

**STUDENTS' INTEREST IN LEARNING ENGLISH USING
GAMIFICATION OF NINTH GRADE STUDENTS
AT MTs AL-QALAM TEPPU**



A Thesis

Submitted in Partial Fulfillment of the Requirements for Degree of
Education Bachelor S.Pd in English Education Study Program
Tarbiyah and Teaching training Department
State Islamic Collage of Majene

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Skripsi yang berjudul “**Students’ interest in learning English Using gamification of ninth grade students at Mts Al-Qalam Teppo**” yang disusun oleh **Nurlailatul Qadri, NIM. 10259119018**, mahasiswa Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munagasyah yang diselenggarakan pada hari Jum’at tanggal, 24 Januari 2025 M bertepatan dengan tanggal 24 Rajab 1446 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Agama Islam dengan beberapa perbaikan.

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Pembimbing penulisan skripsi saudara **Nurlailatul Qadri NIM:10256119018**. Mahasiswa Program Studi Tadris Bahasa Inggris pada jurusan Tarbiyah dan keguruan STAIN Majene, setelah meneliti dan mengoreksi secara seksama skripsi berjudul **“Students’ Interest in Learning English Using Gamification of Ninth grade at MTS Al Qalam Teppo”** memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk dilanjutkan ke tahap (Ujian Munaqasyah).

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ABSTRACT

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Title : Students' interest in learning English Using gamification of ninth grade students at Mts Al- Qalam Teppo

Gamification is the application of game elements designed to enhance students' interest, engagement, and enjoyment in the learning process. However, in reality, students' interest in learning English tends to be low, especially in class 9C, which was identified through interviews and questionnaires. The lack of student interest may be due to monotonous learning methods, minimal student engagement, and the absence of interactive media. This research aims to determine whether using gamification can increase students' interest in learning English. The platforms used in this research are Quizziz and Kahoot.

This research uses a quantitative method with a one-group pre-test and post-test design. The class selection was conducted using purposive sampling, choosing a class with the lowest level of interest in learning English. Based on interviews and questionnaires distributed beforehand, class 9C was selected as it had the lowest scores compared to other classes. The research subjects consisted of 19 students from class 9C.

The results indicate that gamification can enhance students' interest in learning English. This is evidenced by an increase in the pre-test score from 58 to 75 in the post-test. A hypothesis test was conducted using a paired sample t-test, and the results showed that gamification had a significant impact on increasing students' learning interest. This conclusion is based on a significance value of 0.001, which is far smaller than 0.05, meaning the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. The implementation of gamification methods with application-based media such as Kahoot and Quizziz significantly improves students' learning interest after implementation compared to before the treatment.

Keywords: *gamification, Quizziz, Kahoot, and learning interest*

ABSTRAK

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Judul : Minat siswa dalam belajar Bahasa Inggris menggunakan gamifikasi pada kelas IX di Mts Al- Qalam Teppo

Gamifikasi merupakan penerapan elemen-elemen permainan yang dirancang untuk meningkatkan minat, keterlibatan, dan kesenangan siswa dalam proses pembelajaran. Namun, pada kenyataannya, minat siswa dalam belajar Bahasa Inggris cenderung rendah, terutama di kelas 9C, sebagaimana diidentifikasi melalui wawancara dan kuesioner. Rendahnya minat ini dapat disebabkan oleh metode pembelajaran yang monoton, minimnya keterlibatan siswa, serta kurangnya penggunaan media interaktif. Penelitian ini bertujuan untuk mengetahui apakah penerapan gamifikasi dapat meningkatkan minat siswa dalam belajar Bahasa Inggris. Platform yang digunakan dalam penelitian ini adalah Quizziz dan Kahoot.

Penelitian ini menggunakan metode kuantitatif dengan desain one-group pre-test dan post-test. Pemilihan kelas dilakukan dengan teknik purposive sampling, yaitu memilih kelas dengan tingkat minat belajar Bahasa Inggris yang paling rendah. Berdasarkan hasil wawancara dan kuesioner yang dibagikan sebelumnya, kelas 9C dipilih karena memiliki skor minat belajar terendah dibandingkan kelas lainnya. Subjek penelitian terdiri dari 19 siswa di kelas 9C.

