

**GAMIFIED LEARNING: THE EFFECTIVENESS OF TEACHING
ENGLISH SUBJECT USING WEB GAME AT SMP NEGERI 3 LANGSA**

SKRIPSI

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**THE MINISTRY OF RELIGIOUS AFFAIRS
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STATEMENT OF APPROVAL

**GAMIFIED LEARNING: THE EFFECTIVENESS OF TEACHING
ENGLISH SUBJECT USING WEB GAME AT SMP NEGERI 3 LANGSA**

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Education

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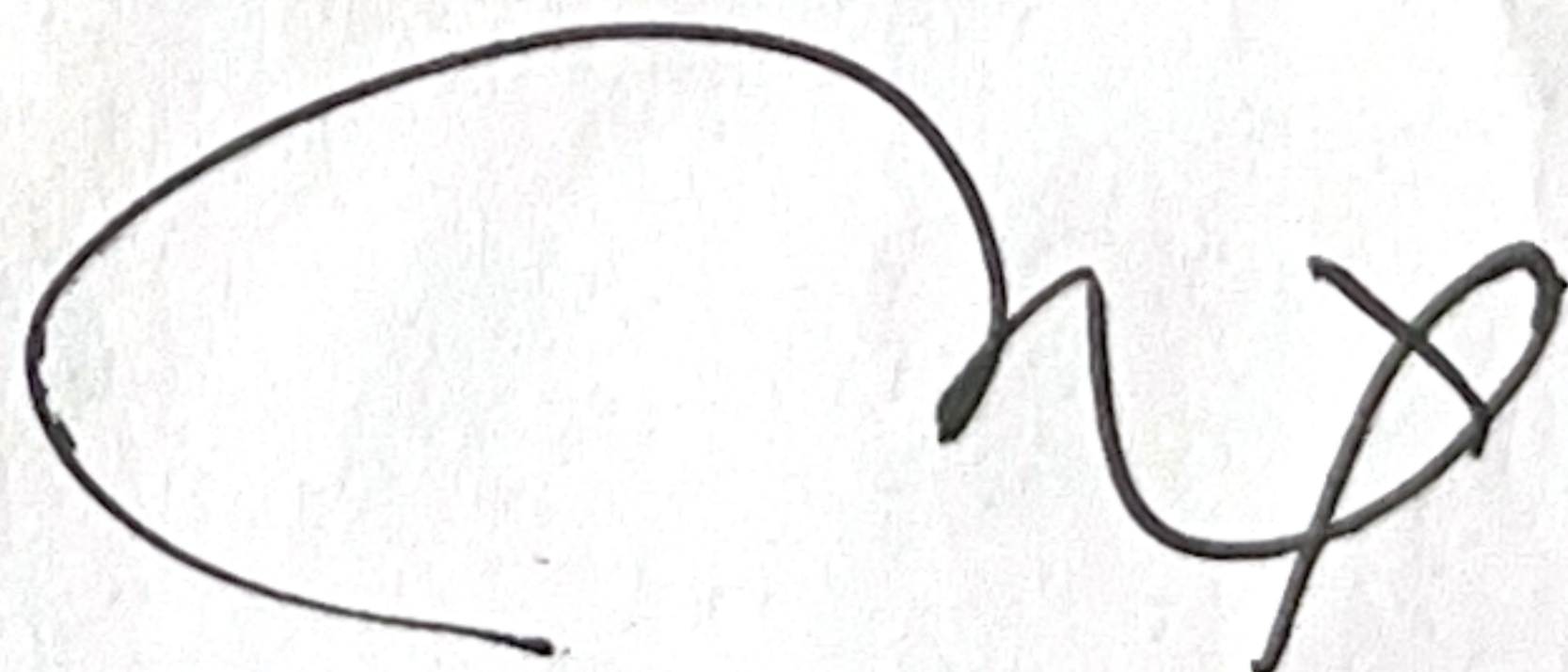
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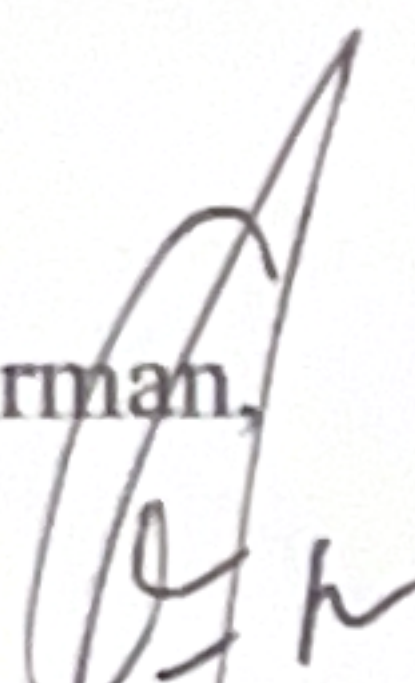
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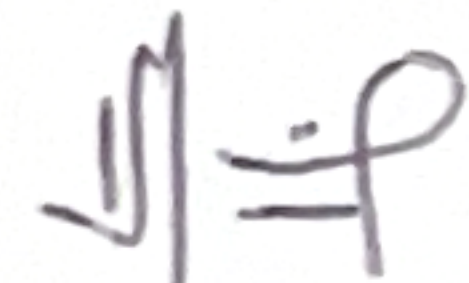
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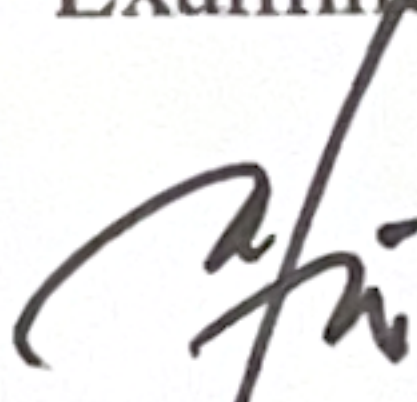
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang ditulis dengan judul **“GAMIFIED LEARNING: THE EFFECTIVENESS OF TEACHING ENGLISH SUBJECT USING WEB GAME AT SMP NEGERI 3 LANGSA”** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya sendiri. Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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ABSTACT

