.....

- A. A nation
- B. A republic
- C. A city state
- D. A member of ASEAN

18. " ... Koreans, Thais and Arabs live on that tiny island" (Paragraph 2). The underlined word may be replaced by "very"

- A. Cute
- B. Huge
- C. Small
- D. Broad

Read the following text to answer question number 19 - 20.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

19. " ... they are seeking in Boyolali" (paragraph 3) What does the underlined word refer to?
- A. People from out town
 - B. Places in Boyolali.
 - C. Cow statues.
 - D. Real cows.
20. What is the main idea of the last paragraph?
- A. The statues help people to find places easily.
 - B. The statues decorate the town beautifully.
 - C. The cow can get their way easily around the town.
 - D. The people from out of town easily find the statues

Read the following text to answer question number 21 - 23.

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

21. "It is place to listen to the leaves whispering" The underlined word refers to
- The telephone
 - The computer
 - An island
 - Wingo Island
22. "People can only get to Wingo Island by boat." (paragraph 1). What does the word "boat" mean?
- A rocket
 - An island
 - A small ship
 - A helicopter
23. "It is place to listen to the leaves whispering." (last paragraph) The closest meaning of the underlined word is
- Talking in a soft way
 - Singing
 - Laughing
 - Makes a soft sound

Read the following text to answer question number 24 - 25.

Temajuk Beach is located in Temajuk Village, Paloh District, Sambas Regency. It is located in the north of the western part of West Borneo, and is only 4 kilometers from Telok Melano, Malaysia. In this village is about 60 kilometers of which is a stretch of sand, which presents beautiful scenery. Temajuk Beach is called "Surga di ekor Borneo".

When we stay on the beach, we will be spoiled with the scenery and atmosphere which will certainly spoil your eyes and heart. Not only that, the tourists will also be faced with natural beach conditions.

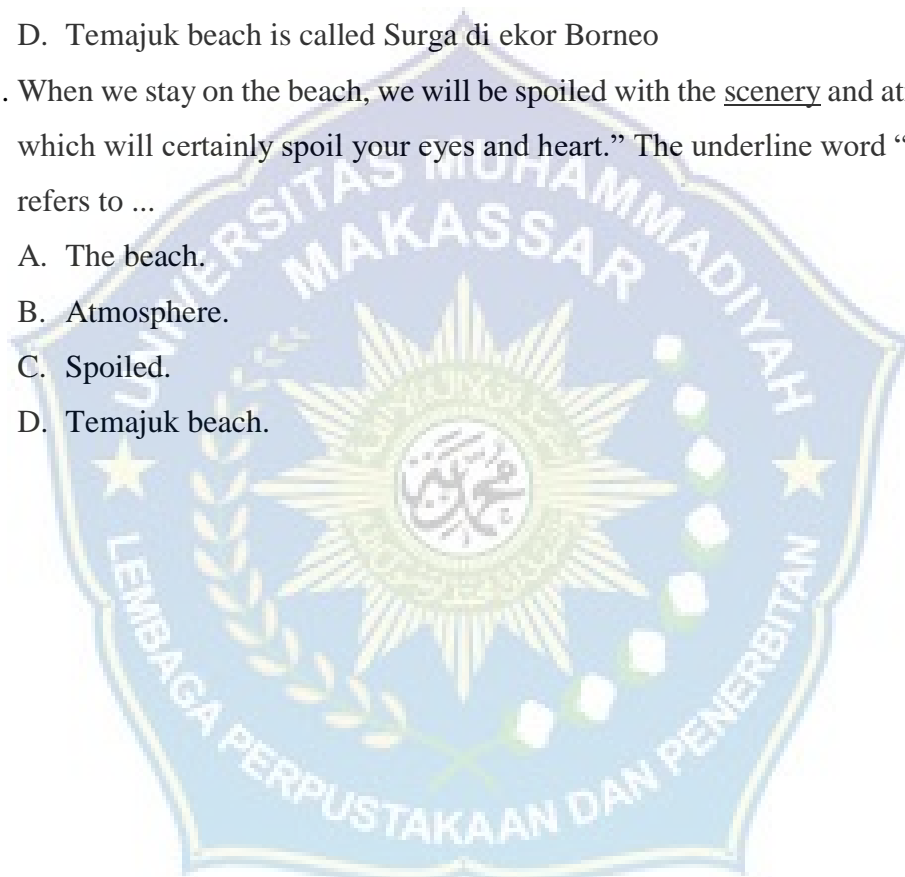
You can enjoy exotic beaches, stretch of sand beach combined with granite rocks that form a beautiful formation. The sea water is also still clear, when the weather is clear the blue sky and white clouds are beautiful in ...