Hasil penelitian menunjukkan bahwa penerapan gamifikasi dapat meningkatkan minat siswa dalam belajar Bahasa Inggris. Hal ini terbukti dengan peningkatan skor pre-test sebesar 58 dan skor post-test yang meningkat menjadi 75. Uji hipotesis dilakukan dengan menggunakan uji t berpasangan (paired sample t-test), dan hasilnya menunjukkan bahwa gamifikasi memiliki pengaruh yang signifikan dalam meningkatkan minat belajar siswa. Kesimpulan ini berdasarkan nilai signifikansi 0,001, yang jauh lebih kecil dari 0,05, sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dengan demikian, penerapan gamifikasi melalui media berbasis aplikasi seperti Kahoot dan Quizziz secara signifikan meningkatkan minat belajar siswa setelah diterapkan dibandingkan dengan sebelum penerapan.

Kata kunci: *Gamifikasi, Quizziz, Kahoot, dan minat belajar*

CHAPTER I

INTRODUCTION

A. *Research Background*

English education is a means to develop listening, speaking, reading, and writing skills in English. English plays a very important role in learning because English is a means of communication worldwide. In addition, according to Syakur (2022), to meet the needs of future professions, students need the ability to speak English fluently. In this case, English is significant for learning and achieving a better future for current and future generations. Therefore, teachers need to foster students' interest in learning English.

In learning, interest is needed to provide awareness to students because, with interest in learning, students will try to get better results. According to Suci (2022), Interest is paying attention in learning without being forced. Therefore, when students have an interest in learning, these students will try harder to master the material given by the teacher. In addition, interest in learning can affect students' concentration or focus on learning. Students who are interested in learning will pay more attention to the learning that takes place than those who have no interest in learning.

Interest in learning is very influential on student achievement and getting good results. This is the same as the opinion cited by Harackiewicz (2010) which states that interest plays a vital role in learning and improving student academic achievement, and interest also has an essential role in happiness. Interest is a

means to increase student knowledge development, and students' interest sees a teacher's success in the material presented by the teacher (Dan Y & Todd 2014).

Therefore, the role of teachers in increasing student interest is very important. Increasing interest in learning can be achieved by providing interesting learning to students based on the results of research from Isnawati et al (2021) shows that using the gamification method in learning can increase students' interest in learning that students become more active in asking questions, paying attention to learning and being excited about learning. In addition, the results of research by Husin et al. (2023) also show that using gamification can increase students' interest in learning. Thus, Gamification is the application of game components in learning Lkkorens-Largo (2016). The basic concept of gamification is to incorporate game components into learning, such as awarding points, badges, levels and leaderboards.

Based on the first observation conducted by the researcher at MTs Al-Qalam Teppo, it is known that there are 3 English teachers teaching at the school, some of whom teach specifically in 7th grade, 8th grade and 9th grade. When the researcher made observations in 9th grade, many students were less interested in learning. This was shown by students who pay less attention to the teacher when learning took place and often talked to their friends when the teacher explained. They went in and out of class when learning was taking place. According to Arlianty (2017), indicators of interest in learning are feelings of pleasure, attention, and activeness. However, the class showed that students did not pay attention to learn and were not active when the teacher asked or answered

questions. In addition, based on statements submitted by some students, difficulties in learning made students uninterested in learning. In addition, they also argued that English was not their language. Students also said that they did not like English and they were not interested in learning English.

In the second observation conducted by the researcher, the researcher distributed questionnaires containing statements customized to the learning interest indicators. The researcher distributed questionnaires to the 9th grade. There are three classes, namely 9A, 9B, and 9C; based on the results of the questionnaires that the researcher distributed, the researcher found that class 9C had the lowest interest in learning English compared to other classes. Therefore, the researcher conducted research in class 9C.

Based on the problems found at MTS Al-Qalam, researcher examined the using of the gamification method to increase student interest in learning English. Therefore, the researcher took the title "Students' interest in Learning English Using Gamification of 9th grade students at MTs Al-Qalam Teppo. In this research, the researcher used: Quizizz and Kahoot.

