STUDENTS' PERCEPTION TOWARD GAMIFICATION APPLIED ON ENGLISH LANGUAGE CLASSROOM AT *SMAN* 12 SEMARANG

FINAL PROJECT

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English
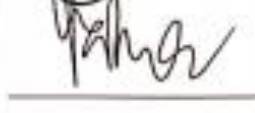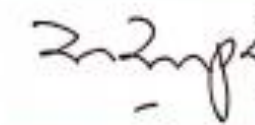
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2020**

APPROVAL

This final project entitled *Students' Perception Toward Gamification Applied on English Language Classroom at SMAN 12 Semarang*, has been approved by the board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on June 2020.

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With this state that this Final Project entitled *"Students' Perception Toward Gamification Applied In English Language Classroom at SMAN 12 Semarang"* is a work of its own. The work is not a retrieval of writings or thoughts of others, which is as the result of writing or thoughts. All material from other people's work is used only to follow the procedures and ethics in the writing of scientific works determined by the department.

Thus, this statement is written truthfully; if the statement is not in accordance with the authenticity, then I, as the author, am willing to be held accountable according to applicable regulations.

Semarang, 10 September 2020

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MOTTOS

"Take benefit of five before five. Your youth before your old age, your health before your sickness, your wealth before your poverty, your free time before you are busy, and your life before your death"— Muhammad SAW

"MAXIMUM EFFORTS." — Deadpool

"We never fail when we try to do our duty; we always fail when we neglect to do it." — Robert Baden-Powell

"Minds should be enlightened with science, and hearts need to be illumined with religion."

― Said Nursî

"Sephiro Gedhening Sengsoro Yen Tinompo Amung Dadi Cobo"

"The greatest legacy one can pass on to one's children and grandchildren are not money or other material things accumulated in one's life, but rather a legacy of character and faith." — Billy Graham

FOREWORD

First and foremost, praise to Allah SWT, who has given the grace and guidance in doing this final project so that this final project can be finished. *Salawat* and *salam* are also given to the great prophet Muhammad SAW who has guided humankind from the age of illiteracy to the way that is societal and morally ordered.

I would like to express my sincerest thanks to my mother and father for supporting me spiritually and materially. Every prayer my mother offered was very helpful for the final project work that I did. Motivation and supervision from my father were also constructive to focus more on doing it when I was discouraged.

I also would like to express my gratitude to Mr. Arif Suryo Priyatmojo, S.Pd., M.Pd. as my advisor, who has spent lots of time guiding me and giving direction in working on this final project. I am very grateful to have him as my guide because with patience, hospitality, and life lessons that he put in the process of doing this final project.

I am also grateful to the examiners for taking the time to test and provide suggestions to my final project. Then, I would like to thank all the lecturers of the Department of English Education at Universitas Negeri Semarang for the guidance, support, and knowledge they have given me.

I also want to thank the students of class X IPS 1 of SMA 12 Semarang, who have been willing to become research subjects in the study conducted. Likewise, with Mrs. Haniatun, S.Pd as the English teacher at SMA 12 Semarang, who has helped communicate with students.

My sincere thanks also go to Mr. Dwi Muh Fajar Basuki, M.Pd. as Wakil Kepala Sekolah Bagian Kurikulum, Faozi Hidayah, S.Pd., M.Sc. as Wakil Kepala Sekolah Bagian Hubungan Masyarakat and Mr. Kusno, S.Pd., M.Sc. as the principal at SMA 12 Semarang Which indirectly supports me in working on this final project.

Likewise, to all those who filled my experiences while studying at Semarang State University:

1. Resimen Mahasiswa Mahadipa Battalion 902 UNNES as the first place I learned discipline and punctuality.
2. BEM FBS UNNES 2018, where I learned self-management and opened my mind to be more enlightened.
3. The occupants of the Rumah Belajar UNNES. As my best circle of fraternity.
4. My team in the Komunitas Cendekia Muda UNNES.
5. My brothers and sisters in Persaudaraan Mahasiswa Brebes Selatan.
6. My friends from the English Department of Universitas Negeri Semarang.

ABSTRACT

In the era of globalization and technological growth as it is now, technology supports the teaching process in the classroom. Nowadays, teachers are required to master technology to support their teaching process. Even the ability to use technology is one of the mandatory skills for teachers to master. Gamification emerged as an innovation in classroom teaching, which was not new in the world of Education. The basic concept of Gamification is to incorporate game elements into teaching, different from game-based learning, where students learn directly from games. Now many online and offline platforms can be used to support Gamification. Therefore this topic was chosen because of the trends in the development of Education throughout the world. This research was conducted to identify the students' perceptions of Gamification used in English Classes. Thirty students from one class were taken as the research sample. Clustered Sampling was used to determine the sample in this research. This research used qualitative methods as a way to present research results from data collected. Data from this study were collected using two methods, namely from online questionnaires and interviews. There are 20 close-ended questions for the questionnaire and two open-ended questions for the interview. From the research conducted, it was found that the majority of students' perceptions of Gamification used in English classes were positive. However, some students think a little different. They had an opinion that Gamification did not help in the process of learning. The X IPS 1 student at Semarang 12 High School believe that Gamification is a useful technique for teaching English.

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CHAPTER I

INTRODUCTION

This chapter is the introduction of the study. It discusses the background of the study, the reasons for choosing the topic, research questions, purpose of the study, significances of the study, scope, and limitations.

1.1 Background of the Study

Since ancient times, humans have discovered language as a primitive tool to communicate with other humans. The development of language has become increasingly complex and diverse these days. With the existing diversity related to the ethnic races of culture and religion, Voegelin (1977) noted that there were 4,500 languages in use and those already in use. Ruhlen (1991) estimated that 5,000 languages were still actively used globally, while the Grimes (1988) listed 6,000 and now have 6,500.

There are many languages, but English is the most commonly used because almost everyone knows English as the international language for international communication. Some countries do not use English as their first language, like Indonesia.

In Indonesia, students' willingness to learn English is still far from what is expected due to a lack of motivation. However, they are instructed to read at school; this habit does not permeate into students' routines at their homes (Iftanti, 2012). Therefore, the teacher's role is to raise students' interest in learning

subjects, which is vital. Learning languages is not new for Indonesian students because they are accustomed to learning local languages and a national language.

In the era of globalization, technology supports the teaching process with ICT utilization. Nowadays, teachers are required to master technology to support their teaching process. It can be seen from the teacher training at present, which is closely related to ICT. It is hoped that when they have entered the world of Education, this actual knowledge can be used properly. Not only new teachers, old teachers, are always given the training to use technology so that there are no technical and technological gaps between new teachers and old teachers. Priyatmojo & Areni in 2017 said that, in the current digital age, technology is essential for learning English because, with technology, there are many benefits that students may receive, including 1) promoting the learning process; 2) making it more straightforward for students to access information; 3) the pressure of learning materials (paperless); 4) the technology literacy; 5) forming independent learners (independent learning).

Gamification appears as an innovation in Language Teaching. The term first appeared in 2011 by Deterding, Dixon, Khaled, & Nacke. The basic concept is to insert game elements into teaching, different from game-based learning, where students learn directly from the game. This technique is believed to increase students' motivation and engagement in the lesson. Students were introduced to game elements such as points, badges, leaderboards, and incentives. Platforms like Kahoot, Duolingo, and Quizizz are examples commonly used for Gamification.

1.2   Reason for Choosing the Topic

This topic was chosen because of emerging trends in the development of Education worldwide. Technology utilization in teaching has become mandatory for today's teachers. Therefore, I am curious about implementing gamification teaching techniques in public schools' English classes, which were later observed.

Before the idea of choosing this research topic emerged, I made a few brief observations in public schools in Indonesia. It turns out that the use of Gamification is still infrequent and foreign to teachers and students. Therefore, I tried to explain the students' perceptions about Gamification because this method is widely used as technological advancement.

1.3   Research Question

The research question of the study is as follow:

What is the student's perception of Gamification used in the English classroom?

1.4 Research Objective

Based on the problem above, the objective of this study is to find out the student's perception of Gamification used in the English Classroom.

1.5   Significance of the Study

This research is useful both theoretically and pedagogically, as follows:

1. Theoretically

a. The result of this study is expected to contribute to future research, especially for those interested in researching or teaching using the gamification method.

b. The result of the research is expected to possibly additional information, thought contribution, and study material in research about the use of the learning method in improving learning results in the Language Teaching field.

2. Pedagogically

a. The result may be expected to be the teachers' reference material when preparing classroom teaching that involves ICT integrated material.

b. The result of this study could be considered by the teacher in class selection related to students' perceptions when teaching involves Gamification.

1.6   Scope and Limitation

These are the scope and limitation of this research:

a. Scope of the Research

The scope of this research is the students' perception toward Gamification applied in the English Language Classroom. The subject is only English class participants in X IPS (Ilmu Pengetahuan Sosial) 1 of SMA Negeri 12 Semarang.

b. Limitation of the research

Limitation of the research is the subject of this research are only members of X IPS 1 of SMA Negeri 12 Semarang whose already complete in participating in the research. Personal conversation between the researcher and the subject not be included or affecting the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of the related literature. It deals with the required information from many references related to this study. This chapter contains two subchapters; they are the review of previous studies and a review of theoretical studies.

2.1   Review of the Previous Study

In my research, I used five references to support my study. All five have a connection with the research I have done. The first study was conducted by Cheong in 2014 entitled 'Towards the Gamification of Learning: Investigating Student Perceptions of Game Elements.' This research aimed to obtain 51 undergraduate IT students' perceptions of game elements to inform gamified learning systems or activities. This qualitative study was processed by surveying the students using a questionnaire. It was found that undergraduate students have a positive perception of systems that use game elements and are interested in learning. Overall, students favored social interaction, engagement, feedback, and increased learning.

A study by Banfield & Wilkerson in 2014 entitled "Increasing Student Intrinsic Motivation And Self-Efficacy Through Gamification Pedagogy" aimed at assessing Gamification as a method of experimental learning theory. His study used qualitative methods, where data was obtained by interview. The population and sample for this study were students who majored in administration and

security. After the data was obtained, the analysis showed that increasing ELT in IA coursework at all levels of the curriculum increased both student intrinsic motivation and self-efficacy. Gathered results indicated high intrinsic motivation and self-efficacy from the 96 students interviewed. The paper also presents examples of gamification ELT lessons at each level of undergraduate study.

The next research was also conducted by Ibanez, Di-Serio, & Delgado-Kloos (2014) had a study entitled "Gamification for engaging computer science students in learning activities: A case study." This study used a mixed-method sequential explanatory procedure. The data collected are logs, questionnaires, and pre- and post-test. The research was conducted on two segments of the graduate-level operating systems course. The sample consists of 22 students participating in the program. It was appealing that there is a positive effect on the engagement of students toward gamification learning activities and a moderate improvement in learning outcomes. Students reported different motivations for continuing and stopping activities once they completed the mandatory assignment. Academic milestones also conditioned the preferences for various gamified activities.

Besides that, in 2018, Bicen & Kocakoyun conducted a study entitled "Student Perceptions for the Gamification Approach: Kahoot as a Case Study." This study aims to determine students' perceptions to determine the best application of this environmental method needed for its use and how applications must be processed. This study uses quantitative methods and qualitative methods to collect incorrect data about intra-class competition. This research used a survey in the form of a questionnaire as the instrument. The platform used as a study tool

is Kahoot for 65 undergraduate students currently studying in the Pre-School Teaching Department. The findings showed that the inclusion of a gamification method increased the interest of students in the class and increased student ambitions for success. This method was also found to have a positive impact on student motivation.

The last reference was taken from research in 2017; Buckley & Doyle conducted a study entitled "Game On! Student Perceptions about Gamified Learning". This study explores students' perceptions of gamified learning interventions used in large undergraduate modules and small postgraduate modules. It is observed that this study uses a mixed-method because it applies the taxation system learning module, and at the end of the semester, the researcher makes a focus group. The first group consisted of 13 of 142 undergraduate students. The second group consisted of 9 of 19 graduate students. Recordings of discussions from each group were recorded and then analyzed as data. The results of this research explain that there are four groupings of data. These are Learning Outcomes, Motivation, and Challenges. The perception of undergraduate students tends to be positive when viewed from FGD data. While postgraduate students are the opposite, they are more questioning and less crediting Gamification.

From the five articles mentioned, which are used as the basis of my research, it is necessary to explain the similarities and differences and what novelty I looked for by doing this research. The research approach used by Cheong (2014) & Banfield (2014) is qualitative study since it relates to students'

perceptions of Gamification, which is applied to them. The research subject is asked to provide answers related to their perceptions of Gamification. Meanwhile, Bicen (2018), Ibanez (2014), & Buckley (2017) used a mixed-method sequential explanatory procedure in their research because, in the research process, they provided treatments to subjects that changed their learning habits. In carrying out my research, I used the same approach as Cheong (2014) & Banfield (2014), which is a qualitative approach.

In Cheong's research, the research collaborated with 51 undergraduate students enrolled in the Internet and Technology major. It is the same with Banfield (2014), Ibanez (2014), & Bicen (2018), who use undergraduate students as their research subjects. In this case, Buckley and Doyle (2017) used two groups of subjects, they are undergraduate students and graduate students as variations of research subjects. Then what I use as research subjects are high school students since high school students' perceptions of Gamification are also needed to be understood and processed by teachers and researchers to make further steps regarding how Gamification is best applied.