Intan Sabrina. 2025. Gamified Learning: The Effectiveness Of Teaching English

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This research aimed to investigate the effectiveness of gamified learning using web-based games in teaching the English subject, particularly the *Simple Present Tense*, compared to traditional learning methods. The study applied a quasi-experimental design using two groups: the experimental class taught through web-game-based gamified learning using *Kahoot*, and the control class taught through conventional methods. Each group consisted of 25 seventh-grade students from SMP Negeri 3 Langsa in the 2025/2026 academic year. Data were collected through pre-tests and post-tests to measure students' grammar achievement, questionnaires to examine students' motivation and engagement, and observation checklists to assess classroom behavior. The quantitative data were analyzed using SPSS version 26 through normality, homogeneity, and Independent Samples t-test, while qualitative data from observation and questionnaires were analyzed descriptively to support the statistical findings. The results showed that the experimental group's mean score increased from 51.04 (pre-test) to 57.88 (post-test) with a gain of 6.84 points, while the control group improved modestly from 49.88 to 52.56 with a gain of 2.68 points. The Independent Samples t-test revealed a significance value of $0.000 < 0.05$, indicating a significant difference between the two groups. Furthermore, the questionnaire results demonstrated that most students in the experimental class felt more motivated, confident, and focused when learning through web games. The observation data supported these findings, showing that students exhibited higher enthusiasm, collaboration, and active participation during gamified sessions. In conclusion, the implementation of web-game-based gamified learning through Kahoot significantly enhanced students' mastery of the Simple Present Tense and positively influenced their motivation and engagement in learning English. Therefore, gamified learning can be considered an effective and innovative approach for English instruction, particularly in junior high schools aiming to create an enjoyable and interactive classroom environment.

Keywords: *Gamified learning, web-based games, Kahoot, English grammar, Simple Present Tense.*

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CHAPTER I

INTRODUCTION

A. Background of Study

The rapid advancement of digital technology has revolutionized educational methodologies across the globe, offering innovative tools to enhance student engagement and learning outcomes.¹ One such innovation is the integration of web-based games in English language education, which has gained increasing attention as an interactive and student-centered approach.² While gamification has shown promising results in various educational settings, its effectiveness in the Indonesian context, particularly in Islamic junior high schools, remains insufficiently explored.³

In Indonesia, English is a compulsory subject in secondary education; however, traditional teaching methods often dominate classroom instruction.⁴ These methods, which are predominantly teacher-centered and rely heavily on rote memorization, have been criticized for failing to foster active student engagement and meaningful language acquisition. Consequently, many students struggle with English proficiency, which hinders their ability to use the language effectively in

¹ Sumie Chan and Noble Lo, 'Enhancing EFL/ESL Instruction through Gamification: A Comprehensive Review of Empirical Evidence', *Frontiers in Education*, 9.August (2024), doi:10.3389/educ.2024.1395155.

² Alvie Faustino Diaz and others, 'A Meta-Analysis on the Effectiveness of Gamification on Student Learning Achievement To Cite This Article : A Meta-Analysis on the Effectiveness of Gamification on Student Learning Achievement', 2024.

³ Muhamad Sofian Hadi and N Athallah, 'Efektifitas Gamifikasi Dalam Mengajar Bahasa', *Seminar Nasional Penelitian*, 2020.

⁴ John Gordon, 'Teaching English in Secondary Schools', *Teaching English in Secondary Schools*, 6.1 (2017), doi:10.4135/9781473918443.

real-world contexts.⁵ Given these challenges, gamified learning, especially through web-based games, presents a potential solution by creating a more immersive, interactive, and enjoyable learning experience.⁶

Despite the increasing recognition of gamified learning as an effective pedagogical approach, research on its application within Indonesian Islamic junior high schools is still limited.⁷ Cultural and pedagogical factors unique to these institutions may influence how web-based games are implemented and how students respond to them.⁸ Unlike urban or international contexts, where gamification has been more extensively studied, schools like SMP Negeri 3 Kota Langsa operate within a distinctive socio-cultural and educational framework that requires further investigation.

Existing studies on gamified learning have primarily been conducted in technologically advanced and urban settings, often overlooking the challenges and opportunities present in semi-urban or rural Indonesian schools.⁹ These studies have demonstrated that web-based games can enhance student motivation, facilitate active learning, and improve language skills.¹⁰ However, their findings cannot be

5 E L Rakhmah and others, 'Implementasi Teori Belajar Konstruktivisme Berbasis Humanistik Dalam Pembelajaran Bahasa Inggris', *Journal of Education*, 2.Pendidikan (2024), pp. 339–48 <<https://jurnaledu.com/index.php/je/article/view/42>>.

6 Nur Aeni, Sahril Nur, and Muhammad Yunus, 'Promoting EFL Students' Engagement by Using Bamboozle: Digital Game-Based Learning in Indonesian Higher Education', *Journal of English Education and Teaching (JEET)*, 8.3 (2024), pp. 508–27.

7 'Gamification_in_Education_A_Systematic_M'.

8 Mark P. Bowden, Subhash Abhayawansa, and Gregoria Manzin, 'A Multiple Cross-Cultural Comparison of Approaches to Learning', *Compare*, 45.2 (2015), pp. 272–94, doi:10.1080/03057925.2013.841465.

9 Bella Lusiana and Rina Maryanti, 'The Effectiveness of Learning Media Used During Online Learning', *Media Pendidikan, Gizi, Dan Kuliner*, 9.2 (2020), pp. 81–92 <<https://doi.org/10.17509/boga.v9i2.38379>>.

10 Douglas B. Clark, Emily E. Tanner-Smith, and Stephen S. Killingsworth, 'Digital Games, Design, and Learning: A Systematic Review and Meta-Analysis', *Review of Educational Research*, 86.1 (2016), pp. 79–122, doi:10.3102/0034654315582065.

directly generalized to the Indonesian Islamic junior high school context without empirical validation.¹¹ Therefore, conducting research in this specific environment is crucial to understanding how gamified learning can be effectively adapted to meet the needs of students and educators in such settings.¹²

To bridge this research gap, this study adopts a quasi-experimental design, allowing for a systematic comparison of learning outcomes between students who engage with web-based games and those who receive traditional instruction.¹³ This approach ensures a rigorous examination of the impact of gamified learning while considering real-world classroom constraints, such as curriculum demands and technological accessibility.¹⁴

Furthermore, SMP Negeri 3 Kota Langsa was selected as the research site due to its relevance to the study's objectives and contextual uniqueness. As an Islamic junior high school located in a semi-urban area of Aceh, this institution represents a learning environment where the integration of digital innovation is still emerging and not yet widespread. Initial observations and informal discussions with English teachers at the school revealed that students often experience low engagement and motivation in English lessons, primarily due to teacher-centered instructional approaches and limited use of interactive media. In addition, the school's administration has shown openness to implementing innovative teaching strategies

11 'Challenging_games_help_students_learn_An.Pdf.Crdownload'.