24. What is the main idea first paragraph?

- A. You can enjoy the atmosphere of Temajuk beach.
- B. You can enjoy the exotic beaches.
- C. The location of Temajuk beach.
- D. Temajuk beach is called Surga di ekor Borneo

25. When we stay on the beach, we will be spoiled with the scenery and atmosphere which will certainly spoil your eyes and heart.” The underline word “ scenery” refers to ...

- A. The beach.
- B. Atmosphere.
- C. Spoiled.
- D. Temajuk beach.



APPENDIX IV. TEACHINGS' SCHEDULE

TEACHINGS' SCHEDULE

No	Day, Date	Activity
1.	Thursday, 12 January 2023	Pretest-Treatment (Experiment Class)
2.	Tuesday, 17 January 2023	Treatment
3.	Tuesday, 24 January 2023	Treatment-Posttest (Experiment Class)
4.	Thursday, 12 January 2023	Pretest-Treatment (Control Class)
5.	Tuesday, 17 January 2023	Treatment
6.	Tuesday, 24 January 2023	Treatment-Posttest (Control Class)



**APPENDIX V. DATA RESULT OF EXPERIMENTAL AND
CONTROLLED CLASS**

Score of Students' Pre-Test and Post-Test in Experimental Class

No.	Respondents	Pre-Test	Post-Test	Gained Score
1	S.1	80	92	12
2	S.2	88	92	4
3	S.3	84	100	16
4	S.4	52	92	40
5	S.5	68	96	28
6	S.6	56	96	40
7	S.7	36	88	52
8	S.8	32	84	52
9	S.9	52	92	40
10	S.10	84	100	16
11	S.11	64	92	28
12	S.12	36	84	48
13	S.13	28	88	60
14	S.14	24	80	56
15	S.15	32	84	52
16	S.16	36	84	48
17	S.17	20	80	60
18	S.18	40	92	52
19	S.19	28	88	60
20	S.20	20	80	60
21	S.21	72	88	16
22	S.22	64	92	28
23	S.23	44	80	36
24	S.24	76	96	20
25	S.25	56	88	32
26	S.26	52	92	40
27	S.27	60	96	36
28	S.28	32	88	56
29	S.29	44	84	40
30	S.30	56	88	32
	Σ	1516	2676	1160
	Mean	50.53	89.20	38.67

Score of Students' Pre-Test and Post-Test in Controlled Class

No.	Respondents	Pre-Test	Post-Test	Gained Score
1	S.1	44	56	12
2	S.2	16	36	20
3	S.3	52	72	20
4	S.4	52	76	24
5	S.5	44	56	12
6	S.6	72	76	4
7	S.7	20	48	28
8	S.8	44	64	20
9	S.9	32	60	28
10	S.10	16	48	32
11	S.11	40	64	24
12	S.12	76	80	4
13	S.13	52	76	24
14	S.14	32	52	20
15	S.15	76	80	4
16	S.16	36	40	4
17	S.17	52	64	12
18	S.18	64	72	8
19	S.19	64	68	4
20	S.20	32	52	20
21	S.21	60	76	16
22	S.22	52	76	24
23	S.23	68	84	16
24	S.24	44	68	24
25	S.25	72	84	12
26	S.26	64	72	8
27	S.27	68	84	16
28	S.28	32	52	20
29	S.29	28	48	20
30	S.30	52	64	12
	Σ	1456	1948	492
	Mean	48.53	64.93	16.4