Furthermore, regarding the instruments used, all articles that I refer to use qualitative research instruments, Cheong (2014) & Bicen (2018) used a questionnaire, Banfield (2014) used an interview. Ibanez (2014) used a mixed approach. He used four instruments, namely logs, questionnaire, pre-test & post-test in his research. Lastly, Buckley used a recorded open-ended FGD. In my research, I used a questionnaire and an interview to collect students' perceptions about the research problem I was solving.

In the first article I used as a reference, it was found that the results of undergraduate students used by Cheong have positive perceptions, as well as findings from Banfield's research, the subjects showed positive affirmation in motivation and self-efficacy. In Ibanez's research, the effect received by students was moderate engagement with improvement in learning outcomes. Likewise, Bicen's research which concluded that Gamification increased the interest of students in the class and increased student ambitions for positive success impacts on motivation. The last one is Buckley & Doyle's research, which differs slightly in the grouping of subjects affecting research findings. In his research, it shows a positive perception for undergraduate students, but in postgraduate students, it is the opposite. Graduate students even question what Gamification is applied to them. What I want to know through my research is how high school students accept Gamification because they are also in the learning process and are related to young ages.

2.2   Review of the Theoretical Studies

This section will explain theoretical studies as the basis for this research. Two main terminologies need to be explained, namely Game, Gamification & Game-Based Learning, and Students Perception.

1. Game, Gamification & Game-Based Learning

Foremost, we need to look at the definition by Salen & Zimmerman (2004, p. 81), which defines the game as "a system in which players engage in an

artificial conflict defined by rules that results in a quantifiable outcome." Aside from that, according to Kim in 2012, games provoke robust emotional responses, such as curiosity, frustration, and joy. From the definition mentioned, it can be said that the elements in the game can stimulate the player and indirectly provide simulation and input to the brain.

It is essential to distinguish Gamification from the well-established use of computer games in Education (Schrader et al., 2010). There is a fundamental difference between Gamification and Game-Based Learning, which is often misunderstood. Gamification is modifying the teaching and learning process by adding game elements, while Game-Based Learning is the pure science/skill gained when playing games (console, computer, etc.). Game-based learning is taking material or knowledge directly from any game even though it has no specific topic. For example, children can learn vocabulary by playing adventure games with nothing to do with the school curriculum.

After we have distinguished between game and game-based learning, then we need to understand the definition of Gamification. The definition of Gamification, according to Kapp is integration by "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems" (Kapp, 2012, p. 10). It applies characteristics associated with video games, such as game mechanics and game dynamics, to non-game applications (Simões et al., 2013). It was explained that Gamification is an amalgamation of material delivered by a teacher or lecturer combined with game mechanics.

The most common game mechanics in Gamification are Points, Badges, and Leaderboards (PBL) (Werbach & Hunter, 2012), but many additional mechanics exist in games and can be designed into systems and processes. For example, using a leaderboard mechanic in a game might generate a competition dynamic between the players. In contrast, the use of a chatbox and user profile mechanics may generate a cooperative dynamic. Dynamics cannot be programmed into a gamified solution, but using the right mechanics can improve the chance of the dynamic occurring.

The other distinguishing characteristic is the explicit use of competition as a motivational tool (Nicholson, 2012). Competition may be generated at an individual level through progress tracking, whereby movement towards an overall objective is mapped by a sequence of intermediate goals to be achieved. It may also be social, with individuals competing against each other to achieve the highest score. The competition is often operationalized in the form of a leader board, which ranks first to last in performance (Deterding, Dixon, et al., 2011). These ranking systems serve as a source of motivation because participants see their efforts publicly and instantly recognized (Dominguez et al., 2013). This is one of the instant feedbacks examples that can be received by students; in the implementation of Gamification, students can see how their grades or progress in the quiz is running.

Although only using elements taken from the game, (Deterding, 2012) says that Gamification is well-known for motivating and engaging players for lengthy periods. Gamification is a practice that is currently receiving increasing

interest (Deterding, Sicart, et.al, 2011). In the era called Education 4.0 or 21st Century Education, Gamification has the potential to be the answer to the challenges of Education in this era.

There are four main elements of Gamification's implementation are as follows:

1. Understanding the target audience (i.e., the "players")

2. Determining what these players should do (e.g., the objective of the activity/system)

3. Using the appropriate game elements to motivate the players to act (Werbach & Hunter, 2012)

4. Utilizing Gamification to be a motivational tool for the user (Nicholson, 2012).

The literature identifies several design elements of games that can be integrated into educational contexts. The power of Gamification as a motivational tool has led to calls for educators to consider how the concept might be applied in educational contexts (Domiguez et al., 2013). Landers & Callan (2011) say that Gamification has been applied in the marketing domain and is now growing a lot in Education. (Dicheva et al., 2015) In the world of Education, Gamification was still in trend and said that it could increase student engagement. Both traditional and video games tend to have an objective, specific rules (Smith – Robbins, 2011). Games have reward systems. Individuals receive rewards for achieving a goal or overcoming an obstacle. Examples are badges or prizes (Glover, 2013).

These game elements are what are used by teachers to increase student motivation and engagement. Students need a goal to do something; by integrating the objectives and specific rules of Gamification, students will know what they will do. After completing a task, rewards in the form of badges or prizes will make them addicted to doing the task.

The reward is often not directly related to the goal achieved but serves as notice to the player and others that a level of competence has been achieved. Progress tracking is often enabled and guided by reward systems; a sequence of intermediate goals maps out progress towards an overall objective. What distinguishes Gamification most distinctly from traditional approaches is the explicit use of competition as a motivational tool. This competitive element is a source of motivation (Nicholson, 2012). In some applications of this technique, students can see the progress of themselves and their friends directly. Transparency in progress should be able to arouse students' motivation to be the best among their rivals.

The application of Gamification in learning is becoming increasingly important as learners no longer seem to be as engaged with traditional teaching approaches as they once were. Several studies have found game-based learning to be more interesting for learners (Malamed, 2012). The Gamification of learning has also been found to assist students to develop problem-solving and higher-order thinking skills (Malamed, 2012). Therefore, Gamification needs to be considered to be applied in the classroom in the teaching process because the benefits obtained from Gamification are quite beneficial.

2. Students' Perception

Every person has his perception of something. Mcdonald (2012) said that differences in perception lead to miscommunication and suboptimal results. Perception is never objective. It is an individual or group's unique way of viewing a phenomenon that involves the processing of stimuli and incorporates memories and experiences in the process of understanding. Therefore, teachers need to equate perceptions with students to avoid the bad things mentioned earlier.

Montague (1997) said that students' perception is what the students feel about a particular thing. In this research, feeling and perception are associated with the experience of learning. Therefore, to understand student perceptions, I focused on student perceptions of students' feelings about their learning experiences.

In an evaluation of learning language, students' perception is one of the main aspects. Chen & Hoshower (2003) stated that the perception of students is essential for considering the success of the strategy of learning. The students' perception helps the teacher to see something or decides something from students. Furthermore, the students' perception is useful to regulate the new strategy in school and university. As students are essential stakeholders in this system, it is crucial to obtain their perception. Moreover, student perceptions are the central aspect to measure learning outcomes. Based on these considerations, the researcher agrees that students' perception is the main aspect of the learning process, not only for evaluation but also for increasing understanding.

Based on the theory above, the students' perception is defined as the students' feeling in the experience of learning. In this research, the students' experience of learning refers to the learning experience when taught by gamification methods.

Expectancy theory has been recognized as one of the most promising conceptualizations of individual motivation (Ferris, 1977). Many researchers have proposed that expectancy theory can provide an appropriate theoretical framework for research that examines a user's acceptance of and intent to use a system (DeSanctis, 1982). However, empirical research employing expectancy theory within an educational context has been limited. This study uses expectancy theory as part of a student-based experiment to examine students' acceptance of and motivation to participate in a teaching evaluation system. The following section provides a review of prior research on teaching evaluation and a discussion of expectancy theory.

The theory of reasoned action, as proposed by (Fishbein & Ajzen, 1980), is a well-researched model that has successfully predicted behavior in a variety of contexts. They propose that attitudes and other variables (i.e., an individual's normative beliefs) do not directly influence actual behavior (e.g., participation) but are fully mediated through behavior intentions or the strength of one's intention perform a specific behavior. These behaviors would imply that measurement of behavioral intentions (motivation) to participate in a system is a strong and more appropriate predictor (than just attitudes) of the success of the system.

A similar distinction underlies theoretical analyses of both students' beliefs about knowledge and conceptions of learning. Studies of students' beliefs about knowledge (Belenky, et al. 1986; Perry, 1981) found a developmental sequence that progresses from a simplistic view of knowledge as absolute and imparted by authorities to a more sophisticated understanding of the complexity of different knowledge claims, and the need to construct personal interpretations based on evidence and analytic reasoning.

The particular learning strategy adopted by a student in a given situation is thus determined by a complex interaction between, first, the student's pre-existing beliefs about knowledge and learning, and general predisposition towards particular approaches to learning, and, second, the student's perceptions of the learning approach that is required by the educational context. How the student perceives the latter; however, it also depends on the student's pre-existing beliefs, with different students perceiving the same learning environments very differently (Perry, 1981). So, if it is drawn to the learning process when students have pre-existing beliefs that learning will be boring, how they perform in class will be different from when they have positive beliefs in the class.

2.3 Research Framework

Technological advances in this very rapid period change all aspects of life and how Education works. Now it has entered the new education era where technology needs to be utilized for teaching and learning. Gamification emerged as one of the methods that answered the issue. Gamification, according to Kapp, is integration using game-based mechanics, aesthetics, and game thinking to engage people, motivate action, encourage learning, and solve problems. The teacher can design how the game or quiz is implemented to meet the curriculum competency targets. In this context, game mechanics are combined with the school curriculum.

Werbach & Hunter explained that the most common game mechanics in Gamification are Points, Badges, and Leaderboards (PBL). However, many additional mechanics exist in games and can be designed into systems and processes. Gamification platforms that have been widely used are Kahoot, Quizizz, Quizlet, and others.

In applying a method, feedback from participants is needed to evaluate how the method is implemented. In this case, the students' perceptions of Gamification applied in the English class. Chen & Hoshower (2003) stated that the perception of students is vital for considering the success rate of a strategy. The students' perception helps the teacher to see something or decides something from the point of view of students. Furthermore, the perception is taken what points can be improved or what is too high; in other words, adjusted so that the application of the gamification method can be

optimal. The following is a research framework visualized using a sequential

flowchart:
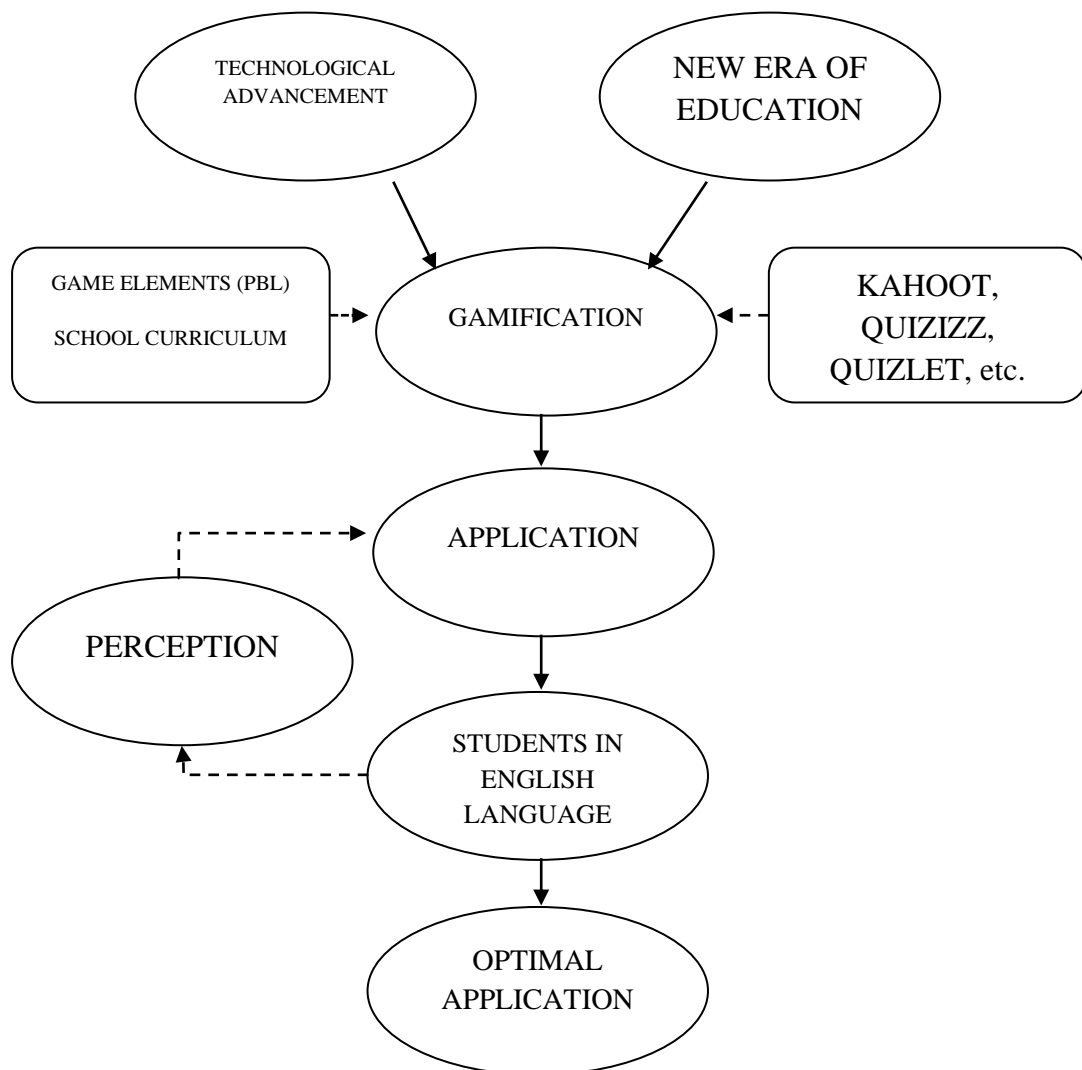
Figure 1 Research Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about researcher's steps in conducting the study; the explanation consists of approach and research design, the setting of the study, including time and place of the study, data collection technique, and data analysis technique.