12 Juho Hamari and others, 'Challenging Games Help Students Learn: An Empirical Study on Engagement, Flow and Immersion in Game-Based Learning', *Computers in Human Behavior*, 54.JANUARY (2016), pp. 170–79, doi:10.1016/j.chb.2015.07.045.

13 C. Tilquin, 'Patient Classification Does Work.', *Dimensions in Health Service*, 53.1 (1976), pp. 12–13, 16.

14 'Gamification_in_Education_A_Systematic_M'.

to enhance students' English proficiency. These factors make SMP Negeri 3 Kota Langsa an ideal setting to examine the effectiveness of web-based gamified learning in a real-world, underexplored educational context.

In conclusion, this study, titled "*Gamified Learning: The Effectiveness of Teaching English Subject Using Web Games at SMP Negeri 3 Kota Langsa*", seeks to contribute to the growing body of research on gamified education by providing empirical evidence on its effectiveness in an underexplored educational context. The study examined how web-based games influence English proficiency and student engagement, this research aims to offer valuable insights for educators, policymakers, and researchers interested in innovative language teaching methodologies.¹⁵

Due to the discussion above, the researcher is interested examines how effective the use of web games is in English language learners. The researcher considers that the process is not easy and requires readiness to face difficulties when going through it. finally, this idea inspired the researcher to conduct a study entitled "*Gamified Learning: The Effectiveness of Teaching English Subject Using Web Game At Smp Negeri 3 Langsa*"

B. The Research Questions

1. Is it effective to teach English subject with web-game of gamified learning on the Simple Present tense in English compared to traditional teaching methods at SMP Negeri 3 Kota Langsa?"

¹⁵ Frieska Angelia, Suharjito Suharjito, and Sani Muhamad Isa, 'Improving English Learning by Gamification with MDA Framework', *Journal of Games, Game Art, and Gamification*, 5.2 (2021), pp. 33–40, doi:10.21512/jggag.v5i2.7474.

2. How does the use of web-game-based gamified learning impact students' engagement and motivation in learning the Simple Present tense compared to traditional teaching methods at SMP Negeri 3 Kota Langsa?

C. The Research Objectives

1. To examine the effectiveness of teaching the English subject using web-game-based gamified learning on the Simple Present tense compared to traditional teaching methods at SMP Negeri 3 Kota Langsa.
2. To analyze the impact of web-game-based gamified learning on students' engagement and motivation in learning the Simple Present tense compared to traditional teaching methods at SMP Negeri 3 Kota Langsa.

D. The Significances of the Study

Theoretically, this study contributes to the growing body of research on gamified learning by providing empirical evidence on the effectiveness of web-game-based learning in teaching the Simple Present tense. It supports the application of game-based learning theories, such as constructivism and engagement theory, in English language teaching. By examining the impact of gamification on students' grammatical proficiency and motivation, this research enhances the understanding of how digital tools can facilitate language acquisition in a classroom setting. Additionally, the findings may serve as a reference for future studies exploring the integration of gamification in second language learning, particularly in underexplored educational contexts.

Practically, this study benefits various stakeholders, including educators, policymakers, and curriculum developers. For teachers, it provides insights into how web-game-based learning can be effectively implemented to improve students' engagement and understanding of English grammar. Schools and educational institutions may use the findings to develop innovative teaching strategies that enhance student-centered learning. Furthermore, the study offers valuable input for policymakers in designing curricula that incorporate digital learning tools to make English instruction more interactive and effective. Finally, students can benefit from a more engaging and enjoyable learning experience, which may lead to improved academic performance and motivation in learning English.

E. The Organization of the Study

This study is structured into five chapters to provide a clear and systematic presentation of the research. Chapter One introduces the background of the study, research problem, research questions, objectives, significance, and scope of the study. It also outlines key terms to ensure clarity in understanding the research focus. Chapter Two presents a review of relevant literature, discussing theoretical frameworks, previous studies on gamified learning, and its application in English language teaching, particularly in teaching the Simple Present tense. Chapter Three describes the research methodology, including the research design, participants, data collection instruments, and data analysis procedures. Chapter Four presents the findings and analysis based on the collected data, comparing the effectiveness of web-game-based gamified learning with traditional teaching methods. Finally, Chapter Five concludes the study by summarizing the findings, discussing

implications, and providing recommendations for educators, policymakers, and future researchers interested in gamified learning in English language education.

CHAPTER IV

RESEARCH FINDING AND DISSCUSION

A. Research findings

1. Data descriptive

In this study, information on students' academic performance was obtained from pre-test and post-test scores given to both the experimental and control classes. These evaluations aimed to assess students' proficiency in the Simple Present Tense, including affirmative, negative, and interrogative structures, as well as their application in everyday situations.

Throughout the treatment period, the experimental class received instruction through the Kahoot platform, which incorporated interactive quizzes, competitive point systems, and instant feedback as elements of the gamified learning strategy. Meanwhile, the control class was taught using traditional approaches, emphasizing textbook drills and teacher-led explanations without incorporating digital tools.

This part of the study provides the data used to observe variations in students' grammar achievement before and after the instructional intervention. The goal is to determine whether integrating Kahoot into gamified learning can lead to significant improvements in students' comprehension of the Simple Present Tense among seventh-grade learners at SMP Negeri 3 Langsa during the 2025/2026 academic year.

a. Pre-Test and Post-Test Scores of the Experimental Class

In this study, the researcher selected seventh-grade students of SMPN 3 Kota Langsa. The experimental class chosen was class VII-4, consisting of 25 students who participated in English lessons focusing on the Simple Present Tense. During the learning process, the researcher applied the web-based game Kahoot as a tool to enhance students' understanding of the Simple Present Tense.