**Comparative Data Pre-Test and Post-Test Result in Experimental and
Controlled Class**

No.	Respondents	Experimental Class		Controlled Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	S.1	80	92	44	56
2	S.2	88	92	16	36
3	S.3	84	100	52	72
4	S.4	52	92	52	76
5	S.5	68	96	44	56
6	S.6	56	96	72	76
7	S.7	36	88	20	48
8	S.8	32	84	44	64
9	S.9	52	92	32	60
10	S.10	84	100	16	48
11	S.11	64	92	40	64
12	S.12	36	84	76	80
13	S.13	28	88	52	76
14	S.14	24	80	32	52
15	S.15	32	84	76	80
16	S.16	36	84	36	40
17	S.17	20	80	52	64
18	S.18	40	92	64	72
19	S.19	28	88	64	68
20	S.20	20	80	32	52
21	S.21	72	88	60	76
22	S.22	64	92	52	76
23	S.23	44	80	68	84
24	S.24	76	96	44	68
25	S.25	56	88	72	84
26	S.26	52	92	64	72
27	S.27	60	96	68	84
28	S.28	32	88	32	52
29	S.29	44	84	28	48
30	S.30	56	88	52	64
Σ		1516	2676	1456	1948
Mean		50.53	89.20	48.53	64.93

APPENDIX VI. SPSS DATA RESULT

SPSS (24 Version) DATA RESULT

1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	30	20	88	50.53	20.274
Post-Test Experimental Class	30	80	100	89.20	5.768
Pre-Test Controlled Class	30	16	76	48.53	17.663
Post-Test Controlled Class	30	36	84	64.93	13.562
Valid N (listwise)	30				

2. Normality Test

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
Class		N	Percent	N	Percent	N	Percent
Students' Reading Result	Pre-Test Experimental Class	30	100.0%	0	0.0%	30	100.0%
	Post-Test Experimental Class	30	100.0%	0	0.0%	30	100.0%
	Pre-Test Controlled Class	30	100.0%	0	0.0%	30	100.0%
	Post-Test Controlled Class	30	100.0%	0	0.0%	30	100.0%

Descriptives					
Class				Statistic	Std. Error
Students' Reading Result	Pre-Test Experimental Class	Mean		50.53	3.701
		95% Confidence Interval for Mean		Lower Bound	42.96
				Upper Bound	58.10
		5% Trimmed Mean		50.22	
		Median		52.00	
		Variance		411.016	
		Std. Deviation		20.274	
		Minimum		20	
		Maximum		88	
		Range		68	

		Interquartile Range	33		
		Skewness	.278	.427	
		Kurtosis	-1.005	.833	
	Post-Test Experimental Class	Mean	89.20	1.053	
		95% Confidence Interval for Mean	Lower Bound	87.05	
			Upper Bound	91.35	
		5% Trimmed Mean	89.11		
		Median	88.00		
		Variance	33.269		
		Std. Deviation	5.768		
		Minimum	80		
		Maximum	100		
		Range	20		
		Interquartile Range	8		
		Skewness	.024	.427	
		Kurtosis	-.709	.833	
		Pre-Test Controlled Class	Mean	48.53	3.225
			95% Confidence Interval for Mean	Lower Bound	41.94
	Upper Bound			55.13	
	5% Trimmed Mean		48.81		
	Median		52.00		
	Variance		311.982		
	Std. Deviation		17.663		
	Minimum		16		
	Maximum		76		
	Range		60		
	Interquartile Range		32		
	Skewness		-.180	.427	
	Kurtosis		-.882	.833	
	Post-Test Controlled Class		Mean	64.93	2.476
			95% Confidence Interval for Mean	Lower Bound	59.87
		Upper Bound		70.00	
		5% Trimmed Mean	65.41		
		Median	66.00		
		Variance	183.926		
		Std. Deviation	13.562		
		Minimum	36		

		Maximum	84	
		Range	48	
		Interquartile Range	24	
		Skewness	-.397	.427
		Kurtosis	-.813	.833

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Reading Result	Pre-Test Experimental Class	.130	30	.200*	.951	30	.183
	Post-Test Experimental Class	.153	30	.071	.939	30	.087
	Pre-Test Controlled Class	.111	30	.200*	.955	30	.226
	Post-Test Controlled Class	.132	30	.192	.947	30	.138
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