3.1 Research Design

In conducting this study, I used descriptive qualitative method as the way to present the results of the study from the data that were collected, as this study is related to students' perceptions that are described in the way how humans accept and understand events that are felt by the five senses. (Creswell, 2014, p. 4) stated, "Qualitative Research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem." Since perception is a matter that concerns the self-views of the research subject, generally, research like this also uses qualitative methods.

3.2 Research Subject

In selecting research subjects, all students of SMAN 12 Semarang were selected as the population of the research. Furthermore, 30 students from one class were taken as the research sample. Clustered Sampling was used to determine the sample in this research. The subject was chosen was partly because in learning language, the teacher used Gamification with Kahoot and Quizziz platforms not

only for icebreaking but also for testing student understanding and the motivation of student competition through these methods.

3.3 Object of the Study

The object of the study is the students' perception of Gamification applied to classroom learning.

3.4 Role of the Researcher

The role of the researcher in this research is a data collector and a data analyst. As a data collector, the researcher collected the students' perceptions through two methods, which are questionnaires and recorded interviews. In this process, the researcher ensures and organizes research subjects to fill out an online questionnaire and then makes an appointment for an interview. As a data analyst, the researcher analyzes the data gathered on behalf of the research to conclude students' perceptions towards Gamification. How the data is analyzed is found in the research stages.

3.5 Setting of the Research

The settings of the research clustered into two aspects, the first is the place, and the second is the time when this research was conducted.

1. Place

The research is done at SMA Negeri 12 Semarang. This school is located in Jalan Raya Gunung Pati, Plalangan, Gunung Pati, Plalangan, Kec. Gn. Pati, Kota Semarang.

2.   Time

The data were taken on 12 June to 19 June 2020. During this time, the researchers conducted a data collection by distributing questionnaires and conducting interviews. The timeline is described in a table below.

Date	Process of Data Collection	
	Questionnaire	Interview
Friday, 12 June 2020	Giving Consent Form to fill in, Communication & Ensuring Students fill out the questionnaire	Conducting interviews with students who have made appointments
Saturday, 13 June 2020		
Sunday, 14 June 2020	Make sure the questionnaire has been filled in batch 2	
Monday, 15 June 2020		
Tuesday, 16 June 2020		
Wednesday, 17 June 2020		
Thursday, 18 June 2020		

3.6   Data and Source

Data from this research are collected using two methods, namely from online questionnaires and interviews. The source of the data was gathered by the researcher in the process from the research subject of this study, which are class X students of IPS 1 in SMA 12 Semarang.

3.7   Research Instrument and Data Collection Technique

Associated with qualitative research, data collected by this approach is subjective; the technique used to obtain data in this research are:

1. **Questionnaire**

The questionnaire is used to get data filled in by students themselves, commonly called a self-completed questionnaire. On this occasion, the researcher made sure all students filled out the questionnaire to complete. The form of the questionnaire in this research is close-ended with simple questions to minimize difficulties in understanding the questions. The questions are related to how students perceive that Gamification is applied to the lesson.

2. **Interview**

In conducting this study, the interview is done to get more in-depth data by communicating directly with students. Although most of the questions are covered by other methods (questionnaire), more flexible and in-depth data are needed.

The questionnaire and Interview Guideline used in this research can be seen in appendix 4 and appendix 5.

3.8 **Data Analysis Technique**

   1. Questionnaire

The questionnaire is designed by using four choices. Choices used are 'Strongly disagree,' 'disagree,' 'agree,' and 'strongly agree. The data that has been taken was analyzed by the technique that is followed. This design uses four choices to reduce the bias of answers from subjects. This type is the so-called Likert Style questionnaire. The questions are designed to minimize uncertainty. Hence there is no middle agree or disagree

choice. The participants are expected to fill by clicking the answer in the online form platform on the space provided based on their own choices to let us know what their choices are. I calculate all the scores of each statement and perceive the total scores as a result of a percentage.

Furthermore, the data concluded by looking at the distribution of data to determine the tendencies of subjects, using a formula to calculate the percentage of data.

The formula is presented as follows :

$$P : {}^{A}\!/_{N} \times 100\%$$

P: Answer percentage

A: Number of students pick the choice

N: Total number of all students

2. **Interview**

The data we take from the interview session are analyzed in four stages, namely:

a.   Transcribing audio record into interview transcript

b.   Reading the transcript

    c.   Labeling relevant information.

    d.   Concluding respondents' answer

3.9   Research Stages

1. Preparation

In the preparation stage, I conducted a literature review, and this process formed the basis of the research proposal. Next, what I do is look for information about the research site where I will conduct research; the information in question is the flow of how, when I want to carry out research.

After obtaining the necessary information, I contacted the staff from the school who were related to school-related research. Here I was directed to contact the curriculum field to communicate about the research that will be carried out. Furthermore, I was directed again to contact the English teacher from the school to ask for permission.

The next thing I did was having an introductory interaction with students regarding this research with the permission of the teacher concerned. Continue to collect Research Consent Form from students.

2. Data Collection

The next stage is the data collection process. After the students filled out the Consent Form, I distributed the online questionnaire link to the students to fill out. Within one day, all subjects fill out the form. After

the filling in, I asked each student the right time to conduct interviews. Next, I interviewed with the research subject in the appointed time.

3. Data Analysis

In the process of analyzing the data, I took data from the two instruments used. Questionnaire data were processed using a predetermined formula to be converted into a percentage of student answers. Then converting the interview data into a transcript and giving labels to the relevant information with the questions that have been determined.

4. Discussion of Findings

The data that has been processed into percentages and labels from the interview are interpreted descriptively, and conclusions are drawn from it.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter analyzes and presents the collected data in the course of the research. Results of the questionnaire and the observation and discussion of the answer to research problems in chapter 1 will be delivered

4.1 Research Finding

To find out about the students' perception of Gamification applied in the English language classroom, this research used two methods, which are questionnaires and interviews. I shared questionnaires with 30 students. The questions consist of 20 close-ended questions. Every question is given four choices for the student to choose. These four choices refer to the Likert style since the research is about perception, and the questionnaire is designed to evade uncertainty, the Likert style is chosen. The distribution method is through the online form.

Students' perception questionnaire on Gamification by using four-choice Likert close-ended questionnaires, the 30 respondents who filled the questionnaire are from the students of X IPS 1. That particular class was chosen because the respondent had been taught by the English teacher using Gamification in his class. Concerning the students' perception toward Gamification applied in English class gained from 15 June 2020 to 19 June 2020, the researcher found that the result of this research is positive perception.

In the next phase, the interview was conducted outside of school time to every willing subject, in between students' free time and used semi-formal implementation in the conversation. Researchers first communicate with students to determine the interview time. It is recorded and later be transcribed to analyze and add more description into the conclusion from the questionnaire data. The interview is done VoIP by phone application, mainly speaker loud WhatsApp call, and recorded using a second device. There are two open-ended questions in this interview. The first is the positive aspects of Gamification and the second is the negative aspects of Gamification. Then the conversation is transcribed from the recording, after that combining essential points or keywords relevant to the topic along with additional explanations of students.

Based on the close-ended statement on the questionnaire, each of the statements was addressed one by one. The first statement (question 1) that stated, "Gamification makes me happy," identifies the students' perception when taught by using Gamification in the English Language Classroom. The students of SMA Negeri 12 Semarang believe that taught by using Gamification in their English classroom makes them happy in the class. It can be seen from the following chart:
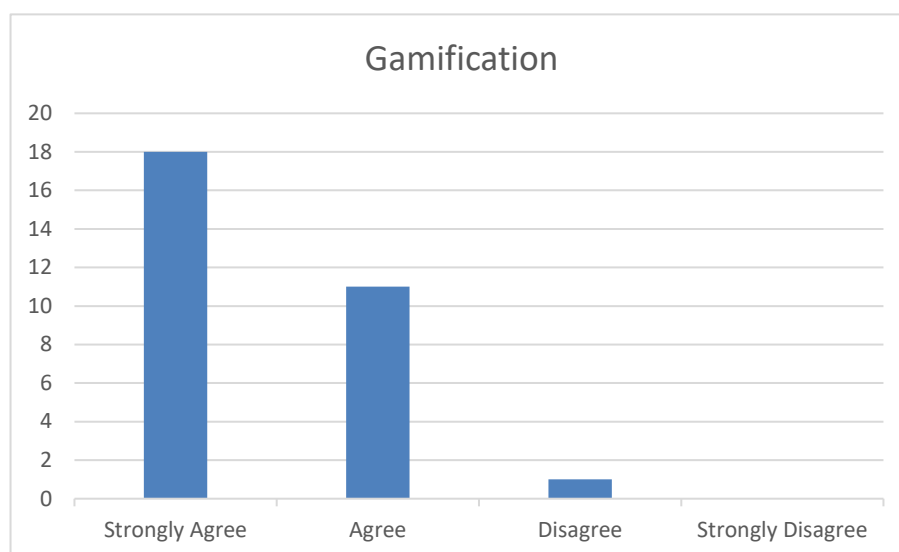
Chart 4.1. The Students' Responses of the First Statement

Based on chart 4.1 about the respondents' answers, we found that 18 students choose strongly agree, 11 students choose to agree, one student chose to disagree, and no students strongly disagree that Gamification makes them happy. Based on the chart above, we can conclude that most of the students agree that the use of Gamification can make them happy when taught using it in an English classroom. I also provided the answer that came from the interviewee who described their intention on the use of Gamification.

Interviewee 1 : "I think using it makes me happy; it is fun because there are games."
Interviewee 11: "I prefer to be taught using gamification, sir, it is not boring."
Interviewee 12: "Very happy, sir, when I was taught using this method because we rarely play the game in the class."
Interviewee 29: "Yes, sir. I am very happy because while playing the game too."

They also believe that the use of Gamification can make joy in the classroom. The second statement (question number 9) that stated, "Gamification

makes the joy in the classroom" took 25 students strongly agree, five students

agree, 0 disagree, 0 strongly disagree. It can be seen from the following chart:
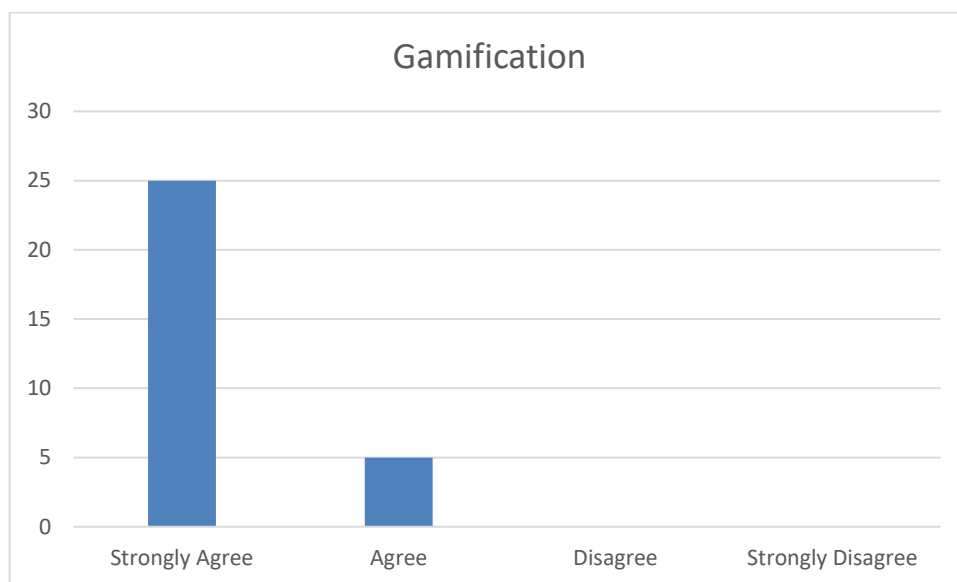
Chart 4.2. The Students' Responses of the Second Statement

Besides being able to be seen from the results of the chart above, several

students also gave their opinions through interviews including:

Interviewee 5   : "I agree with that, because me and my classmates feel joy when
              taught by using it."
Interviewee 19 : "Compared to the usual ones, this is more fun, sir"

In the third statement, question number 12 that talks about "gamification is

childish," the results get no students answered strongly agree, no one agreed with

it. Ten students have disagreed, and 20 students strongly disagreed with the

statement. This signifies positive acceptance from students about the Gamification

that is applied in their English class. Although Gamification is related to games,

because in the context of learning, as explained by the chart below, Gamification is still relevant and appropriate to use.

