

THE EFFECT OF GAMIFICATION IN LEARNING ON STUDENTS' READING COMPREHENSION

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ABSTRACT

This research aims to determine whether there is an effect of gamification in learning on students reading comprehension on eighth grade students at SMP PANCASILA Bengkulu. This research uses a Quasi-Experimental method with the type of research being quantitative. The researcher decided to do an experiment in grade 8 with a total of 32 students. In the process of collecting data, researchers conducted a pre-test and post-test for 4 meetings. From the results of this study, the students' average pre-test score was 7.55 and the post-test average was 8.96, which means that the post-test score was higher than the pre-test score. With a standard deviation of 0.336 pre-test and 0.40 pos- test. So, it can be concluded that the application of the gamification in learning method has a significant influence on the eighth-grade students of SMP PANCASILA Bengkulu.

Keywords : Gamification in Learning, Reading Comprehension, Effectiveness.

INTRODUCTION

Language is the common instrument among human beings in a community. By the language, we can convey information and arguments to others. It has an important role in a life to make people can connect between one person to another, one of them with reading. Reading is an activity in which a person obtains information in a passage and pours in writing, in terms of perspective reading is an activity that requires high concentration or focuses in reading to obtain information. (Rahayu, 2014). According to Pardo (2004), Besides reading is a process done and used for the reader to find out information that use the author of words or written language. Reading is also needed to know the answers to a particular question or issue for which someone reads. Haque (2006) state that, reading is not taught properly in scientific methods. Teachers also do not have important training for that. According to Alfauzan Amin et al (2021), 21st-century learning, known as the knowledge age, is everything that can be knowledge-based (B. Anwar & Asriani, 2017; Gelen Assoc, 2018). 21st-century learning focuses on thinking skills, solving problems, and communicating to create fun learning (Boraya, 2018; Benbow et al., 2021; Junedi et al., 2020).

Based on the interview at January 13 of 2022 with a teacher named Aksa Okta Putri Yanti's, the researcher concludes that the students have some difficulties in reading comprehension. They do not understand the meaning of words or sentences they read in English so the students are difficult to find the main information in reading. There are almost 25 students from 35 students at the class VIII 1 who have difficulties in understanding the meaning of words or sentences in English. The students have a difficulty in understanding the text as a whole due to lack of vocabulary. As a result, many students have deficiencies in reading skills and interests such as difficulty in reading comprehension. Students usually have difficulty in reading novels. When students are presented with novels, they don't read them as well as possible. They can only say the word symbol without getting any understanding

of the book. They have a lot of difficulties in reading comprehension. It is because the word spelling of English to their own language is commonly different.

Based on the result of an interview with a student named Ragil at the class VIII 1 of SMP Pancasila Bengkulu, It is that there are some problems in the teaching process of reading at the classroom. The students have a lot of difficulties when they were presented by reading section. It can be seen from the students who were nervous when the researcher asked students why they are not excited in reading. Some of them answered that they were afraid when they made mistakes in reading because their friends laughed at them. The students find a difficulty to express their ideas in reading process, and it is because of the lack of vocabulary.

METHOD

The method of this research will refer to quantitative research with two variables. Then design of this research will be an experimental which uses two classes as experimental class and controlled class. Sampling technique is a way or technique to obtain samples (Sugiyono, 2001: 56). which will be used for researchers to use in this study is purposive sampling where eighth grade students of Pancasila Bengkulu Junior High School as object criteria in the research. Only the students in experimental class will be taught by using short story during the reading process as the treatment of the research. The data will be collected from pre-test and post-test score. In this research, the researcher will administer a reading test to students in order to determine the impact of gamification learning on students' reading comprehension of analytical narrative text. The test will be divided into two parts: pre-test and post-test.

RESULT AND DISCUSSION

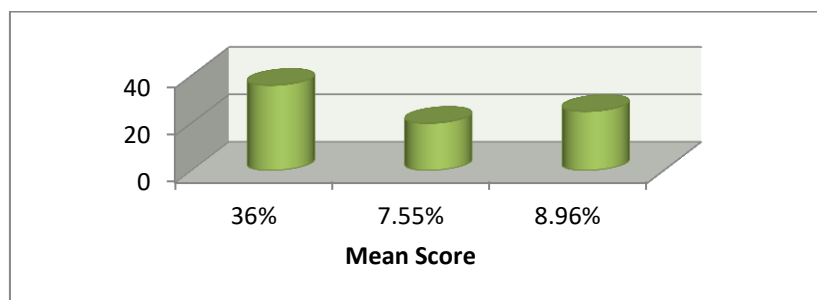
The results of this study are based on the number of total scores of the students' pre-post test questionnaires which are measured by the percentage of the total results of the 8th grade students of SMP Pancasila Bengkulu.