B. Research Problem

Based on the background of the problem above, the main objective of this research is to discuss Gamification in Increasing Students' English Learning Interest of 9th grade students at MTS Al Qalam Teppo. Does gamification increase students' interest of 9th grade students at MTs Al-Qalam Teppo in learning English?

C. Research Objectives

This study aims to find out if using gamification can help increase students' interest in learning English. Gamification is a method of teaching that adds game-like features, such as points, scores, and time challenges, to make learning more fun and engaging. In this research, digital platforms like Quizizz and Kahoot are used as learning tools in the classroom.

These tools are expected to make students more active, motivated, and interested during English lessons. The results of this study may help teachers understand how technology can be used to improve student learning and interest in class.

D. Research Significances

This research is expected to make a significant contribution both theoretically and practically. Theoretically, it aims to enhance English language learning by deepening the understanding of students' interest in learning. By identifying the factors that drive student engagement, teaching strategies can be improved to enhance students' English proficiency.

Practically, this research offers benefits to various parties. For teachers, it provides insights into effective English teaching strategies, helping to address students' lack of interest in learning. For students, it is expected to encourage greater enthusiasm for learning English, making the learning process more enjoyable and meaningful. For future researchers, this study serves as a valuable reference for further studies on student engagement and English language learning. Additionally, for readers and students of the English Education Study

Program, particularly in the Tarbiyah and Teaching Training Department at the State Islamic College of Majene, this research offers additional insights and useful references for understanding more effective language learning strategies.

F. Research Scope

This research focuses on the use of gamification to enhance students' interest in learning English. It aims to explore in depth whether the gamification method can effectively increase students' enthusiasm for learning English. The study's subjects are 9th-grade students at MTs Al-Qalam Teppo.

CHAPTER II

LITERATURE REVIEW

A. *Previous Related Research*

The first research by Muzakkir et al. (2022), titled "Gamification in Education: Evoking Students' Learning Interest and Achievement in EFL Class". This research examines whether gamification can improve students' interest and learning outcomes. This study used the pre-experiment method. The population in this research was the 11th grade students of SMA Negeri 1 Barru in the academic year 2022/2023. The total number of students in this population is 363. This research used the cluster random sampling technique; the selected class was class XI MIPA 3, consisting of 28 students as an experimental class. The instruments used in this research were questionnaires and learning outcomes tests. The media used in this study is the Quizizz application. Based on the results of this research, it was found that there were significant differences in students' interest in learning English before and after treatment. The results showed that using the gamification method with one of the games applied, namely the Quizizz application, increased student interest and learning achievement, as seen from the average score of students before and after the test. In addition, this Quizizz application could improve students' reading skills.

The second research by Meilani et al. (2023), titled "Gamification in accounting learning: could it increase students' motivation and interest," aims to determine the increase in student interest in using gamification learning methods.

This research method used a one-group design experiment. The instrument used in this research was a questionnaire. This research was conducted in class 10th accounting, comprising 35 students. This research indicated that gamification could increase student interest and motivation in learning. The level of boredom of students in the learning process evidences this. In addition, gamification could increase enthusiasm and make students more diligent in learning.

The third research by Triarisanti & Purnawarman (2019), titled “The Influence of Interest Motivation on College Students’ Language and Art Appreciation Learning Outcomes”, this research aims to determine the effect of interest on student learning outcomes in Korean language study programs at public universities in Indonesia. The population in this research were students of the Korean language education study program, which consists of 53 people divided into two classes, namely 27 students from class A and 26 from class B. Data collection techniques in this research used a Likert-based questionnaire with 60 questions, and documentary analysis was carried out on student test scores. This research indicated that interest and motivation significantly influenced student learning outcomes, as demonstrated by student grades. Thus, it could be concluded that high interest and motivation could determine the success of student learning outcomes.