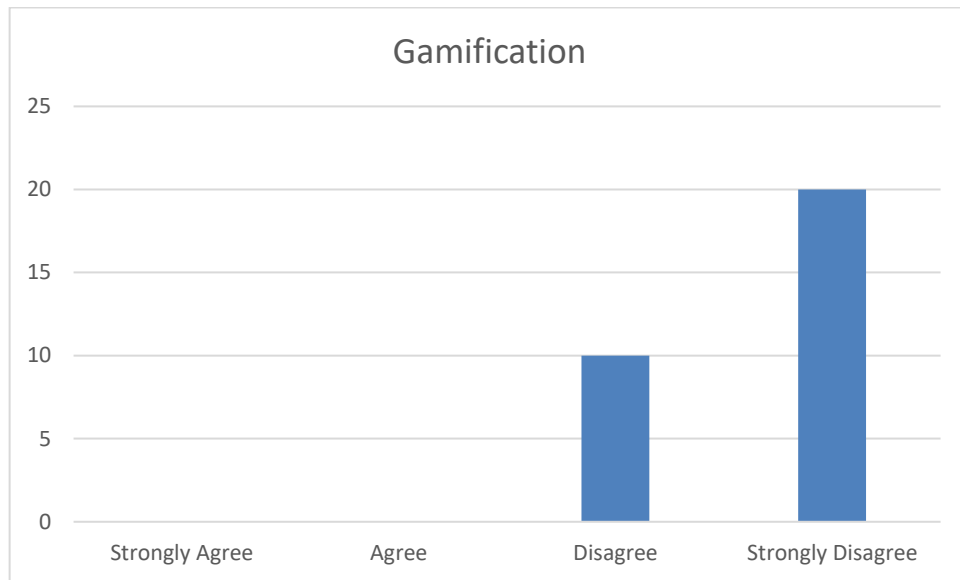**Chart 4.3. The Students' Responses of the Third Statement**

Then the fourth statement is supported by the results of the questionnaire from question number 13, which contains "gamification is not necessary." Chart 4.4 explains that students tend to disagree with the statement. With 16 students answering firmly disagree, 12 of students disagree, one student agrees, and one more student strongly agrees with the statement.
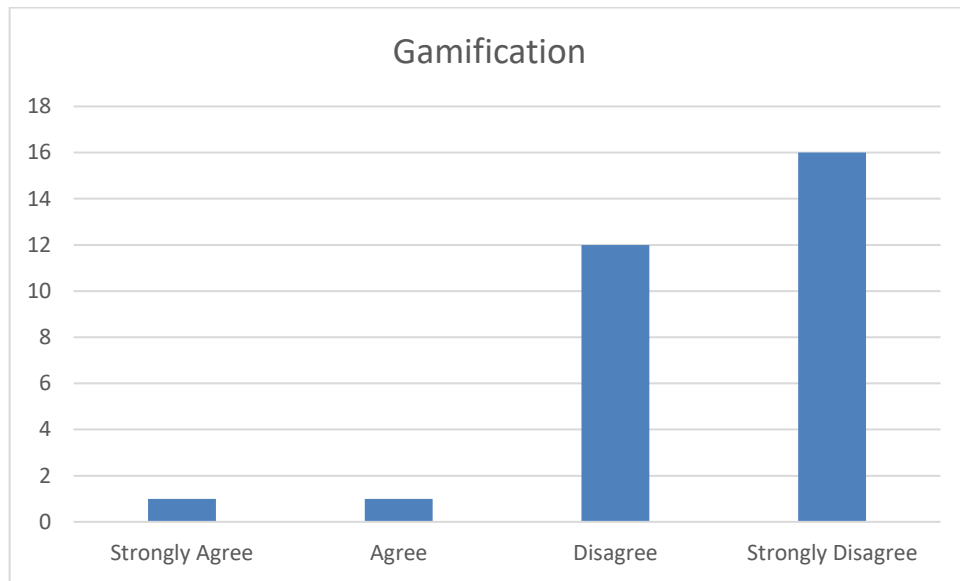
Chart 4.4. The Students' Responses of the Fourth Statement

The next statement is question number 14, "gamification is a waste of time." Students strongly disagree that Gamification is a waste of time, which shows the acceptance of positive Gamification in English classes. Furthermore, data that can be seen are 23 students strongly disagree with the statement, seven students of the total answers disagree, no students who agree, and 0 students who strongly agree with the statement that Gamification is a waste of time.
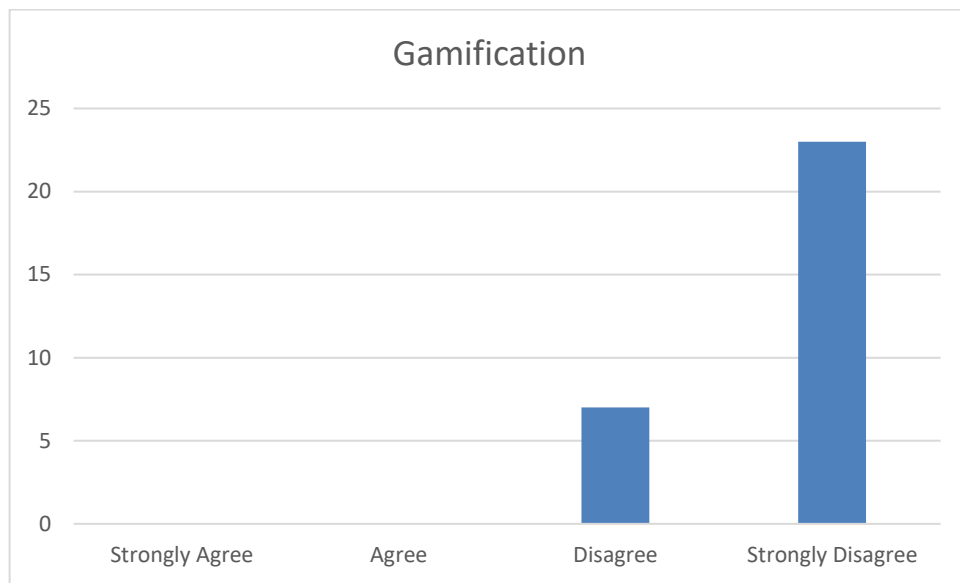
Chart 4.5. The Students' Responses of the Fifth Statement

This section is a statement that "I prefer longer portions of gamification in my class." Question number 18 is responded to be quite varied but is still dominant to students' approval to get the time to use Gamification in English class. Based on chart 4.6, 11 students strongly agree, followed by 11 students agree with the statement, five students choose to disagree, and three students strongly disagree with statement number 18.

Chart 4.6. The Students' Responses of the Sixth Statement

In addition to the data taken from the questionnaire, in the interview, some students also mentioned several things about number 18, including:

Interviewee 9: "Yeah, sir, if possible, we want teachers to extend the time to play games in the class."

Interviewee 14: "In my opinion, if it is too long, it is no fun any longer, sir."

Interviewee 25: "I have a difficulty because there was no enough time, to do it in a hurry, if the time is longer it seems good."

The next statement is, "I think Gamification is necessary to exist in every meeting." This statement number 19 can be drawn from the data we took from chart 4.7. that is. Fourteen students chose strongly agree, 12 students chose to agree, two students chose to disagree, and the last two students also chose to disagree strongly. Although the answers are quite distributed, the tendency of

student acceptance to Gamification is positive. They want Gamification to be present in every teaching process in the English class.
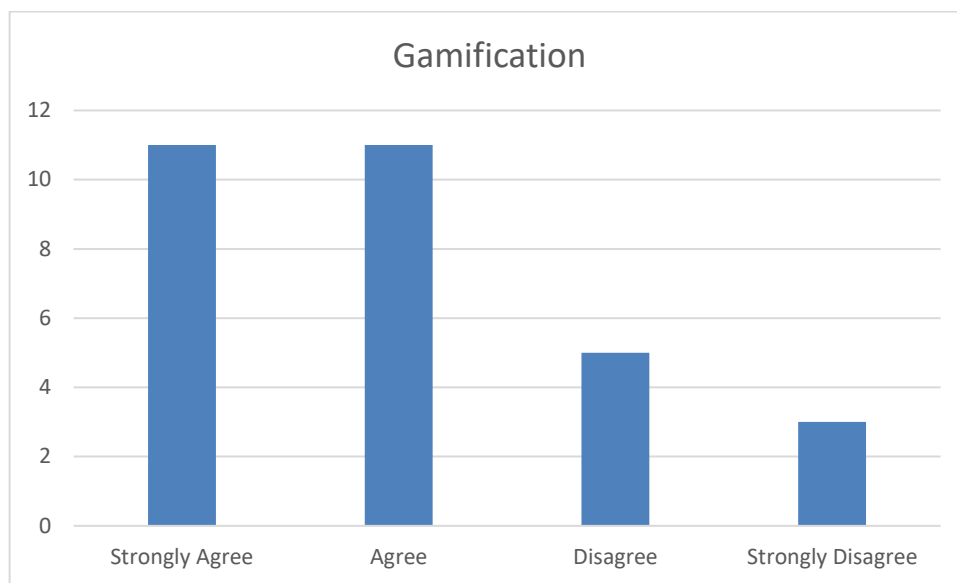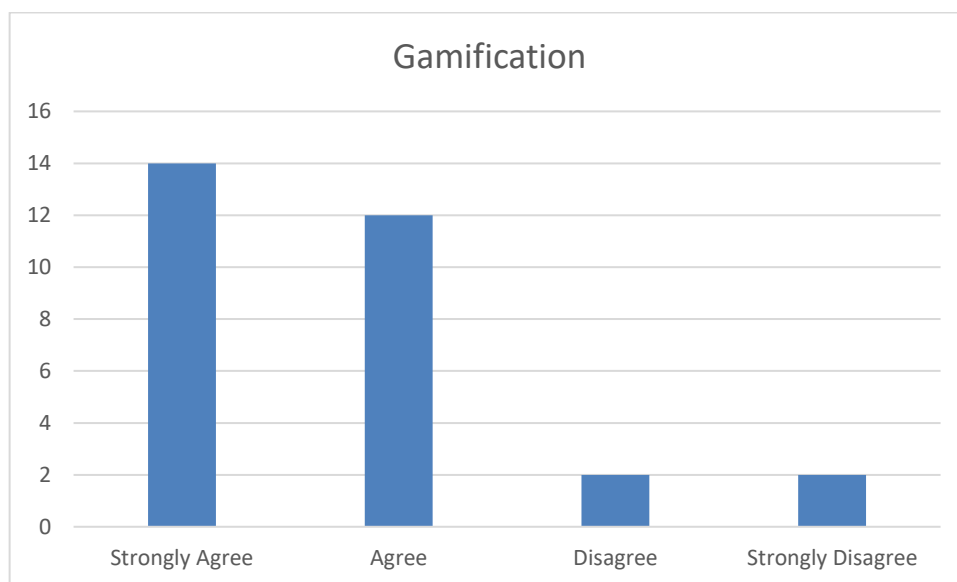

Chart 4.7. The Students' Responses of the Seventh Statement

In addition to the data taken from the questionnaire, in the interview, some students also mentioned some things about number 18, including:

Interviewee 8: "I think it should be in every meeting, except for the test, but. Because there are many benefits, sir"

Based on question number 2, which reads, "gamification makes the classroom atmosphere a more lively," very positive reaction from students, which can be seen in chart 4.8. the data shows 21 students who strongly agree, nine students or who agree; there are no students who disagree and strongly disagree. This means that Gamification does make the classroom atmosphere more lively in learning.
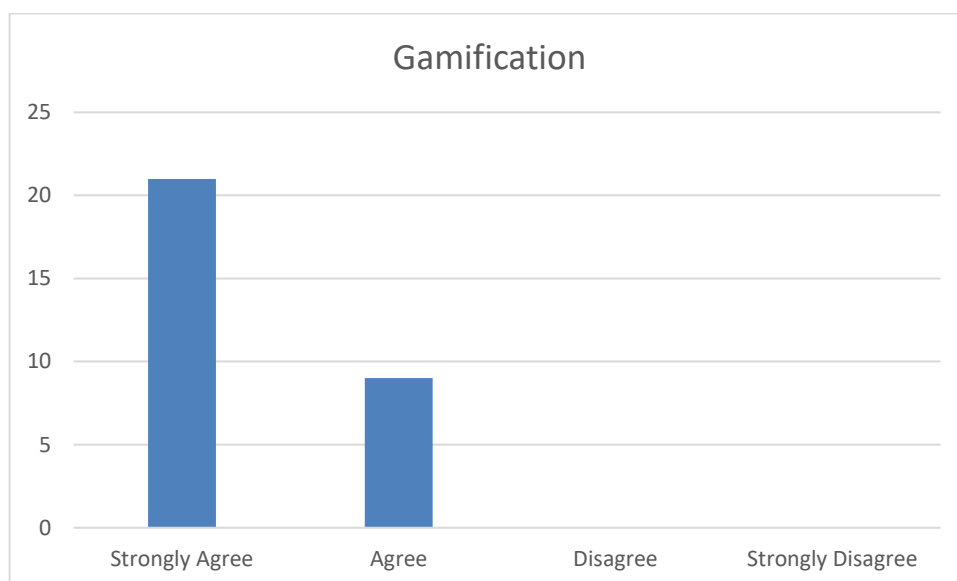
Chart 4.8. The Students' Responses of the Eighth Statement

This result was reinforced by several students interviewed and mentioned the positivity of the classroom atmosphere when using Gamification.