Before the lessons were conducted, the students took a pre-test to measure their initial ability in understanding the Simple Present Tense. Then, over the course of four sessions, the lessons were delivered using the Kahoot web-based game. At the end of the learning process, the students took a post-test to evaluate the improvement in their learning outcomes after using Kahoot. The following are the pre-test and post-test scores obtained by the students in the experimental class.

Table 4.1 *The Result of Experiment Class Students Score*

No	Nama	Pre-Test	Post-Test	Gained Score
1	Student 1	50	57	7
2	Student 2	52	60	8
3	Student 3	51	59	8
4	Student 4	49	55	6
5	Student 5	53	61	8
6	Student 6	50	56	6
7	Student 7	54	62	8
8	Student 8	52	59	7

9	Student 9	48	55	7
10	Student 10	50	57	7
11	Student 11	55	63	8
12	Student 12	53	61	8
13	Student 13	51	58	7
14	Student 14	49	56	7
15	Student 15	52	60	8
16	Student 16	50	58	8
17	Student 17	48	55	7
18	Student 18	54	62	8
19	Student 19	51	59	8
20	Student 20	49	56	7
21	Student 21	50	57	7
22	Student 22	52	60	8
23	Student 23	53	61	8
24	Student 24	51	59	8
25	Student 25	50	57	7
Total		1276	1447	171
Mean		51.04	57.88	6.84
Minimum Score		48	55	
Maximum Score		55	63	

Based on the data in the table 4.1, the pre-test scores of students before the implementation of *web-game-based gamified learning* showed an average (mean) of 51.04, with the lowest score (minimum score) being 48 and the highest score (maximum score) being 55. After the treatment (post-test), the average score increased to 57.88, with the lowest score being 55 and the highest score being 63.

This improvement is reflected in the average gained score of 6.84. The highest improvement achieved by a student was 8 points, while the lowest was 6 points. Overall, these data indicate an improvement in students' learning outcomes on the *Simple Present Tense* material after the implementation of gamified learning using web games, compared to before the application of the method.

The consistent score increases in almost all students suggest that this gamification method has the potential to be effective in improving students' understanding of the material, which will subsequently be analyzed statistically to test the significance of the differences.

b. Pre-Test and Post-Test Scores of the Control Class

The control class in this study consisted of 25 seventh-grade students from SMP Negeri 3 Langsa. This group received instruction on the *Simple Present Tense* through conventional teaching methods, which relied on textbook exercises and teacher-centered explanations without the integration of digital learning media.

Before the instructional sessions, the students were given a pre-test to measure their baseline knowledge of the *Simple Present Tense*. Following four learning sessions, they completed a post-test to evaluate any improvement in their performance.

The table below presents the pre-test and post-test scores, as well as the gain scores for each student in the control class.

Table 4. 2 The Result of Control Class Students Score

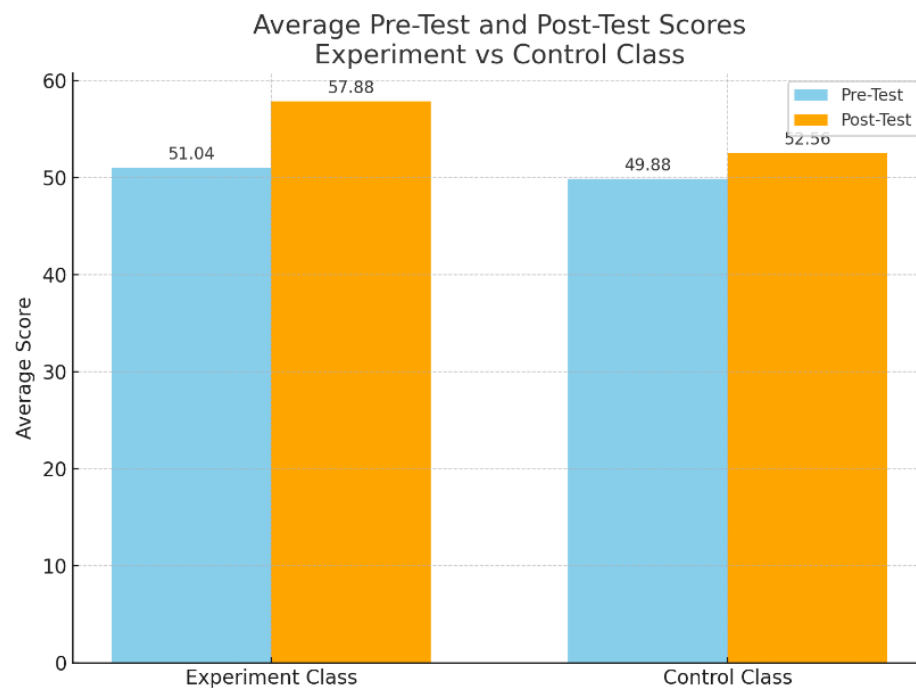
No	Nama	Pre-Test	Post-Test	Gained Score
1	Student 1	49	52	3
2	Student 2	50	54	4
3	Student 3	51	54	3
4	Student 4	48	51	3
5	Student 5	52	55	3
6	Student 6	50	53	3
7	Student 7	49	52	3
8	Student 8	51	54	3
9	Student 9	47	50	3
10	Student 10	50	53	3
11	Student 11	53	56	3
12	Student 12	51	54	3
13	Student 13	49	52	3
14	Student 14	46	49	3
15	Student 15	48	51	3
16	Student 16	47	50	3
17	Student 17	52	55	3
18	Student 18	50	53	3
19	Student 19	49	52	3
20	Student 20	48	51	3
21	Student 21	47	50	3
22	Student 22	50	53	3
23	Student 23	49	52	3
24	Student 24	51	54	3
25	Student 25	48	51	3
Total		1247	1314	67
Mean		49.88	52.56	2.68
Minimum Score		46	49	
Maximum Score		53	56	

Based on the data in the table above, the students' pre-test scores before learning showed an average (mean) of 49.88, with a minimum score of 46 and a maximum score of 53. After the learning process (post-test), the average score increased to 52.56, with a minimum score of 49 and a maximum score of 56.

This increase is reflected in the average gained score of 2.68. The highest score increase achieved by students was 4 points, while the lowest was 3 points. Although the average increase was moderate, these results indicate that there was an improvement in students' understanding of the Simple Present Tense material after the learning process, even though the increase was not as significant as in the experimental group.