The fourth research by Purnama & Muljadi (2021), titled “ influence of interest and motivation to learn about student leaning outcomes at STAB Dharma Widya in Tangerang City”. This research aims to found out how the learning outcomes of students could be improved by examining the influence between

student learning outcomes and student interest and motivation. In this research, researchers used qualitative survey methods. The population in this research were all active students at the Buddhist Dharma Widya College, totaling 89 students. In this research, researchers used a questionnaire. The results of this research indicate that there was a positive thing between interest and student learning outcomes. This showed that student learning outcomes could be improved through increasing student interest and motivation to learn.

From some of the previous researchers above. So, there are similarities and differences in this study. The first and second previous studies have similarities related to this research, namely both using the gamification method related to increase student interest and motivation. In addition, related to the third and fourth previous studies have similarities, namely examining student interest in learning. Namely lies in the technique used in previous studies using the cluster random sampling techniques while in this study using purposive sampling techniques and the difference in the second previous research in the research instrument. The second research instrument used a questionnaire, while this study used a test. The third and fourth previous studies, differences are those the third and fourth previous studies only examined the effect of learning interest on student learning outcomes.

In contrast, this study used a gamification method to determine whether it could increase student interest in learning. In addition, other differences could also be seen from the variables used in this research, which focus only on two

variables related to learn interest and gamification. In comparison, previous studies have used more than two variables.

B. *Pertinent Idea*

1. Gamification

a. Definition of gamification

According to Llorens-Largo et al (2016), gamification implements game components that aim to motivate students, increase student engagement, and increase student enjoyment in learning. According to Manzano-Leon (2021), gamification is a technique that uses game design in an educational environment to stimulate and interact directly to students to develop cognitive and social competencies significantly. According to Ariani (2020), gamification is a learning method that includes game components such as points, reward, challenges, badges, levels and leaderboards that are expected to increase students' motivation and students' engagement in learning.

Based on some of the definitions above, gamification is a technique in learning that includes game components such as points, reward, challenges, badges, levels and leaderboards that aim to increase student's motivation, student's engagement and enjoyment in learning.

b. The kind of Gamifications.

There are two types of gamifications, namely: gamification of structural and gamification of content. According to Garone P. and Nesteriuk S (2019), gamification of structural applies game components such as

rewards, challenges, levels, badges, leaderboards without changing learning into a game. For example, multiple-choice is still multiple-choice, but students get rewards, badges, etc. When they answer correctly. According to Kapp, Karl. M (2013), gamification of content is the application of game components in learning and changing learning into a game, for example by adding a story. Keep in mind that, gamification of content looks like a game but does not change the learning material into a game.

c. Step to implement gamification.

According to Susanti (2022), the steps to implement the gamification method are as follow: the first is determining learning objectives. The second is determining ideas for implementing learning. For this lesson, the researcher will use Quizizz and Kahoot. The third is determining the scenario adapted by learning. The fourth is designing learning activities. In this research, the researcher will develop lesson plans that will be used to implement learning. The fifth is creating learning groups.

d. Benefits of gamification

According to Fu et al (2021), there are several benefits of the gamification method, namely: the first is gamification-based applications provide interesting learning, so using these applications can increase student enjoyment in the learning process, the second is gamification-based applications can increase student independence in learning. According to Wulantari et al (2023), the first is increased student motivation in learning, the second is increased student learning outcomes, the third is increased

student participation and engagement in learning, and the last is improved collaborative learning and student social interaction.

e. Disadvantages of gamification

Gamification will be boring if used too often, and the allocation of learning time that teacher have planned is ineffective because it will be longer than learning that does not apply gamification.