Interviewee 3: "Yes, sir, usually silent but if teacher use the game even though sometimes it is noisy, but it is still good."

Interviewee 6: "I agree with that statement, sir, because if you use gamification, the class atmosphere will be cheerful, I don't feel sleepy."

Next is the ninth statement or question number 3, "gamification makes the classroom atmosphere chaotic." The questionnaire data taken shows that 22 students strongly disagree, six students disagree, one student agrees, and one student strongly agrees with the statement that Gamification creates a chaotic classroom atmosphere. This data can be seen in the chart below:

Chart 4.9. The Students' Responses of the Ninth Statement

This statement was also reinforced by several students who mentioned the disruption caused when Gamification was being used in the English class.

Interviewee 13: "Even though it's crowded, but if it's too much, it becomes disturbing, sir."
Interviewee 16: "If it became noisy, I will be disturbed, sir, I cannot concentrate."

Question number 4 questionnaire that is "gamification makes me interested in joining classroom activity," shows very positive results with 17 students strongly agree with the statement, followed by 11 students agree, two students disagree, and 0 students who strongly disagree with the statement. This

indicates that Gamification can increase students' motivation to participate in the class activities. This data is proven on chart 4.10:

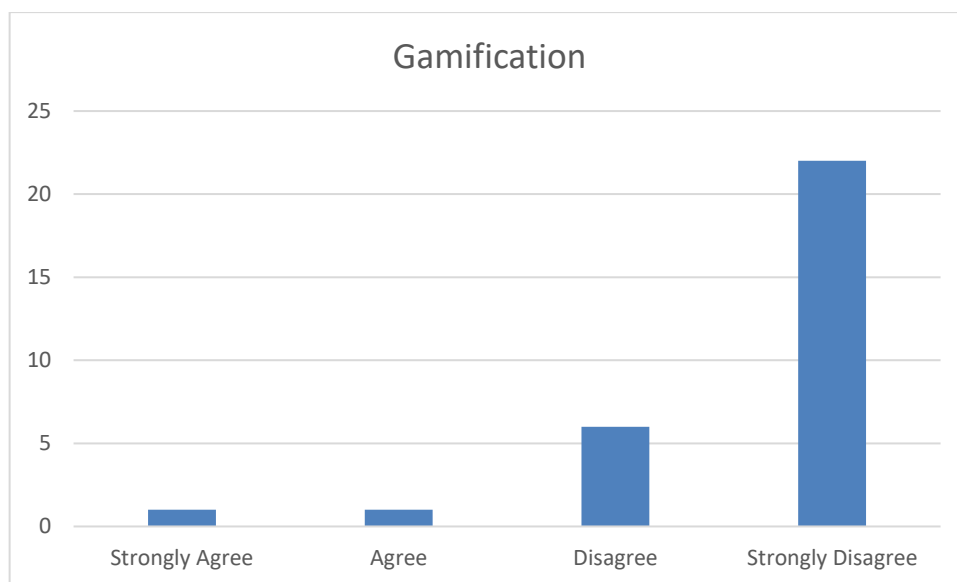**Chart 4.10. The Students' Responses of the Tenth Statement**

This statement was also reinforced by several students who mentioned the interest of joining classroom activity when Gamification was being used in the English class.

Interviewee 23: "Yes, Sir, playing games is fun, so I want to join class activities. Not lazy anymore."

Question number 5 that says "I do not care about the game being played by the class" shows the significant negation of the statement. The data obtained were 23 students strongly disagree with the statement, followed by five students who disagreed, one student agreed, and one other student strongly agreed with the statement. This illustrates that Gamification can make students care about the game being played by the class. The data used can be seen in chart 4.11:
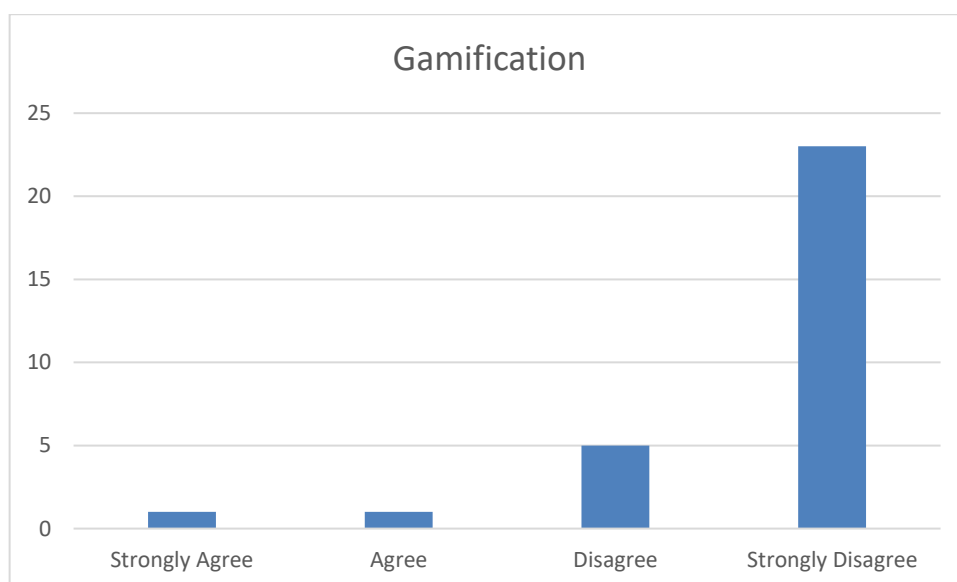
Chart 4.11. The Students' Responses of the Eleventh Statement

The following data shows the negation of statement number 17, "I am bored with gamification." Which means students are not bored with the Gamification done in English in their class. The information obtained was 21

students strongly disagreed, six students disagreed, one student agreed, and the last two students strongly agreed with the statement.
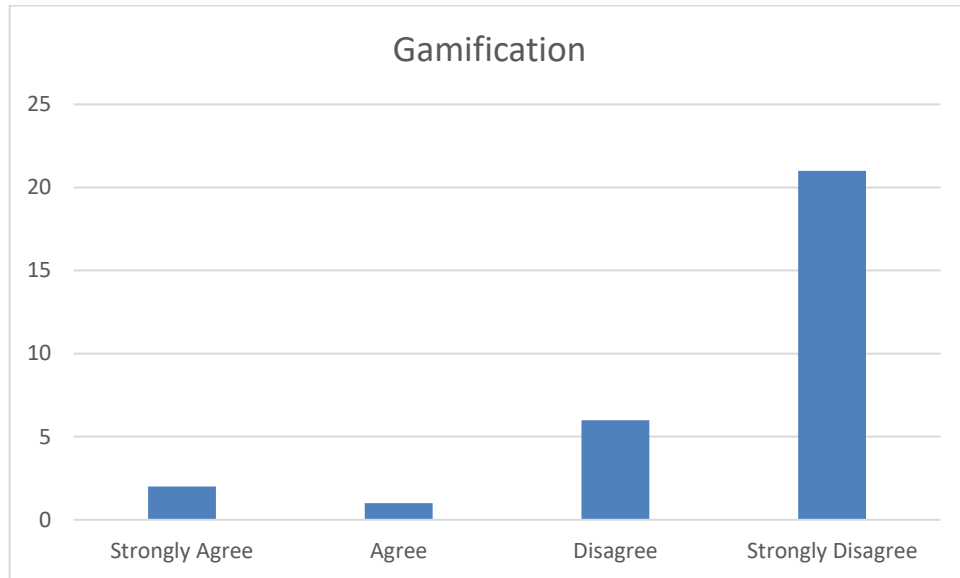
Chart 4.12. The Students' Responses of the Twelfth Statement

Statement number 5, "gamification motivates me to compete to be the best", illustrates that 21 students strongly agree, seven students agree, two students disagree, and 0 students strongly disagree, which means that the application of Gamification in English classes can motivate students to compete to be the best. The following chart proves it:
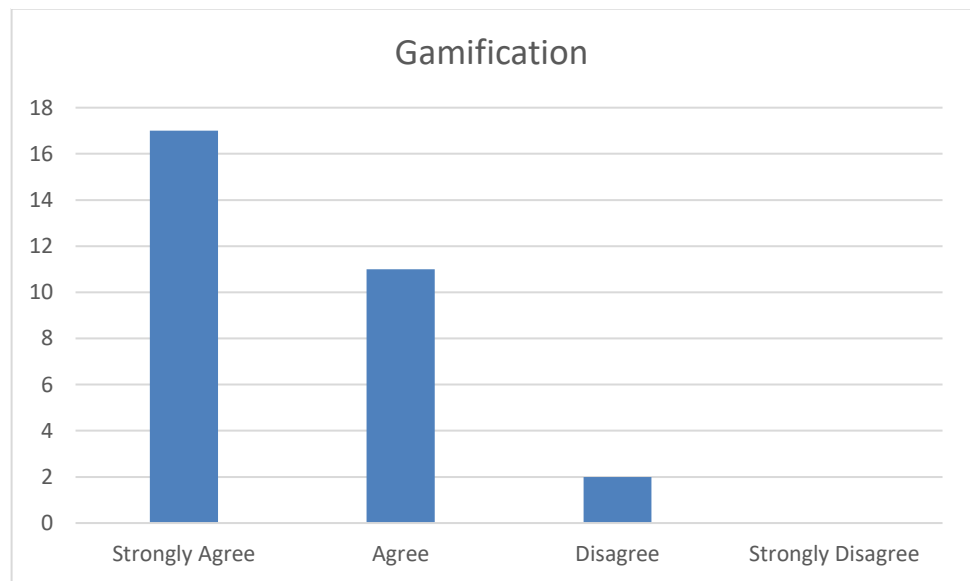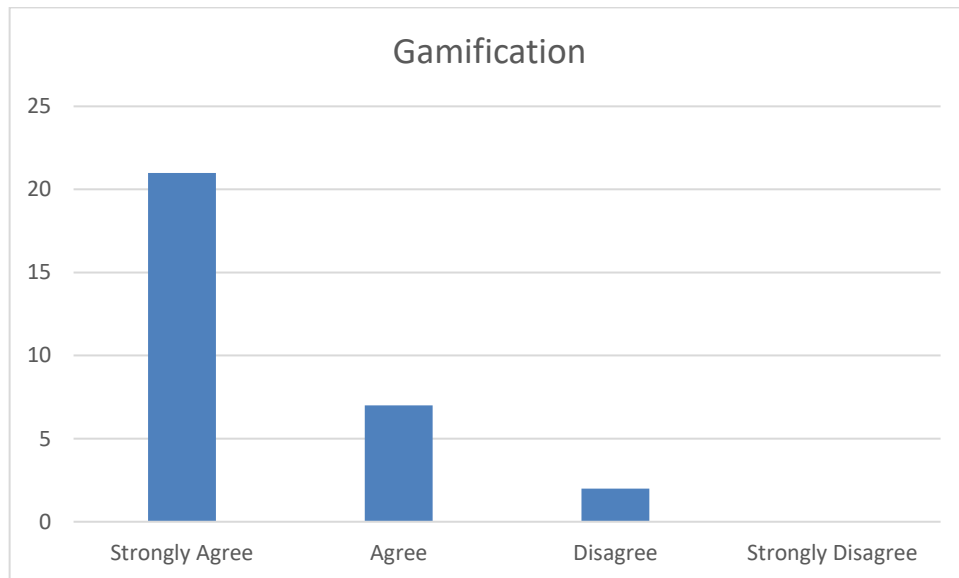
Chart 4.13. The Students' Responses of the Thirteenth Statement

This statement was also reinforced by several students who mentioned the motivation caused when Gamification was being used in the English class.

Interviewee 1: "I encouraged to be the best sir, to be the best in score."
Interviewee 7: "I feel like to have the biggest score, sir, even though there is no gift or so."
Interviewee 10: "The game makes me want to compete; it is like adrenaline when playing like this."