These findings provide initial indications that the teaching method used in this group still has a positive effect on learning outcomes, but further statistical analysis is needed to determine the significance of the difference compared to other methods.

Figure 4.1 The Difference between Students' Score of Experimental Class



Based on the comparison diagram of the average Pre-Test and Post-Test scores above, a clear difference can be observed between the experimental class and the control class. The experimental class achieved an average Pre-Test score of 51.04, which increased significantly to 57.88 in the Post-Test. On the other hand, the control class only showed a smaller improvement, rising from an average Pre-Test score of 49.88 to 52.56 in the Post-Test. This result indicates that the gamified learning method applied in the experimental class led to greater improvement compared to the traditional method used in the control class.

The more significant improvement in the experimental group indicates that the use of *web-game-based gamified learning* has a positive impact on students' learning outcomes, particularly in the *Simple Present Tense* material. This method appears to encourage greater student engagement in the learning process, resulting in better conceptual understanding. On the other hand, the traditional method applied in the control group showed a smaller improvement, making it necessary to conduct further statistical analysis to determine whether this difference is statistically significant.

2. The Analisis Data

Prior to conducting the hypothesis testing through the t-test, the researcher carried out a set of preliminary analyses on the data obtained from both the experimental and control groups. These preliminary steps involved performing a normality test and a homogeneity test, which are fundamental requirements for applying parametric statistical techniques. The normality test was employed to

examine whether the Pre-Test and Post-Test scores were distributed normally, while the homogeneity test aimed to determine whether the score variances between the two groups were statistically equal. All the statistical analyses were processed using IBM SPSS Statistics version 25. The results of these preliminary examinations are presented in the following section.

a. The Homogeneity Test

Table 4. 3 Test of Homogeneity of Variances Pre Test Class Control and Experiment

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.894	1	48	.095
	Based on Median	2.310	1	48	.135
	Based on Median and with adjusted df	2.310	1	46.226	.135
	Based on trimmed mean	2.921	1	48	.094

The homogeneity of variance test was conducted using Levene's Test. The result under the "Based on Mean" category showed a significance value of 0.095. Since this value is greater than 0.05 (Sig. > 0.05), it indicates that there is no significant variance difference between the experimental and control classes. Thus, the pre-test data from both groups can be considered homogeneous, fulfilling the assumption of equal variance. Consequently, the data is suitable for further statistical analysis using parametric tests, particularly the Independent Samples t-Test.

b. The Normality Test

Before conducting hypothesis testing using parametric statistics, it is very important to determine whether the data is normally distributed. The normality test aims to determine whether the pre-test and post-test scores of the experimental class and control class follow a normal distribution pattern. This normality assumption is necessary because most parametric statistical tests, such as the Independent Samples t-test, require that the data being analyzed has a normal distribution.

In this study, the normality test was conducted using the Shapiro-Wilk test with the assistance of IBM SPSS Statistics 25 software. The Shapiro-Wilk test was chosen because it is more suitable for relatively small sample sizes (fewer than 50 respondents). The decision criteria were based on the significance value (Sig.). If the Sig. value was greater than 0.05, the data was considered to be normally distributed, whereas if the Sig. value was less than or equal to 0.05, the data was considered to be not normally distributed.

The analysis results show that the pre-test and post-test data for both the experimental and control classes have significance values above 0.05, so it can be concluded that the data is normally distributed. Thus, the normality requirement is met, and the data is suitable for further analysis using parametric statistical tests.

Table 4. 4 *The Normality Test of Pre-Test Experimental Class*

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre	.156	25	.119	.960	25	.412
post	.138	25	.200*	.951	25	.260

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

a. Lilliefors Significance Correction

Based on the results of the normality test presented in Table 4.4, the Shapiro-Wilk significance value for the pre-test was 0.412, while the post-test obtained a value of 0.260. Both of these values are greater than 0.05 (Sig. > 0.05), which indicates that the data from the experimental class are normally distributed. The Kolmogorov-Smirnov test also shows significance values above 0.05, further supporting the normal distribution of the dataset. Since the assumption of normality is fulfilled, the data are considered suitable for further analysis. This result is essential because the normality assumption is a prerequisite for applying parametric statistical methods. In this study, the Independent Samples t-test will be employed to test the hypothesis between groups. The confirmation of data normality ensures that the results of the statistical tests will be valid and reliable. Therefore, the pre-test and post-test scores of the experimental group can be analyzed using parametric procedures without any violation of assumptions.

Table 4. 5 The Normality Test of Post-Test Controlled Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre	.136	25	.200*	.970	25	.634
post	.126	25	.200*	.958	25	.370
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The results of the normality test in Table 4.5 show that the pre-test and post-test data of the control class meet the assumption of normal distribution. This is indicated by the significance values of the Shapiro-Wilk test, where the Sig. value for the pre-test is 0.634 and for the post-test is 0.370. Both values are greater than 0.05, so it can be confirmed that the data does not deviate from the normal distribution. This condition indicates that the students' scores in the control class have a balanced distribution pattern, both before and after the learning treatment. With the assumption of normality fulfilled, the data from the control class can be further analyzed using parametric statistical techniques. Additionally, these results provide confidence that the data obtained are valid and can be compared with the experimental class data in a more objective manner. Thus, the hypothesis test can proceed to the next stage without violating the basic assumptions of parametric analysis.

c. The hypothesis test

This section presents the results of the hypothesis testing conducted to determine whether there is a significant difference in students' achievement in learning the Simple Present Tense between the experimental class taught using web-game-based gamified learning and the control class taught using traditional methods. The test was carried out using the independent sample t-test to compare the mean scores of the two groups after the treatment. The significance value (Sig. 2-tailed) is compared to the standard alpha level of 0.05. If the significance value is less than 0.05, it indicates that there is a statistically significant difference in

students' learning outcomes, whereas a value greater than 0.05 indicates no significant difference between the two groups.

Table 4. 6 The Result of T-Test Calculation Experimental Class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre - post	-7.440	.651	.130	-7.709	-7.171	-57.174	24	.000

The results of the Paired Samples Test indicate that there is a significant difference between the pre-test and post-test scores of the experimental class. The mean difference was -7.440, showing that the post-test scores were higher than the pre-test scores. The standard deviation of the difference was 0.651, with a standard error of 0.130, and the confidence interval at 95% ranged from -7.709 to -7.171, which does not cross zero.