2. Quizizz

a. Definiton of Quizizz

Quizizz is one of the tools that can be used to implement the gamification method. The teachers can increase students' interest in learning using gamification-based media such as Quizizz. Based on the results of the research from Pitoyo and Asib (2020), said that students were very active in answering teachers' questions and students were more focus when the teacher explained.

b. Steps to register for a Quizizz account

1. Open google and type Quizizz.com, and then click register.
2. Enter the email in the register, then click next
3. Select a school
4. Select the teacher
5. Then fill in according to the biodata.
6. The homepage will appear, and this is the appearance of the Quizizz front page

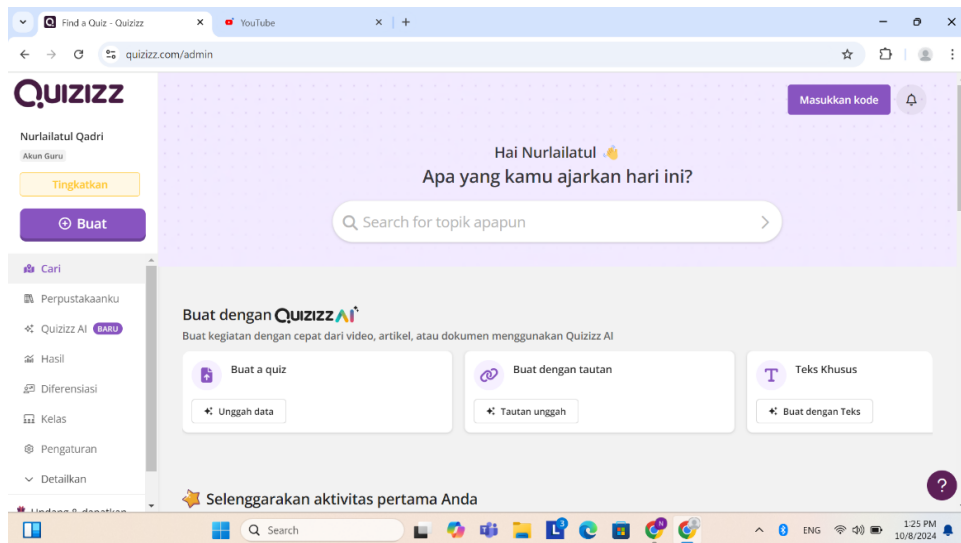


Figure 2.1. Homepage of Quizizz

7. The application is ready for use.
- c. Steps for creating questions in Quizizz
1. To create a question in the Quizizz account, select *buat*.
 2. Choose the Quiz

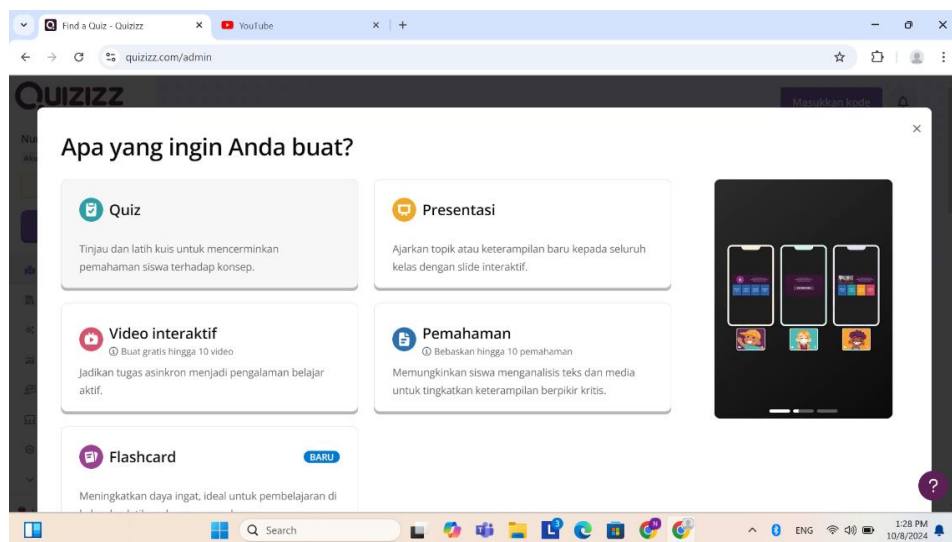


Figure 2.3. Teaching material selection display

3. Then, select the type of questions to be created when teacher choose the multiple-choice there are two ways when students will answer the questions given by teacher. The first is using a barcode, this barcode is used when students do not have handphone or teachers prohibit students bring their handphone to school. So, the teachers should choose multiple-choice.