The next thing related to motivation is question number 6, which reads "gamification makes me interested in the material being taught" showing 18 students strongly agree, 11 students agree, one student disagrees, and 0 students strongly disagree with the statement. This means that students' acceptance in

terms of motivation to positive Gamification, they become interested in the material being taught by using Gamification in the English language classroom.
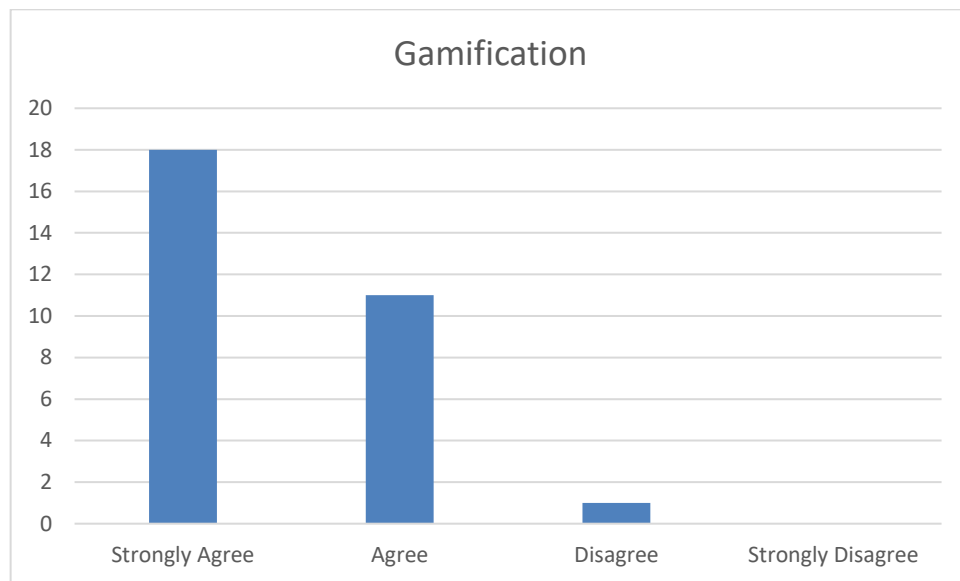
Chart 4.14. The Students' Responses of the Fourteenth Statement

In question number 16, it is obtained that one student strongly agrees, seven students agree, eight students disagree, and 14 students strongly disagree. The spread of these answers tends to negation, which means that when students lose the gamification process or get a low score, most of them stay motivated and do not lose spirit. The following chart proves it:
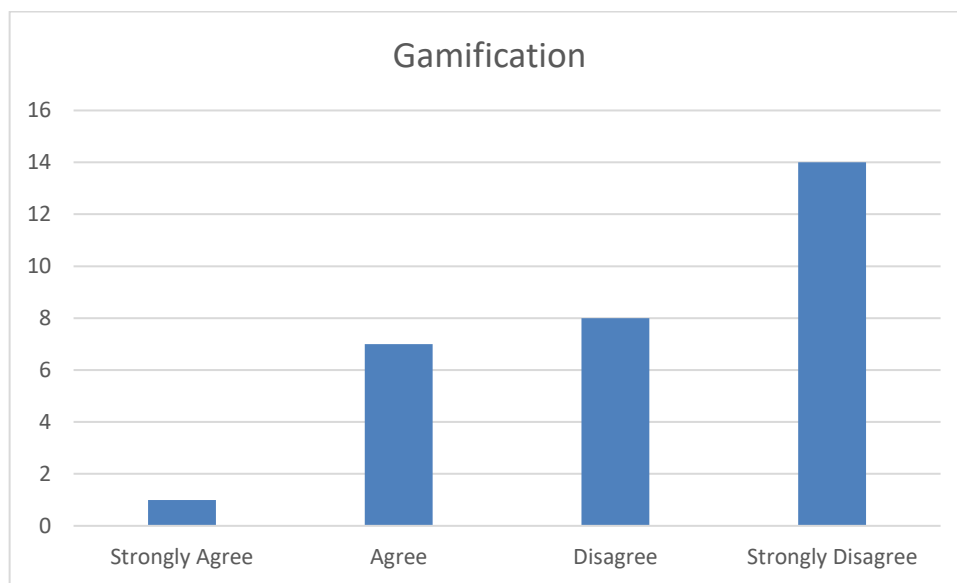
Chart 4.15. The Students' Responses of the Fifteenth Statement

In question number 20 which reads "gamification makes me want to learn more about the material outside the classroom" getting results seven students strongly agree, 20 students agree, three students disagree and 0 students who strongly disagree. This means that Gamification indirectly makes students like English lessons, so they intend to study more outside the classroom. The following chart proves it:
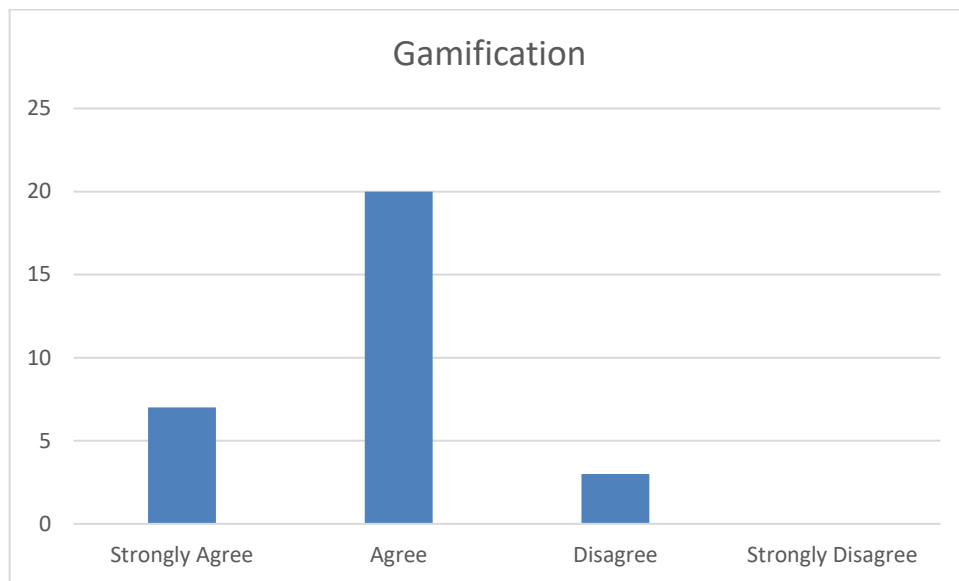
Chart 4.16. The Students' Responses of the Sixteenth Statement

In question number 7 which reads "Gamification makes me distracted from the core of the lesson" data obtained three students who strongly agreed, one student agreed, six students who disagreed, and 20 students strongly disagree that Gamification makes students in X IPS 1 distracted from the core of the lesson. This data indicates that most students can still understand core lessons when the method being used is Gamification. The following chart proves it
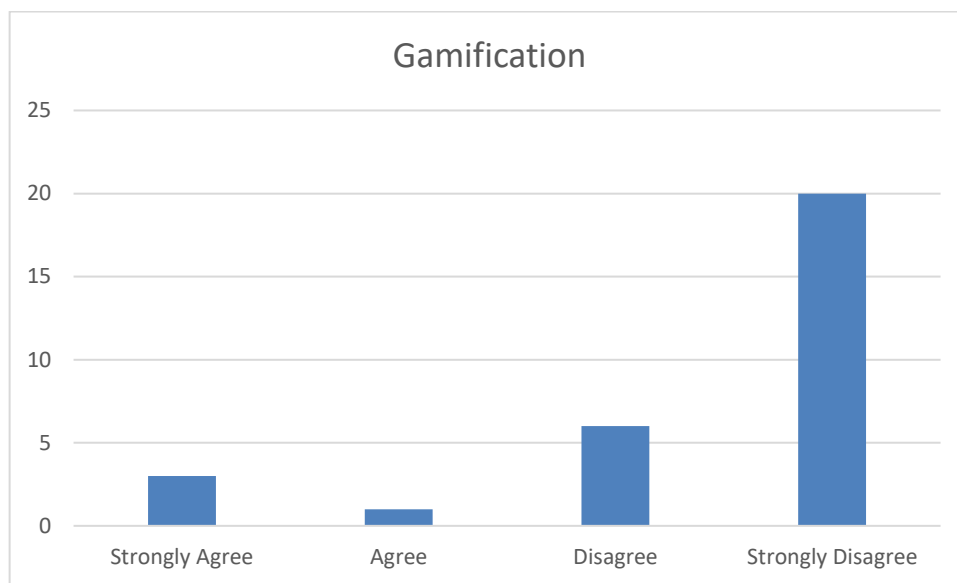
Chart 4.17. The Students' Responses of the Seventeenth Statement

Next is question number 8, which reads "in the use of gamification, I can still understand the core material being taught." Data obtained 13 students strongly agree, 15 students agree, one student disagrees, and one student strongly disagrees showing students can still accept lessons and still understand the core material when Gamification is used. This data is seen in the chart below:
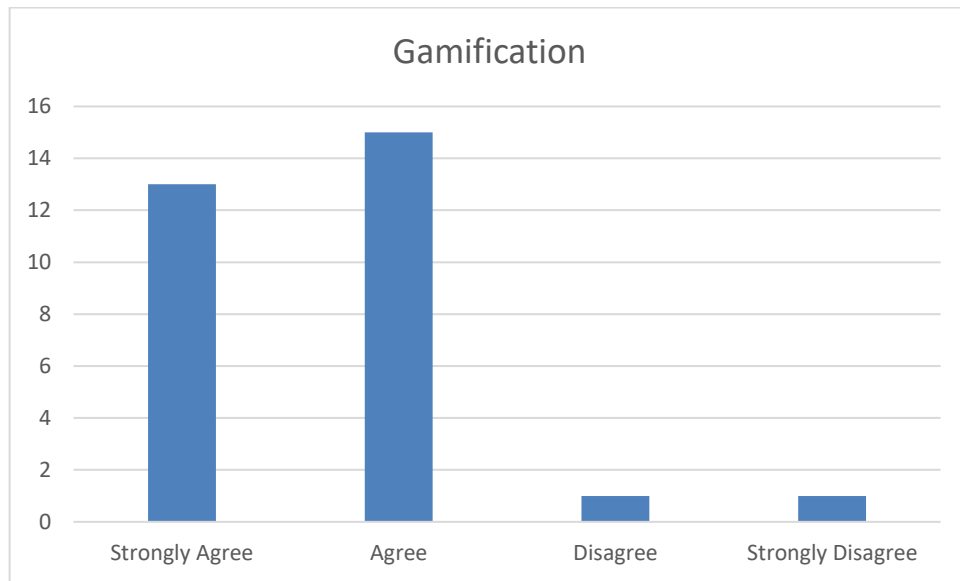
Chart 4.18. The Students' Responses of the Eighteenth Statement

The next question about student understanding is number 10, which reads "gamification has more impact than conventional teaching". The data obtained are 13 students strongly agree, 12 students agree with the statement, two students disagree, and three students strongly disagree. The majority of students have a positive perception of Gamification. The chart below explains:
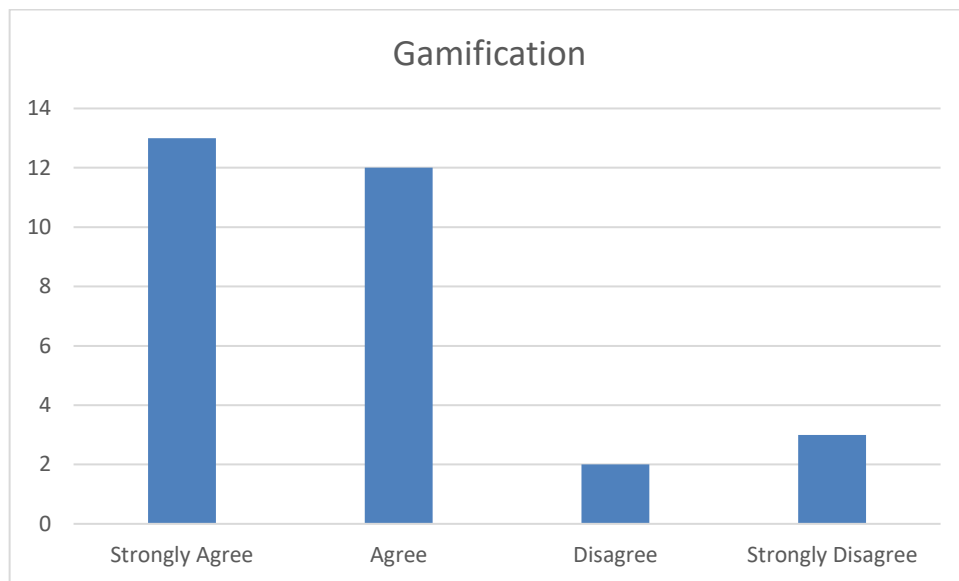
Chart 4.19. The Students' Responses of the Nineteenth Statement

This result was reinforced by several students interviewed and mentioned

the positivity of the classroom atmosphere when using Gamification.

Interviewee 2: "I agree with that statement, sir, it is clearly having more impact sir, because it makes it easier to understand and most importantly because it is cool."

Interviewee 4: "Because in my opinion it is very far from boring. The usual thing is that you only listen. This way of teaching makes me think and play."

Interviewee 19: "This is better, sir, because we used technology, I'm interested, I realize I interested more in being able to speak English better."

Interviewee 24: "I chose disagree because the process was still not perfect, sir, yesterday there were still some problems, the question did not appear several times on my cellphone."