3. Paired Sample T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental Class	50.53	30	20.274	3.701
	Post-Test Experimental Class	89.20	30	5.768	1.053
Pair 2	Pre-Test Controlled Class	48.53	30	17.663	3.225
	Post-Test Controlled Class	64.93	30	13.562	2.476

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test Experimental Class & Post-Test Experimental Class	30	.785	.000
Pair 2	Pre-Test Controlled Class & Post-Test Controlled Class	30	.898	.000

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experimental Class - Post-Test Experimental Class	-38.667	16.149	2.948	-44.697	-32.637	-13.115	29	.000
Pair 2	Pre-Test Controlled Class - Post-Test Controlled Class	-16.400	8.093	1.477	-19.422	-13.378	-11.100	29	.000

4. Homogeneity Test (With One-Way ANOVA Test)

Test of Homogeneity of Variances				
Students' Reading Result				
Levene Statistic	df1	df2	Sig.	
21.332	1	58	.000	

ANOVA					
Students' Reading Result					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8833.067	1	8833.067	81.338	.000
Within Groups	6298.667	58	108.598		
Total	15131.733	59			

5. Test of Hypothesis (Independent Sample T-Test)

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Reading Result	Post-Test Experimental Class	30	89.20	5.768	1.053
	Post-Test Controlled Class	30	64.93	13.562	2.476

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Reading Result	Equal variances assumed	21.332	.000	9.019	58	.000	24.267	2.691	18.881	29.653
	Equal variances not assumed			9.019	39.159	.000	24.267	2.691	18.825	29.708

APPENDIX VII. THE RATE PERCENTAGE

a. Experimental Class

Rate Percentage of Students' Score in Experimental Class

No.	Classification	Score	Experimental Class			
			Pre-Test		Post-Test	
			F	%	F	%
1.	Excellent	95-100	0	0%	6	20%
2.	Very Good	85-94	1	3%	15	50%
3.	Good	75-84	4	13%	9	30%
4.	Fairly Good	65-74	2	7%	0	0%
5.	Fair	55-64	6	20%	0	0%
6.	Poor	45-54	3	10%	0	0%
7.	Very Poor	0-44	14	47%	0	0%
Σ			30	100%	30	100%

Calculate the frequency and the rate percentage using the following formula:

1. The Rate Percentage of Pre-Test Score

$$P = \frac{F}{N} \times 100\%$$

a. For 'very good' Category

$$P = \frac{1}{N} \times 100\%$$

$$P = \frac{1}{30} \times 100\%$$

$$P = 0.03 \times 100\%$$

$$P = 3\%$$

b. For 'good' Category

$$P = \frac{4}{N} \times 100\%$$

$$P = \frac{4}{30} \times 100\%$$

$$P = 0.13 \times 100\%$$

$$P = 13\%$$

c. For **'fairly good'** Category

$$P = \frac{2}{N} \times 100\%$$

$$P = \frac{2}{30} \times 100\%$$

$$P = 0.07 \times 100\%$$

$$P = 7\%$$

d. For **'fair'** Category

$$P = \frac{6}{N} \times 100\%$$

$$P = \frac{6}{30} \times 100\%$$

$$P = 0.2 \times 100\%$$

$$P = 20\%$$

e. For **'poor'** Category

$$P = \frac{3}{N} \times 100\%$$

$$P = \frac{3}{30} \times 100\%$$

$$P = 0.1 \times 100\%$$

$$P = 10\%$$

f. For **'very poor'** Category

$$P = \frac{14}{N} \times 100\%$$

$$P = \frac{14}{30} \times 100\%$$

$$P = 0.47 \times 100\%$$

$$P = 47\%$$

2. The Rate Percentage of Post-Test Score

a. For **'excellent'** Category

$$P = \frac{6}{N} \times 100\%$$

$$P = \frac{6}{30} \times 100\%$$

$$P = 0.2 \times 100\%$$

$$P = 20\%$$

b. For **'very good'** Category

$$P = \frac{15}{N} \times 100\%$$

$$P = \frac{15}{30} \times 100\%$$

$$P = 0.5 \times 100\%$$

$$P = 50\%$$

c. For **'good'** Category

$$P = \frac{9}{N} \times 100\%$$

$$P = \frac{9}{30} \times 100\%$$

$$P = 0.3 \times 100\%$$

$$P = 30\%$$

b. Controlled Class

Rate Percentage of Students' Score in Controlled Class

No.	Classification	Score	Control Class			
			Pre-Test		Post-Test	
			F	%	F	%
1.	Excellent	95-100	0	0%	0	0%
2.	Very Good	85-94	0	0%	0	0%
3.	Good	75-84	2	7%	12	40%
4.	Fairly Good	65-74	4	13%	3	10%
5.	Fair	55-64	4	13%	8	26%
6.	Poor	45-54	6	20%	5	17%
7.	Very Poor	0-44	14	47%	2	7%
Σ			30	100%	30	100%

Calculate the frequency and the rate percentage using the following formula:

1. The Rate Percentage of Pre-Test Score

$$P = \frac{F}{N} \times 100\%$$

a. For **'good'** Category

$$P = \frac{2}{30} \times 100\%$$

$$P = \frac{2}{30} \times 100\%$$

$$P = 0.7 \times 100\%$$

$$P = 7\%$$

b. For **'fairly good'** Category

$$P = \frac{4}{30} \times 100\%$$

$$P = \frac{4}{30} \times 100\%$$

$$P = 0.13 \times 100\%$$

$$P = 13\%$$

c. For **'fair'** Category

$$P = \frac{4}{30} \times 100\%$$

$$P = \frac{4}{30} \times 100\%$$

$$P = 0.13 \times 100\%$$

$$P = 13\%$$

d. For **'poor'** Category

$$P = \frac{6}{30} \times 100\%$$

$$P = \frac{6}{30} \times 100\%$$

$$P = 0.2 \times 100\%$$

$$P = 20\%$$

e. For **'very poor'** Category

$$P = \frac{14}{N} \times 100\%$$

$$P = \frac{14}{30} \times 100\%$$

$$P = 0.47 \times 100\%$$

$$P = 47\%$$

2. The Rate Percentage of Post-Test Score

a. For **'good'** Category

$$P = \frac{12}{N} \times 100\%$$

$$P = \frac{12}{30} \times 100\%$$

$$P = 0.4 \times 100\%$$

$$P = 40\%$$

b. For **'fairly good'** Category

$$P = \frac{3}{N} \times 100\%$$

$$P = \frac{3}{30} \times 100\%$$

$$P = 0.1 \times 100\%$$

$$P = 10\%$$

c. For **'fair'** Category

$$P = \frac{8}{N} \times 100\%$$

$$P = \frac{8}{30} \times 100\%$$

$$P = 0.26 \times 100\%$$

$$P = 26\%$$

d. For **'poor'** Category

$$P = \frac{5}{N} \times 100\%$$

$$P = \frac{5}{30} \times 100\%$$

$$P = 0.17 \times 100\%$$

$$P = 17\%$$

e. For **'very poor'** Category

$$P = \frac{2}{N} \times 100\%$$

$$P = \frac{2}{30} \times 100\%$$

$$P = 0.07 \times 100\%$$

$$P = 7\%$$

APPENDIX VIII. SUPPORTING DOCUMENTS



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nur Irfani
NIM : 105351107118
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

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Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 03 Juli 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



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13 Jumadil akhir 1444 H

Lamp : 1 (satu) Rangkap Proposal

06 January 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 12338/FKIP/A.4-II/I/1444/2023 tanggal 5 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NUR IRFANI**

No. Stambuk : **10535 1107118**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effect of Using Gamification in English Learning at SMA Negeri 5 Takalar"

Yang akan dilaksanakan dari tanggal 11 Januari 2023 s/d 11 Maret 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
 NBM 101 7716



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat

Ketua LP3M Unismuh Makassar

Di -

Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: Nur Irfani
Stambuk	: 105351107118
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Takalar / 05/02/2000
Alamat	: Lambutoa, Desa Palalakkang, Kecamatan Calesong, Kabupaten Takalar

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Effect of Using Gamification in English Learning at SMA Negeri 5 Takalar*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumillahu Khaeran Katsiraan*.