The obtained t-value was -57.174 with 24 degrees of freedom, and the significance value (Sig. 2-tailed) was 0.000. Since this value is lower than the significance threshold of 0.05, it can be concluded that the improvement in students' scores is statistically significant. These findings demonstrate that the application of web-based gamified learning had a positive and meaningful impact on enhancing students' understanding of the Simple Present Tense.

Table 4. 7 The Result of T-Test Calculation Control Class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre - post	-3.040	.200	.040	-3.123	-2.957	-76.000	24	.000

The results of the Paired Samples Test in the control class indicate a difference between the pre-test and post-test scores. The mean difference was -3.040, showing that the post-test scores were higher than the pre-test scores. The standard deviation of the difference was 0.200, with a standard error of 0.040. The 95% confidence interval ranged from -3.123 to -2.957, and did not cross zero, which means the result consistently shows an improvement.

The obtained t-value was -76.000 with 24 degrees of freedom (df), and the significance value (Sig. 2-tailed) was 0.000. Since the significance value is smaller than 0.05, it can be concluded that the improvement in students' scores in the control class is also statistically significant. However, the increase was not as high as in the experimental class, indicating that while traditional teaching methods had

some positive effect, the impact was lower compared to the web-game-based gamified learning approach.

**Table 4.8 The Result of Independent Sample T-Test of Post-Test Scores
Between Experimental and Control Class**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
preexperimentalcontrol	Equal variances assumed	.077	.783	3.235	48	.002	1.680	.519	.636	2.724
	Equal variances not assumed			3.235	47.823	.002	1.680	.519	.636	2.724

Based on the findings of the Independent Samples t-Test conducted on the pre-test scores of the experimental and control groups, the Levene's Test for Equality of Variances produced a significance value of 0.783, which is higher than 0.05. This result demonstrates that the variances of both groups are homogeneous, and therefore the interpretation refers to the row labelled Equal variances assumed.

The subsequent t-test analysis yielded a t-value of 3.235 with 48 degrees of freedom (df) and a significance level (Sig. 2-tailed) of 0.002, which is below the 0.05 threshold.

These results indicate that there is a statistically significant difference in the pre-test performance of students in the experimental and control classes. The mean difference between the two groups was recorded at 1.680 points, with a 95% confidence interval ranging from 0.636 to 2.724. This suggests that the baseline ability of students in the two groups was not completely balanced prior to the treatment. While the variation is relatively modest, it still highlights the need to consider the initial differences when interpreting the effectiveness of gamified learning compared to traditional instruction.

Table 4.9 The Result of Independent Sample T-Test of Post-Test Scores Between Experimental and Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest experiment control	Equal variances assumed	2.894	.095	10.171	48	.000	6.080	.598	4.878	7.282
	Equal variances not assumed			10.171	44.718	.000	6.080	.598	4.876	7.284

Based on the results of the Independent Samples t-Test for the post-test scores between the experimental and control groups, the Levene's Test for Equality of

Variances shows a significance value of 0.095, which is greater than 0.05. This indicates that the data variances between the two groups are homogeneous, and thus the interpretation is based on the row labelled Equal variances assumed.

The t-test results reveal a t-value of 10.171 with 48 degrees of freedom (df) and a significance level (Sig. 2-tailed) of 0.000, which is far below 0.05. This confirms that there is a statistically significant difference between the post-test scores of the experimental class and the control class. The mean difference between the two groups is 6.080 points, with a 95% confidence interval ranging from 4.878 to 7.282.

These findings strongly suggest that the experimental group, which was taught using web-game-based gamified learning, showed significantly higher achievement in the post-test compared to the control group taught through traditional methods. This result highlights the effectiveness of gamified learning in improving students' mastery of the Simple Present tense.

From the results of the post-test data analysis of both the experimental and control groups, the researcher carried out hypothesis testing using the Independent Samples t-Test with the assistance of SPSS version 26. This test was aimed at examining whether there was a significant difference in students' achievement of the Simple Present Tense between learners taught through gamified web-based games and those instructed using conventional methods.

Prior to the t-test, a homogeneity test was performed to check the equality of variances between the two classes. The outcome of Levene's Test showed a significance value of 0.095, which is greater than 0.05 (Sig. > 0.05). This indicates that the variances of the two groups are homogeneous, and therefore, the analysis refers to the row of Equal variances assumed in the output table.

The findings of the Independent Samples t-Test revealed that the calculated t-value was 10.171 with $df = 48$, while the significance value (Sig. 2-tailed) was 0.000. Since this figure is below the threshold of 0.05, it demonstrates that there is a statistically significant difference between the experimental and control group post-test results. The mean difference between the two groups was 6.080 points, with a 95% confidence interval ranging from 4.878 to 7.282. These results highlight that the students in the experimental class who learned through gamified web-based instruction achieved substantially higher scores than those taught traditionally.

To strengthen the conclusion, the comparison between t-count and t-table was also considered. With $df = 48$ and a significance level of 5% ($\alpha = 0.05$), the t-table value is 2.011. Since the obtained t-count (10.171) is much greater than the t-table, this further confirms that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Therefore, gamified learning through web games is proven effective in enhancing students' mastery of the Simple Present Tense at SMP Negeri 3 Langsa.

- Pre-test result: $t\text{-count} = 3.235 > t\text{-table} = 2.011 \rightarrow$ significant
- Post-test result: $t\text{-count} = 10.171 > t\text{-table} = 2.011 \rightarrow$ very significant

In conclusion, this inferential analysis shows that gamified learning not only provides a more engaging classroom experience but also significantly improves students' achievement in learning English grammar, particularly the Simple Present Tense, compared to conventional approaches.

1. Students' Questionnaire Results

To support the quantitative data from the pre-test and post-test, the researcher also distributed a questionnaire to students in the experimental class after the implementation of learning using the web game Kahoot. This questionnaire aimed to explore students' motivation and learning strategies after participating in grammar lessons through gamified learning. A total of 25 students responded, and each statement was rated using a Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree).