Question number 11 which reads "gamification blurs the learning

objective" gets the results of 0 students who strongly agree, one student who

agree, seven students disagree, and 22 students strongly disagree that

Gamification of blurs the learning objective. From this positive reception, the

students felt that learning objectives could still be achieved even though Gamification using games risked making learning objectives not interact.
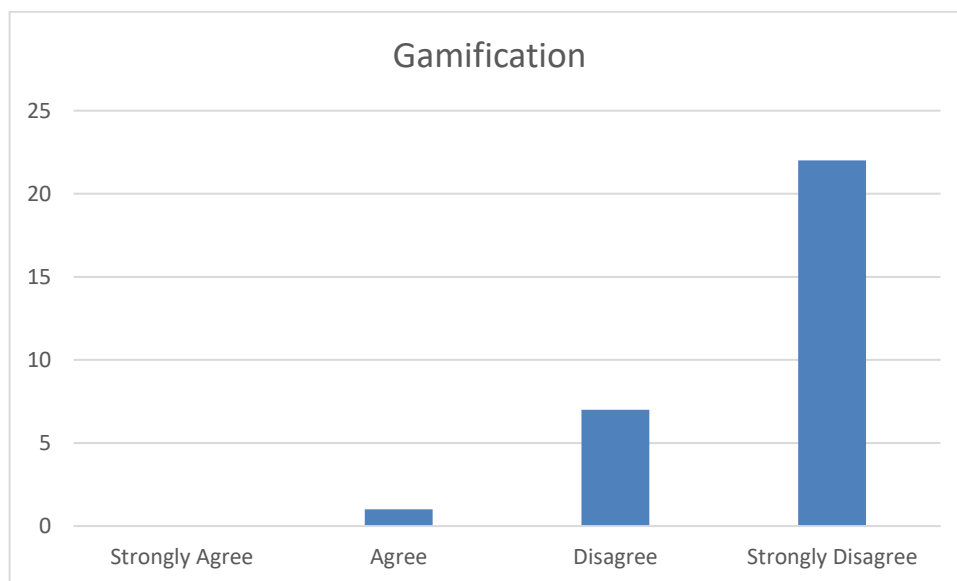
Chart 4.20. The Students' Responses of the Twentieth Statement

4.2 Discussion

This section describes the discussion based on the findings of the study; the discussion is focused on the students of X IPS 1 in SMA 12 Semarang perception about Gamification that applied by the teacher in English classroom. The results of the data presented above are discussed further in this discussion section. Based on the research findings from this final project, the researchers found that the majority of students of Social Sciences X in SMA 12 Semarang showed a positive perception of Gamification applied to English classes. The

results of the questionnaire that were processed into charts also show visually that students have a positive perception.

Students' Perception towards Gamification Applied on English Classroom

Students of SMA Negeri 12 Semarang have a positive perception of Gamification characterized by a positive acceptance that with gamification students happy to learn in class, they want Gamification to have more time to learn and to think that Gamification must be present at every meeting. For specific negative comments, the outcomes of the students' responses are negations, which implies that their expectations are reasonable, they do not accept that Gamification is juvenile, they do not accept that Gamification is not essential, and they disagree that Gamification is a waste of time. It can be concluded that Gamification can enliven the classroom atmosphere because it is no longer a teacher-centered. However, in the application of Gamification, all students also participate in-class activities. The second statement explains that Gamification can also make the chaotic atmosphere class. Although only a few students agree with the statement, it should be noted in its application that Gamification can also cause noise. Compared to the majority of gamification students, they will not distract from the core of the lesson, although often the noise is a concern, it does not seem necessary for students to grasp the subject. This argument is supported by the following observation that students have a good view that they can always grasp the meaning of the content even if the game is played on Gamification. The

next assertion indicates that students find that Gamification should not confuse the learning goal, while Gamification is closely related to the game and high student excitement. Despite that, the majority of students still agree that Gamification has a more significant effect than the traditional teaching and learning process. This is backed by the innovation of the process, including the use of technology in teaching. Students' interest in the material being delivered also increases, because what is in the game is the material taught by the teacher, so students try to understand the material so they can compete in the game. Students interest in learning material, in this case, English outside the classroom, also increases. This can be integrated because Gamification is not only in the classroom, but the teacher can make games that can be done by students at home. In the process of the game, some students lose motivation when getting low scores in the game, but the majority of students do not lose enthusiasm when getting low scores.

The results of this study are linked to the findings of previous research entitled Towards Gamification in Learning: Investigating Student Perceptions in Game Elements by Cheong in 2014. From a qualitative analysis conducted by Cheong, it was inferred that students or students have a good experience of introducing game elements to learning and getting students involved in learning. Cheong's research has similarities in the outcomes that students are interested in and have a positive perception of Gamification taught in the classroom.

The findings of this work are also aligned with what Banfield & Wilkerson published in 2014. The work involves the evaluation of Gamification as a form in quantitative learning theory. The findings of Banfield & Wilkerson's work have

demonstrated that the treatments used have improved student engagement and self-efficiency. Likewise, with the results of the research conducted. Discussions are also in line with student engagement improvements.

In addition, the findings of this research are also linked to the research carried out by Bicen in 2018 entitled Student Expectations for Gamification Approach: Kahoot as a Case Study. The studies have demonstrated that the use of a gamification approach has improved students' participation in the curriculum and raised student expectations for achievement. This approach has also been shown to have a significant effect on student motivation.

Next is Buckley & Doyle's "Game On! Student Perceptions on Gamified Learning" report, which still has the same findings. The research examines student views of gamified learning approaches utilized in broad undergraduate modules and limited postgraduate modules. The findings of Buckley's work have demonstrated that students have improved academic opportunities, enthusiasm and difficulties. It is in accordance with the findings of the analysis.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion can be said as a summary of the result of this study and to highlight the research finding. The suggestion presents several advises dealing with this study, especially and teaching English learning generally.

5.1   Conclusion

The students' perception toward Gamification used in the English classroom is positive. The students of X IPS 1 at SMA 12 Semarang believe that Gamification is a useful technique implemented in teaching English. It can be proven by the result of the questionnaire that most students give a positive perception about Gamification in the English classroom.

The students believe that with the use of Gamification, they feel pleasure in learning in class. Gamification eliminates tension and loneliness in the classroom with interactive games that are followed by students and even teachers. Gamification is also new so that it attracts students' attention. However, with this, the teacher needs to maintain pace and atmosphere at each meeting. Do not get to a meeting where Gamification is absent; the enthusiasm of students becomes dramatically down. Students want Gamification to have more portion in-class learning. Although actually in each lesson has been divided into several portions of teaching. Still, teaching must begin at a percentage stage following blooms of taxonomy; Gamification is used at the end or middle for icebreaking or student

evaluation. The teacher can also store the results of the game being played as consideration for assessment depending on the platform used. Students want Gamification to be present at every meeting, the benefits of Gamification should be present at every suitable meeting, except when the national test takes place. Although it can be quizzes or daily tests using Gamification as a platform. This also needs to be prepared by teachers who indirectly need qualified tools or technology. Although students who are taught are high school and above, they do not accept that Gamification is juvenile/childish. This indicates that Gamification is still relevant to high school level education. In lectures and even the workplace is actually still relevant as research conducted by Banfield (2014), Bicen (2018) & Doyle (2017) Students say that Gamification is important in lessons, if judging by the benefits obtained by students or teachers. Related to the portion of Gamification requested to be Long, it is because students think Gamification or joining the activity is not a waste of time. This, of course, requires careful planning because like every game, it is possible, Gamification, if not designed properly, will make students bored and seem to waste time. Gamification can enliven the classroom atmosphere from several aspects. With this teacher-centred teaching process will be significantly minimized. Students will feel how to understand the material not by transferring directly but need curiosity and reason why they must understand. By bringing something fun and exciting to the class clearly will attract the attention of students.

On the other hand, Gamification risks making noise if the classroom control from the teacher is not heeded. This will only disrupt the teaching and

learning process, especially students who are disturbed by the noise of other students. After all, students do not think Gamification will distract them from the core of the lesson, which means that in playing games students still get the intended lesson. Directly or indirectly, when students do the game, they will learn from it. In Gamification, the questions and platform designs need to be adjusted by the instructor to meet the standards and make the lesson smooth. In competition makes students want to get a high score even want to be the best. Because playing games will tap their sense of competitiveness, so students are enthusiastic to answer and take class activities seriously, although some students lose enthusiasm in participating in the game but the majority of students still have that spirit and do not lose enthusiasm. This is also supported by a platform that is not discriminatory in general, and students are free to choose the name that will be displayed on the layer so that they are not too embarrassed when they get low scores. Students' interest in the material being taught also increases, because what is in the game is the material taught by the teacher, so students try to understand the material so they can compete in the game. In broader terms, students' interest in learning material; in this case, English outside the classroom also increases. Because it is introduced to the material with fun in class. This supports students to have an understanding of learning English which is very fun and makes it easy for them to get through the laziness of learning.

5.2   Suggestion

Based on the conclusion, there are several suggestions recommended for the follow-up studies. The suggestions are given to the students, the teacher, and the further researcher.

As students, especially students who are still in junior or high school, need to open their minds to new teaching techniques conducted by teachers for the benefit of the learning process and student understanding. Indeed, there will be new things; students also need to learn to use a learning platform from the student's side. In addition, students need to prepare supporting technology as much as possible to help facilitate the learning process with Gamification. Utilize the moment of Gamification to the maximum extent possible by staying focused and following the teacher's instructions because in one class, the Gamification is not from the beginning to completion. Help foster the world of Education by becoming a great student.

Teaching techniques are now disruptive concerning education 4.0 and also 21st-century Education. It is different from the way of teaching that is possible when teachers are taught by their previous teacher. Therefore, following the times is the key to survival. If left behind, the teacher's role will be replaced by the machine if the quality of the teacher is low without improvement. Nowadays, students are very closely related to technology. The millennial mindset and people affected by globalization are different from past generations.

Gamification is proven effective in the research conducted. This is also the emerging teaching technique in the world. To facilitate that, teachers must study technology. It can be done individually or take part in training from the Education office. Teacher training has included a lot of internet and technology knowledge. Next is the teacher needs to be proficient in designing gamification activities so that they remain relevant to the core of the material.

Gamification is something that has been introduced a long time in the world of Education, but this can be said to be a new thing, and the implementation has not been evenly distributed in Indonesia. There is still much in-depth research on Gamification that is adapted to the various conditions and situations in Indonesia. The results of the research must also be ascertained to be absorbed by the teachers in the field and class. What can be explored again is the teacher's perception of Gamification, school readiness with Gamification, the compatibility of the national education curriculum with Gamification.

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APPENDICES

Appendix 1: Letter of Permission from Faculty of Languages of Arts

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon +6224-8508010, Faksimile +6224-8508010
Laman: http://fbs.unnes.ac.id, surel: fbs@mail.unnes.ac.id

Nomor   : B/6355/UN37.1.2/LT/2020   12 Juni 2020
Hal   : Izin Penelitian

Yth. Kepala Sekolah
SMA Negeri 12 Semarang

Dengan hormat, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

Nama   : Pandu Perdana Putra
NIM   : 2201416086
Program Studi   : Pendidikan Bahasa Inggris, S1
Semester   : Genap
Tahun akademik : 2019/2020
Judul   : STUDENTS' PERCEPTION ON GAMIFICATION APPLIED ON
                  ENGLISH LANGUAGE CLASSROOM

Kami mohon yang bersangkutan diberikan izin untuk melaksanakan penelitian skripsi di perusahaan atau instansi yang Saudara pimpin, dengan alokasi waktu 12 s.d. 19 Juni 2020.

Atas perhatian dan kerjasama Saudara, kami mengucapkan terima kasih.

a.n. Dekan FBS
Wakil Dekan Bid. Akademik,

UNNES Hendi Pratama, S. Pd., M. A.
NIP 198505282010121006

Tembusan:
Dekan FBS;
Universitas Negeri Semarang

Nomor Agenda Surat : 964 561 537 1   Sistem Informasi Surat Dinas - UNNES (2020-08-27 10:03:12)

Appendix 2 : Letter of Permission from SMA Negeri 12 Semarang

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 12 SEMARANG
Jalan Raya Gunungpati, Kota Semarang Jawa Tengah Kode Pos 50225
Telepon 024-6932224 Faksimili 024-6932260
Surel: sman12smg@yahoo.co.id | Laman: www.sma12smg.sch.id

SURAT KETERANGAN

Nomor: 800 / 378 / 2020

Yang bertanda tangan di bawah ini Kepala SMA Negeri 12 Semarang, dengan ini menerangkan:

N a m a	:	PANDU PERDANA PUTRA
N I M	:	2201416086
Program Studi	:	Pendidikan Bahasa Inggris, S1
Instansi	:	Universitas Negeri Semarang

Berdasarkan Surat Izin Penelitian Nomor B/6355/UN37.1.2/LT/2020, tanggal 12 Juni 2020 diterbitkan Fakultas Bahasa dan Seni Universitas Negeri Semarang, yang bersangkutan telah melaksanakan penelitian dalam rangka penyusunan Skripsi berjudul *"Students' Perception on Gamification Applied on English Language Classroom"*, yang dilaksanakan pada tanggal 12 s.d. 19 Juni 2020 di SMA Negeri 12 Semarang.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 25 Agustus 2020
Kepala Sekolah,

K U S N O, S.Pd., M.Si.
18 199702 1 004

Appendix 3: Students' Consent Form

Consent Form for Student

Research Title: Students' Perception on Gamification Applied on English Language Classroom at SMA Negeri 12 Semarang

Researcher's Name: Pandu Perdana Putra

I have read the participation information sheet and already given the explanation about the research. I understand that my participation in this research is voluntary and I may withdraw at any time from the study without affecting my treatment at school in any way.

I understand that the risks to me are minimal in this study and have read the information sheet and asked any questions I may have about the risks. I understand that I will be involved in three data collecting phases, be observed in the class to record the classroom situation when teaching process is occurring, filling the given questionnaire, having a recorded interview. My name will not be used to identify my comments or work in the study.