The following is the result of the percentage table of the pre-post questionnaire scores for the 8th graders of Pancasila Junior High School, Bengkulu:

Table 4.1 Pre and Post Test

Percentage Improvement		
Pre-test	Post-test	Improvement
7.55%	8.96%	36%

The research findings above indicate an increase in motivation and comprehension of student learning through Kahoot! games with the average score of students in the pre-test was 7.55%, after the post-test the average score improvement become 8.96%, and also through Kahoot! game improving was successful, because the result of improving increase is 36%. Improvement of the average score of students in Pre-test and Post-Test, can also be seen in the following diagram :

Diagram 4.1 : The Improvement of Students Mean Score

The results improvement of students' mean scores on students' motivation and comprehension of learning above showing mean score in the Pre-Test is 7.55, and the Post-test increases 8.96 improvement mean score is 75. Based on these results, the researcher assessed that the students applied Kahoot! games on student learning have a significant effect in improvement motivation and learning understanding of 8th graders of Pancasila Junior High School Bengkulu.

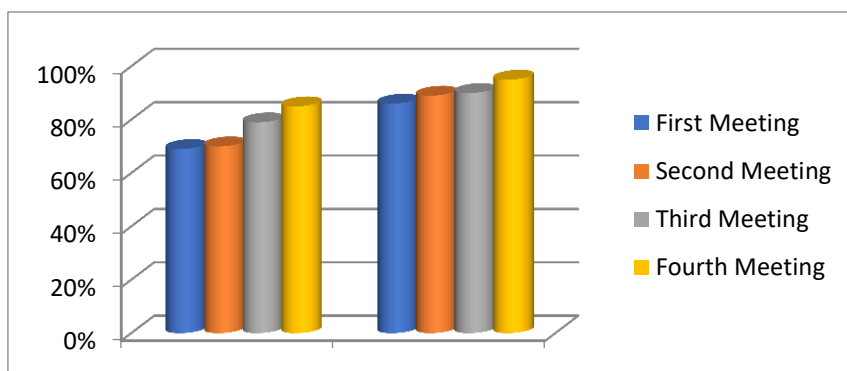
Diagram 4.2 : Result Improvement of Students Activity in Learning Process

Diagram of result improvement of students' activity in learning process above showing result improvement in the class that is the first meeting 62.5% students assessed active in class, second meeting 66.66%, and third meeting 71.66% and fourth meeting students improve become 77.5%. Based of this result researcher found percentage improvement of students' activity in learning process to clearly seen diagram above.

The description of the data collected through Kahoot! game strategy describe in the previous section shows that the students' motivate and learning english comprehension have increase. It is support by the frequency and the rate percentage of the result of the students score of pre-test and post-test. The students score after presenting in increasing students motivation and comprehension in english learning with Kahoot! Game method is better than before giving to the student's treatment.

The students were intrest in english learning by using Kahoot! Game method as shown on the table. It means that ther is a significant difference result of the pre-test (before) and (after) teaching learning proces by using Kahoot! Game that could enlarge their new experience and knowledge. Relating to the data collected through the pre-test and post-test, it is show the students learning comprehension SMP Pancasila Bengkulu is good. The mean score in pre-test was (7.55) and the standard deviation in pre-test was (0.336), while the mean score in post-test was (8.96) and its standard deviation was (0.540). It means that the mean score of posttest is lower than mean score of pre-test.

It is support by the frequency and the rate percentage of the result of the student's score of pre-test and post-test. The students' score after presenting in english learning by using Kahoot! Game

method was better than before the treatment was given to the students. The result of the test show there is significance different between t-table and t-test ($2.0395 < 9.72$), that t-table was lower than t-test.

It means that the researches indicate that generally the students is very interesting in the material that the researches present and have a good ability in reading comprehension. In other word, the application of Kahoot! Game is effective in eanglish learning comprehension. This line with the students' was increasing score of pre-test and post-test. Finally, the researchers conclude that the use Kahoot! Game was effective to increase the students' in literal reading comprehension.

CONCLUSION

After the conclusion of the reseracher on the application of Kahoot! Game at SMP Pancasila Bengkulu and based on the researcher finding in previous chapter, the researcher puts the follows conclusion is the english learning comprehension at the eighth grade students of SMP Pancasila Bengkulu was very effective after using Kahoot! Game method, it was proved by score in pre-test 7.55 the improving in english learning comprehension ability at the eighth grade students of SMP Pancasila Bengkulu was very effective after using Kahoot! Game it was proved by the mean score post-test 8.96 and the t.test was 9.72 which higher that t-table (2,0395). The students were interested in english learning comprehension by using Kahoot! Game.

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