**Table 4.10 Recapitulation of Students' Motivation Questionnaire Results
in Learning Grammar Using Games**

No.	Statements	1	2	3	4	5	Mean	Category
1.	I feel confident and motivated to learn English when using web games.	0	1	2	12	10	4.24	Very Good
2.	Web games make learning Simple Present enjoyable and useful.	0	0	3	11	11	4.32	Very Good
3.	I believe my English scores will improve if I learn through web games.	0	2	3	13	7	4.00	Good
4.	If I try hard, I am confident I can understand the Simple Present through games.	0	1	4	12	8	4.08	Good

5.	The bond within the game increases my learning spirit.	0	1	5	10	9	4.08	Good
6.	I use memorization strategies (e.g., noting key words) when playing learning games.	0	2	6	9	8	3.29	Good
7.	I feel responsible for my learning outcomes even when using games in class.	0	1	3	11	10	4.20	Very Good
8.	I can stay focused even when playing games as a learning medium.	0	2	5	10	8	3.96	Good
9.	Learning games make me more interested in English lessons.	0	0	4	12	9	4.20	Very Good
10.	I find learning English a fun challenge with web games.	0	1	3	9	12	4.28	Very Good

Based on the table above, the mean scores for each item ranged from 3.92 to 4.32, which fall into the Good to Very Good categories. This indicates that the majority of students responded positively to the use of web games in grammar learning.

1. Students felt more confident, motivated, and actively engaged when learning English with Kahoot.
2. Web games were perceived as making grammar lessons, particularly Simple Present, more enjoyable, useful, and less monotonous.
3. Most students also reported feeling responsible for their learning outcomes and being able to maintain focus despite the game-based setting.

4. Furthermore, students believed that gamified learning increased their interest, learning strategies, and enthusiasm in studying English.

Therefore, the results of the questionnaire support the quantitative findings that gamified learning through Kahoot not only enhances students' academic achievement but also positively impacts their motivation, focus, learning strategies, and classroom engagement.

2. The Data Observation

To support the quantitative data in this study, the researcher also conducted observations using a checklist during the learning process in the experimental class. These observations aimed to assess students' intrinsic motivation based on their positive reactions to gamification elements such as points, badges, and level-ups found in game-based learning media.

The observations were conducted directly by observers in the experimental class while students were carrying out learning activities using games. Each observation indicator was recorded on a checklist to see the extent to which students showed positive responses.

Table 4.11 Recapitulation of Students' Motivation Observation Checklist

Results in Learning Using Games

No.	Observation Indicator	Yes	No	Notes
1.	Students smile, laugh lightly, or show expressions of enjoying the game.	20	4	Most students appeared enthusiastic and cheerful.
2.	Students enthusiastically raise their hands or express the desire to	18	6	Some students remained passive.

	answer more questions/games.			
3.	Students show celebratory gestures when earning points, badges, or leveling up.	19	5	Many students cheered lightly when earning points.
4.	Students show high focus when game feedback is given (looking at the screen or listening actively).	21	3	Only a few students were distracted.
5.	Students are encouraged to retry or repeat levels after giving the wrong answer.	17	7	Some students were reluctant to retry.
6.	Students collaboratively help friends when there is confusion or difficulty in the game.	22	2	Collaboration was highly noticeable.
7.	Students spontaneously use <i>Simple Present Tense</i> vocabulary during the game or discussion.	16	8	Some students still needed guidance.
8.	Students show curiosity by asking “why” or “how” in the context of grammar games.	15	9	Questions mostly came from active students.

Based on the observation checklist results, the majority of students showed positive responses toward the use of games in English learning. Most students enjoyed the learning process, as indicated by their facial expressions, enthusiasm in answering, and collaborative behavior with peers. Furthermore, indicators of focus and motivation to retry after failure were also quite high.

Nevertheless, some students were still passive and did not fully use the *Simple Present Tense* spontaneously. However, overall, the data shows that gamified learning successfully enhanced students’ motivation, engagement, and positive attitudes in the learning process.

These observation results support the quantitative findings, which showed an improvement in students' motivation and learning outcomes after using game-based media. Theoretically, this aligns with the technology-based learning approach, which emphasizes the role of digital media in creating enjoyable and interactive learning environments while fostering active student participation.

B. Discussion

The findings of this study clearly demonstrate that the use of gamified learning through web-based games (Kahoot) in teaching the Simple Present Tense at SMP Negeri 3 Langsa had a significant impact on improving students' learning outcomes compared to conventional methods. Data analysis revealed that the experimental class, which was taught using web games, achieved a higher mean gain score (6.84) than the control class that relied on traditional approaches (2.68). Furthermore, the *t*-test results indicated a significance value of $0.000 < 0.05$, confirming that there was a statistically significant difference between the two groups. This indicates that Kahoot, as a gamification medium, is effective in enhancing students' grammar mastery, particularly in the Simple Present Tense.⁶¹

From a cognitive perspective, the increase in scores in the experimental class shows that gamification helps students understand grammatical structures more effectively. This finding is consistent with Gamification Learning Theory, which emphasizes that game elements such as points, competition, and instant feedback can increase cognitive engagement and positively influence academic achievement.

⁶¹ Clark, Tanner-Smith, and Killingsworth, 'Digital Games, Design, and Learning: A Systematic Review and Meta-Analysis'.

⁶² In the context of this study, students in the experimental group who interacted with Kahoot questions were not only motivated to answer correctly but also encouraged to learn faster due to the competitive features and time limits. Gamification significantly improved students' grammar performance, emphasizing that game elements such as leaderboards and points increased motivation and grammar accuracy.⁶³ These findings suggest that web-based game-based strategies are more effective than conventional methods, which are often monotonous and rely on rote memorization.

In addition to cognitive outcomes, this study also highlights the affective benefits of gamification, particularly in terms of student motivation and engagement. Classroom observations showed that students in the experimental class were more active, enthusiastic, and engaged in learning activities. They enjoyed playing Kahoot, supported each other when answering questions, and interacted more frequently with the teacher. This behavior reflects Self-Determination Theory (SDT), which states that intrinsic motivation grows when basic psychological needs for autonomy, competence, and relatedness are met.⁶⁴ In Kahoot-based lessons, students experience autonomy by making independent choices, competence through instant feedback, and relatedness by competing and collaborating with peers. These conditions explain why engagement levels were

⁶² Richard N. Landers, 'Developing a Theory of Gamified Learning: Linking Serious Games and Gamification of Learning', *Simulation and Gaming*, 45.6 (2014), pp. 752–68, doi:10.1177/1046878114563660.