If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the teacher, principal, and also the researcher himself. By signing below, I am consenting to:

1. Participate in a series of research conducted by the researcher on my personal perception of matters relating to the research title.
2. Fill out a questionnaire that contains questions about matters relating to the title of the research.
3. Conduct interviews and answer questions about matters relating to the research title.

I understand that information from me will be used for the final project and possibly other published studies and I consent for it to be used in this manner.

Participant's Signature   Date 12 JUNI 2020

M RIFKI ADIANTO

Appendix 4 : Students Questionnaire Questions

The questions below are intended to determine your perception of Gamification on English Language Learning that is applied by the teacher in the class.

Name :

Student Number :

Phone Number :

Please put a tick (√) in the selected column area according to the information.

No	Statement	Degree of Agreement			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1	Gamification makes me happy				
2	Gamification makes the classroom atmosphere livelier				
3	Gamification makes the classroom atmosphere chaotic				
4	Gamification makes me interested in joining classroom activity				
5	Gamification motivates me to compete to be the best				
6	Gamification makes me interested in the material being taught				
7	Gamification makes me distracted from the core of the lesson				
8	In the use of Gamification, I can still understand the core material being taught				
9	Gamification makes me want to				

	learn more about material outside the classroom				
10	Gamification makes joy in the classroom				
11	Gamification has more impact than conventional teaching				
12	Gamification blurs the learning objectives				
13	Gamification is childish				
14	Gamification is not necessary				
15	Gamification is a waste of time				
16	I don't care about the game being played by the class				
17	When I lose or get a low score, I lose motivation				
18	I am bored with Gamification				
19	I prefer longer portion of Gamification in my class				
20	I think Gamification is need to be exist in every meeting				

Appendix 5 : Interview Guidelines

1. What do you think is the benefit of Gamification in its application in

   English class?

2. What do you think is the weakness of Gamification in its application in

   English class?

Appendix 6 : Result of Interview

A1

- Stated that learning is more fun using the method

- Having motivation in competing to win

- Happier in receiving learning

- Having problems with Expensive data packages

- The signal at school is difficult because the class doesn't have Wi-Fi

A2

- Found learning to be easy to implement

- Felt that learning is not boring

- Comparing learning that using Gamification adds to understanding than conventional

- Felt the class is crowdy in the process

- Said that with Gamification takes more time than ordinary learning

A3

- Felt Gamification is fun and makes the material easy to implement

- Eliminate sleepiness in class because it's fun

- Had problems with internet data

A4

- Gamification made the correspondent to willing to participate

- Said conventional learning made students sleepy

A5

- Made materials easy to learn

- Increase the sense of competition because there is a Time race

- Time race makes it uncomfortable to work

A6

- Felt that the class is crowded and unconducive

A7

- Feels motivated by the challenge because the scores of students and friends can be seen in the projection screen

A8

- Said that Gamification should be more frequent even if each lesson would be better

A9

- Prefers a longer portion of Gamification in its class

A10

- Gamification is very competitive to get good marks

- Made learning easier

- The correspondent worried that this method always dependent on technology
- The problem of technological limitations

A11

- Said that Gamification makes learning fun and exciting for students

A12

- Felt the learning process is better
- Increase the understanding of material being taught because it is practiced immediately after receiving the material
- Did not feel bored in learning
- Said before the gamification session it is necessary to present instructions on how to load and play on the platform

A13

- Felt that Gamification makes the classroom not conducive because many students are noisy and interfere with concentration

A14

- Said with gamification learning becomes easier to implement
- Feeling motivated to learn when introduced to the gamification method

A15

- Felt being challenged to concentrate and focus

- Experienced exciting and challenging classroom activities

- Feeling more confident especially when you are in a good rank

- There is a desire to beat the game and become the best

A16

- Felt that the class is becoming too rowdy and noisy

- Resulting in lagging material because according to him the tempo of the game is too fast and rushed

A17

- Said the method makes the classroom more lively and learning more fun

A18

- Felt happy and cool in learning and do not feel disturbed in understanding

- Still be able to understand the material whether there were disturbances

A19

- Saying with this makes for better learning impact

A20

- Prefers Gamification to conventional/conventional learning

A21

- Felt that class is alive and not lonely

- Generating critical thinking power when playing games / in-class activities

- Gamification causes the class to be noisy and distract from the focus

A22

- Felt that Gamification adds to the challenge of learning and having fun playing games

A23

- Felt that he has to follow the game because it will be very unfortunate when students do not participate in activities

A24

- Said the gamification method is better than the method commonly used (conventional)

A25

- Being happy while playing

- Further increase understanding of the material

- Said the time used is very short and it takes longer,

- Students can get used to playing games so there is no intention of learning and lazy writing

A26

- Said that he was happy because of something new that was found during school

A27

- Feel amazed of the use modern technology (internet)

A28

- Feeling like you are in a competition adds to the excitement

A29

- Happy with the method used

A30

- Strongly supports and agrees with Gamification even saying English should not be the reference

Appendix 7 : Result of Questionnaire

Question 1	Gamification makes me happy
Strongly Agree	18
Agree	11
Disagree	1
Strongly Disagree	0
Strongly Agree	60%
Agree	37%
Disagree	3%
Strongly Disagree	0%

Question 9	Gamification makes joy in the classroom
Strongly Agree	25
Agree	5
Disagree	0
Strongly Disagree	0
Strongly Agree	83%
Agree	17%
Disagree	0%
Strongly Disagree	0%

Question 12	Gamification is childish
Strongly Agree	0
Agree	0
Disagree	10
Strongly Disagree	20
Strongly Agree	0%
Agree	0%
Disagree	33%
Strongly Disagree	67%

Question 13	Gamification is not necessary	
Strongly Agree		16
Agree		12
Disagree		1
Strongly Disagree		1
Strongly Agree		53%
Agree		40%
Disagree		3%
Strongly Disagree		3%

Question 14	Gamification is a waste of time	
Strongly Agree		0
Agree		0
Disagree		7
Strongly Disagree		23
Strongly Agree		0%
Agree		0%
Disagree		23%
Strongly Disagree		77%

Question 18	I prefer longer portion of Gamification in my class	
Strongly Agree		11
Agree		11
Disagree		5
Strongly Disagree		3
Strongly Agree		37%
Agree		37%
Disagree		17%
Strongly Disagree		10%

Question 19	I think Gamification is need to be exist in every meeting	

Question 4	Gamification makes me interested in joining class activity
Strongly Agree	17
Agree	11
Disagree	2
Strongly Disagree	0
Strongly Agree	57%
Agree	37%
Disagree	7%
Strongly Disagree	0%

Question 15	I don't care about the game being played by the class
Strongly Agree	1
Agree	1
Disagree	5
Strongly Disagree	23
Strongly Agree	3%
Agree	3%
Disagree	17%
Strongly Disagree	77%

Question 17	I am bored with Gamification
Strongly Agree	2
Agree	1
Disagree	6
Strongly Disagree	21
Strongly Agree	7%
Agree	3%
Disagree	20%
Strongly Disagree	70%

Question 5	Gamification motivates me to compete to be the best
Strongly Agree	21
Agree	7
Disagree	2
Strongly Disagree	0
Strongly Agree	70%
Agree	23%
Disagree	7%
Strongly Disagree	0%

Question 6	Gamification makes me interested in the material being taught
Strongly Agree	18
Agree	11
Disagree	1
Strongly Disagree	0
Strongly Agree	60%
Agree	37%
Disagree	3%
Strongly Disagree	0%

Question 16	When I lose or get a low score, I lose motivation
Strongly Agree	1
Agree	7
Disagree	8
Strongly Disagree	14
Strongly Agree	3%
Agree	23%
Disagree	27%
Strongly Disagree	47%

Question 20	Gamification makes me want to learn more about material outside the class
Strongly Agree	7
Agree	20
Disagree	3
Strongly Disagree	0
Strongly Agree	23%
Agree	67%
Disagree	10%
Strongly Disagree	0%

Question 7	Gamification makes me distracted from the core of the lesson
Strongly Agree	3
Agree	1
Disagree	6
Strongly Disagree	20
Strongly Agree	10%
Agree	3%
Disagree	20%
Strongly Disagree	67%

Question 8	In the use of Gamification, I can still understand the core material being taught
Strongly Agree	13
Agree	15
Disagree	1
Strongly Disagree	1
Strongly Agree	43%
Agree	50%
Disagree	3%
Strongly Disagree	3%

Question 10	Gamification has more impact than conventional teaching
Strongly Agree	13
Agree	12
Disagree	2
Strongly Disagree	3
Strongly Agree	43%
Agree	40%
Disagree	7%
Strongly Disagree	10%

Question 11	Gamification blurs the learning objective 11
Strongly Agree	0
Agree	1
Disagree	7
Strongly Disagree	22
Strongly Agree	0%
Agree	3%
Disagree	23%
Strongly Disagree	73%

Responses cannot be edited

Gamification Questionnaire

The questions below are intended to determine your perception of Gamification on English Language Learning that is applied by the teacher in the class.

* Required

Email address *

zacky0771@gmail.com

Name *

Achmad Zacky Andrian

Student Number *

1

Phone Number *

085601559381

Questionnaire

Please put a tick (√) in the selected column area according to the information.

Gamification makes me happy | Gamifikasi membuat saya senang *

	1	2	3	4	
Disagree	○	○	○	◉	Agree

Gamification makes the classroom atmosphere more lively | Gamifikasi membuat suasana kelas lebih hidup *

	1	2	3	4	
Disagree	○	○	○	◉	Agree

Gamification makes the classroom atmosphere chaotic | Gamifikasi membuat suasana kelas kacau *

	1	2	3	4	
Disagree	◉	○	○	○	Agree

Gamification makes me interested in joining classroom activity | Gamifikasi membuat saya tertarik

Responses cannot be edited

Gamification Questionnaire

The questions below are intended to determine your perception of Gamification on English Language Learning that is applied by the teacher in the class.

* Required

Email address *

Amyagustinaaa@gmail.com

Name *

Amy Agustina

Student Number *

06

Phone Number *

089520706818

Questionnaire

Please put a tick (√) in the selected column area according to the information.

Gamification makes me happy | Gamifikasi membuat saya senang *

	1	2	3	4	
Disagree	○	○	◉	○	Agree

Gamification makes the classroom atmosphere more lively | Gamifikasi membuat suasana kelas lebih hidup *

	1	2	3	4	
Disagree	○	○	◉	○	Agree

Appendix 9 : Students' Consent Forms

Consent for Participation in the Study

Research Title:
Students' Perception on Gamification Applied on English Language Classroom in SMA 12 Semarang

Researcher's Name:
Pandu Perdana Putra

I have already given enough explanation about the research.
I understand that my participation in this research is voluntary and I may withdraw at any time from the study without affecting my treatment at school in any way.

I understand that the risks to me are minimal in this study and have read the information sheet and asked any questions I may have about the risks.
I understand that I will be involved in two data collecting phases, filling the given questionnaire, having a recorded interview.
My name will not be used to identify my comments or work in the study.

If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the teacher, principal, and also the researcher himself. By signing below, I am consenting to:
1.   Participate in a series of research conducted by the researcher on my personal perception of matters relating to the research title.
2.   Recorded my behaviour when the lesson took place to be used as research data.
3.   Fill out a questionnaire that contains questions about matters relating to the title of the research.
4.   Conduct interviews and answer questions about matters relating to the research title.

I understand that information from me will be used for a thesis/skripsi and possibly other published studies and I consent for it to be used in this manner.

* Required

Email address *

wennyrt@gmail.com

I have read the participation information sheet and already given a brief explanation about the research. *

🔘 Yes

⚪ No

I understand that my participation in this research is voluntary and I may withdraw at any time from the study without affecting my treatment at school in any way. *

🔘 Yes

⚪ No

I understand that the risks to me are minimal in this study and have read the information sheet and asked any questions I may have about the risks. *

Responses cannot be edited

Consent for Participation in the Study

Research Title:
Students' Perception on Gamification Applied on English Language Classroom in SMA 12 Semarang

Researcher's Name:
Pandu Perdana Putra

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I understand that my participation in this research is voluntary and I may withdraw at any time from the study without affecting my treatment at school in any way.

I understand that the risks to me are minimal in this study and have read the information sheet and asked any questions I may have about the risks.
I understand that I will be involved in two data collecting phases, filling the given questionnaire, having a recorded interview.
My name will not be used to identify my comments or work in the study.

If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the teacher, principal, and also the researcher himself. By signing below, I am consenting to:
1.   Participate in a series of research conducted by the researcher on my personal perception of matters relating to the research title.
2.   Recorded my behaviour when the lesson took place to be used as research data.
3.   Fill out a questionnaire that contains questions about matters relating to the title of the research.
4.   Conduct interviews and answer questions about matters relating to the research title.

I understand that information from me will be used for a thesis/skripsi and possibly other published studies and I consent for it to be used in this manner.

* Required

Email address *

adjiherry76@gmail.com

I have read the participation information sheet and already given a brief explanation about the research. *

◉ Yes

○ No

I understand that my participation in this research is voluntary and I may withdraw at any time from the study without affecting my treatment at school in any way. *

◉ Yes

○ No

I understand that the risks to me are minimal in this study and have read the information sheet and