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadil Ula 1444 H
05 Januari 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Jalan Sultan Alauddin No. 299
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Web: www.unismuh.ac.id

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nur Irfani
NIM : 105351107110
Judul Penelitian : The effect of using Gamification in English Learning at SMA Negeri
S Takalar
Tanggal Ujian Proposal :
Tempat/Lokasi Penelitian : SMA Negeri S Takalar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Thursday, 12 Januari 2023	Pretest - Treatment (Experimental class)	Citra Kurniati, S.Pd., M.Pd	<i>[Signature]</i>
2	17 Januari - 2023	Treatment	Citra Kurniati, S.Pd., M.Pd	<i>[Signature]</i>
3	24 Januari - 2023	Treatment - posttest	Citra Kurniati, S.Pd., M.Pd	<i>[Signature]</i>
4	12 Januari 2023	Pretest - Treatment (control class)	Citra Kurniati, S.Pd., M.Pd	<i>[Signature]</i>
5	17 Januari 2023	Treatment	Citra Kurniati, S.Pd., M.Pd	<i>[Signature]</i>
6	24 Januari 2023	Treatment - Posttest	Citra Kurniati, S.Pd., M.Pd	<i>[Signature]</i>

Takalar, 28 Januari 2023

Mengetahui,

Ketua Program Studi,
EKIP Unismuh Makassar



Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi



Dr. ST. Hasma, MM
NIP. 19641231198903087



PEMERINTAH PROPINSI SULAWESI SELATAN
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CABANG DINAS PENDIDIKAN WILAYAH VII JENEPONTO - TAKALAR
UPT. SMA NEGERI 5 TAKALAR



Alamat : Jalan. Siddik No. 1 Galesong Telp. 0418 - 2326755 Kode Pos 92254

SURAT KETERANGAN PENELITIAN
Nomor : 034/Disdik/SMAN. 5 /Tklr/TU/1/2023

Yang bertanda tangan di bawah ini Kepala UPT. SMA Negeri 5 Takalar Propinsi Sulawesi Selatan menerangkan bahwa :

Nama : NUR IRFANI
Jenis Kelamin : Perempuan
Nomor Induk Mahasiswa : 105351107118
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa (S.1) Universitas Muhammadiyah Makassar

Benar yang tersebut namanya diatas telah melaksanakan penelitian di UPT. SMA Negeri 5 Takalar dalam rangka Penyusunan *Skripsi* dengan judul :

"THE EFFECT OF USING GAMIFICATION IN ENGLISH LEARNING AT SMA NEGERI 5 TAKALAR".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Takalar, 26 Januari 2023
Kepala UPT. SMAN 5 Takalar



Rosmala
DINAS PENDIDIKAN
ROSMALA, MM
NIP. 196412311989032087



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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LETTER OF ACCEPTANCE
0781/BG-FKIP/LOA/B/VII/1444/2023

Dear NUR IRFANI

It is our pleasure to inform you that, after reviewing your paper:
**THE EFFECT OF USING GAMIFICATION IN ENGLISH LEARNING AT
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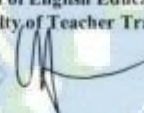
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Makassar, 6 July 2023 M
18 Dzulhijah 1444 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

APPENDIX IX. DOCUMENTATION**Pre-Test Activities**

Pre-test Experimental class



Pre-test Controlled class

Treatment Activities



Treatment Experimental class



Treatment Controlled class

Post-Test Activities



Post-test Experimental class



Post-test Controlled class

CURRICULUM VITAE



Nur Irfani was born in Takalar, South Sulawesi, February 3th 2000. She is the second child of Syaripuddin and Syamsidar. She started her education in Elementary School at SD Negeri 132 Inpres Pa'rasangan Beru in 2006 and graduated in 2012. Then she continued her study in Junior High School at SMP Negeri 2 Galesong Selatan in 2012 and graduated in 2015. After that, she continued her study in Senior High School at SMA Negeri 5 Takalar and graduated in 2018. Further, she continued her study at Universitas Muhammadiyah Makassar, major English Department in 2018.

At the end of her study, she was able to finish her thesis entitled **“The Effect of Using Gamification in English Learning at SMA Negeri 5 Takalar”**