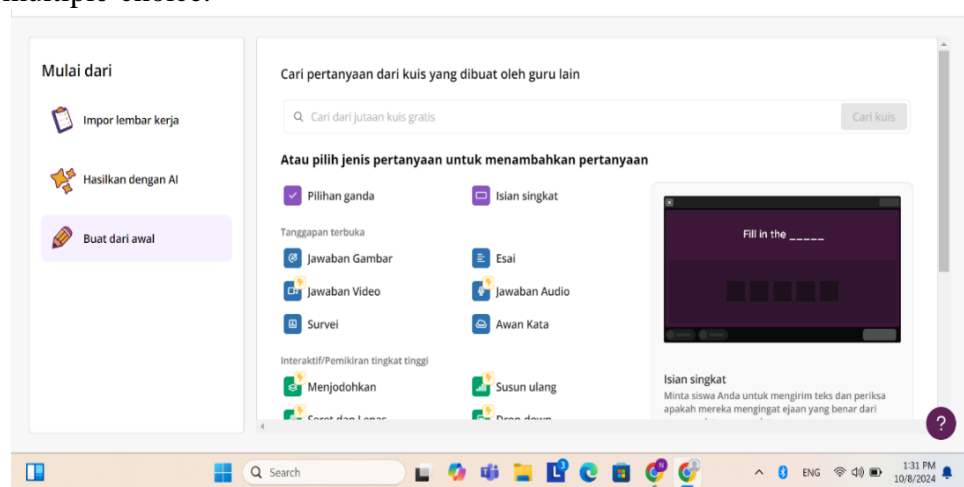


Figure 2.3. Question selection view

4. To add questions, select create new Questions. After creating several questions, select save question.

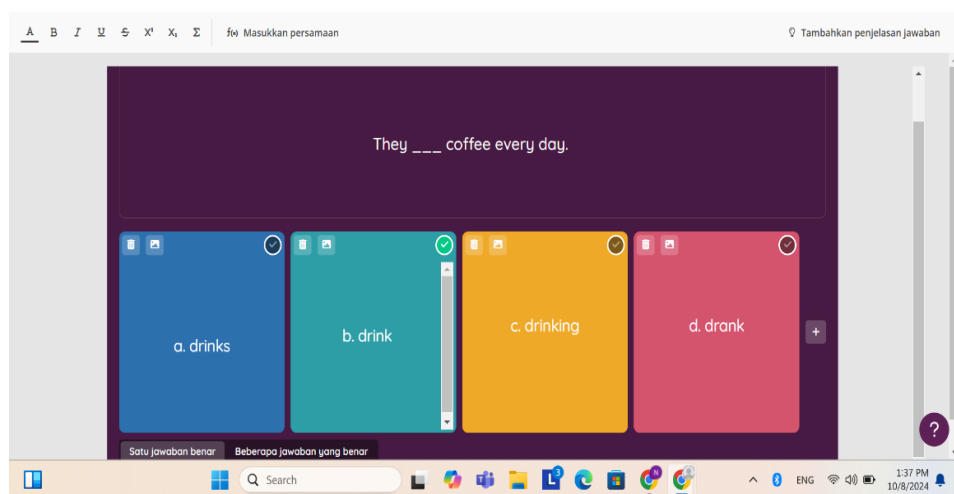


Figure 2.4. Multiple-choice question display

5. Type according to the subject, class, etc.; the picture below is an example of a quiz application display.

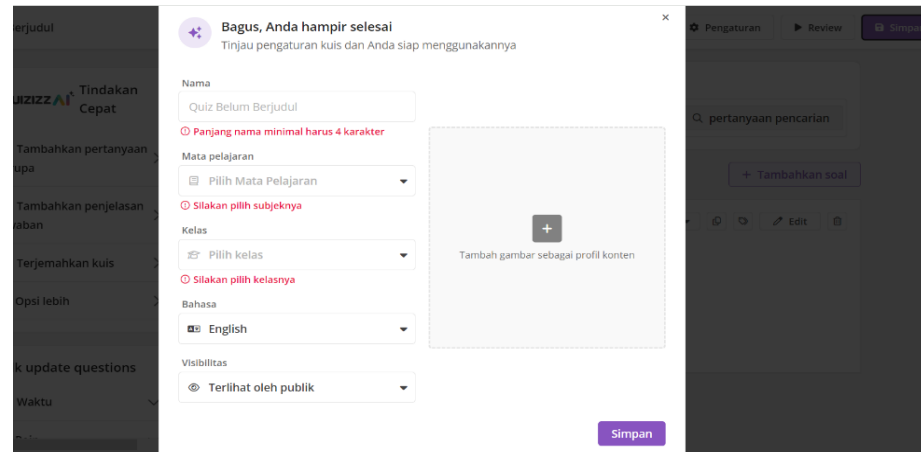


Figure 2.5. Save the questions that have been created

6. The teacher can share the link with the students via WhatsApp, and it can also be shared via Google Classroom if students use handphones to answer questions. Then, if students answer with a barcode, the teacher must download the QR on the Quizizz account, print out, and open the handphone to download the Quizizz application on the Play Store. After downloading, enter the Quizizz account on the handphone.