⁶³ Mauludi, M. R., Dewi, S. L., & Hadiani, S. (2024). Gamified Learning Implementation to Improve Grammar Skill. *JOINT: Journal of Inspirational English Language Teaching*, 1(1), 35-44.

⁶⁴ Deci, E. L., & Ryan, R. M. (2013). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.

higher in the experimental class compared to the control class. These findings are consistent with research emphasizing that gamification enhances engagement, flow, and immersion in learning,⁶⁵ as well as studies showing that gamification frameworks create enjoyable learning environments that encourage active participation.⁶⁶

Compared to previous studies, this research not only confirms but also expands on existing findings. It finds that gamification can improve students' writing skills in terms of grammar and vocabulary, although the results are not always statistically significant.⁶⁷ In contrast, this study shows a significant improvement in grammar mastery, especially in the present simple tense. This difference may be due to the focus of the research: Rayhan and colleagues focused on more complex writing skills, while this study targeted specific grammatical structures. Additionally, the results of this study support a meta-analysis concluding that gamification consistently has a positive impact on students' academic performance across various educational levels.⁶⁸ Overall, these findings strengthen the argument that gamification is not merely a source of entertainment in the classroom but an effective pedagogical approach that enhances both academic performance and learning motivation.

⁶⁵ Hamari and others, 'Challenging Games Help Students Learn: An Empirical Study on Engagement, Flow and Immersion in Game-Based Learning'.

⁶⁶ Rivera and Garden, 'Gamification for Student Engagement: A Framework'.

⁶⁷ Rayhan, Usman, and Patmasari, 'The Implementation of Gamification to Enhance Grammar and Vocabulary in EFL Students' Writing Skills'.

⁶⁸ Diaz and others, 'A Meta-Analysis on the Effectiveness of Gamification on Student Learning Achievement To Cite This Article: A Meta-Analysis on the Effectiveness of Gamification on Student Learning Achievement'.

The implications of this study are noteworthy both theoretically and practically. Theoretically, it enriches the body of literature on gamified learning in the Indonesian junior high school context, particularly in grammar instruction. It supports the assumptions of SDT and the Theory of Gamified Learning by showing that game elements can indeed foster motivation and learning achievement. Practically, English teachers can adopt web games such as Kahoot as alternative teaching methods to overcome low student motivation and engagement. Kahoot is relatively easy to implement even in schools with limited resources, making it accessible for a wider educational setting. From a policy perspective, schools and curriculum developers should consider integrating gamified digital tools into classroom practices to improve the overall quality of English language instruction at the secondary school level.

Despite these positive findings, the study has several limitations. First, it was conducted with only two classes (50 students), which restricts the generalizability of the results. Second, the research focused solely on grammar (Simple Present Tense), so the effectiveness of gamification in other language skills such as speaking and writing remains to be explored. Third, the study relied exclusively on one platform (Kahoot), meaning that results might differ if other gamification platforms with more complex features were applied. Addressing these limitations in future research could provide a broader understanding of how gamification works across different skills, contexts, and technological tools.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research conducted at SMP Negeri 3 Langsa, it can be concluded that the application of gamified learning through the Kahoot platform has a significant and positive effect on improving students' grammar achievement, particularly in mastering the Simple Present Tense. The results of the pre-test and post-test from both experimental and control classes showed an increase in students' scores; however, the improvement in the experimental class—which utilized Kahoot—was considerably higher than that of the control class.

The mean score in the experimental class increased from 52.44 to 59.28, with a gained score of 6.84. Meanwhile, the control class improved from 48.20 to 50.88, with a gained score of only 2.68. This indicates that the use of Kahoot as a gamified learning medium is more effective than conventional teaching methods in enhancing students' grammar performance. The results of the independent sample *t*-test further confirmed that the difference in learning outcomes between the two classes was statistically significant ($p < 0.05$).

In addition to quantitative improvements, students' perceptions gathered during the research showed a positive response toward the use of Kahoot in grammar lessons. Students reported feeling more motivated, engaged, and enthusiastic when learning through the platform. They also highlighted that Kahoot made grammar practice more enjoyable, interactive, and less monotonous, which contributed to their confidence and active participation in class.

These findings demonstrate that gamified learning not only supports academic improvement in grammar mastery but also fosters a positive classroom atmosphere and encourages greater student involvement. Moreover, the integration of Kahoot in grammar instruction aligns with the principles of the Merdeka Curriculum, which emphasizes the importance of digital technology and student-centered learning approaches in the 21st century.

In conclusion, the research hypothesis (Ha) is accepted—gamified learning through Kahoot significantly improves students' grammar achievement at the seventh grade of SMP Negeri 3 Langsa. This study contributes not only to the theoretical understanding of gamification in language learning but also offers practical implications for teachers, schools, and future researchers in optimizing the use of digital game-based platforms to support English language teaching in junior high school contexts.

B. Suggestions

Based on the results of hypothesis testing, which confirmed that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected, it can be concluded that the use of Kahoot as a gamified learning tool has a significant effect on improving students' grammar mastery, particularly in the Simple Present Tense. Therefore, the researcher proposes the following suggestions:

1. For English Teachers

Teachers are encouraged to implement Kahoot as part of their teaching strategies in grammar lessons. The interactive and competitive

features of Kahoot can foster students' motivation, engagement, and accuracy in learning grammar. To maximize its effectiveness, teachers should integrate Kahoot with traditional exercises and align it with the objectives of the Merdeka Curriculum, which emphasizes creativity, collaboration, and digital literacy.

2. For Student

Students should actively engage in gamified learning activities using Kahoot, both during classroom sessions and as a tool for practice outside of school. By utilizing Kahoot, students can receive instant feedback, track their progress, and enjoy a more stimulating learning environment that helps build confidence in mastering grammar.

3. For Schools And Educational Institutions

Schools are advised to provide adequate support for the use of digital platforms in the classroom. This includes ensuring access to stable internet connections, availability of digital devices, and professional development programs for teachers. Such institutional support will allow the effective integration of gamification tools like Kahoot, particularly in schools with limited resources.

4. For Future Researchers

As this study was limited to grammar (Simple Present Tense), future research is encouraged to investigate the impact of Kahoot on other language skills such as speaking, listening, and writing. Further studies may also explore comparisons between different gamified learning platforms,

examine long-term effects on student achievement, or analyze how learning styles influence the effectiveness of gamified learning.

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