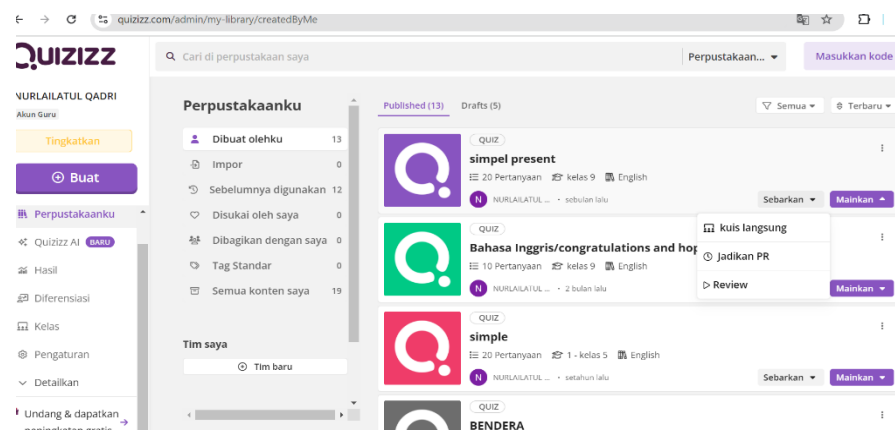


Figure 2.6. Display of questions that have been created

7. Below is an example of when the teacher chooses to distribute soap through codes that will scan each student's answer.

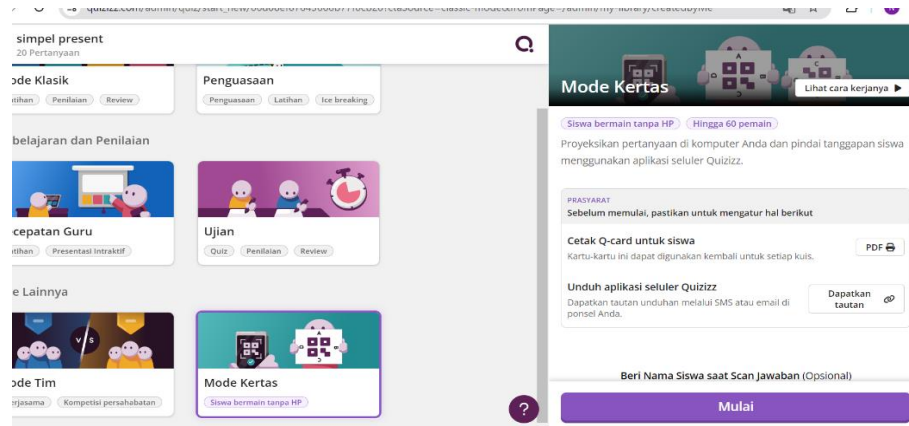


Figure 2.7. Selection of the method used to answer the question

8. Then, the teacher will distribute each barcode to the students according to their names, and then the teacher will explain how to answer the questions with the barcode. Then, the teacher scanned the students' answers through the application to the handphone by entering the same email address and password that the teacher had created on the web.

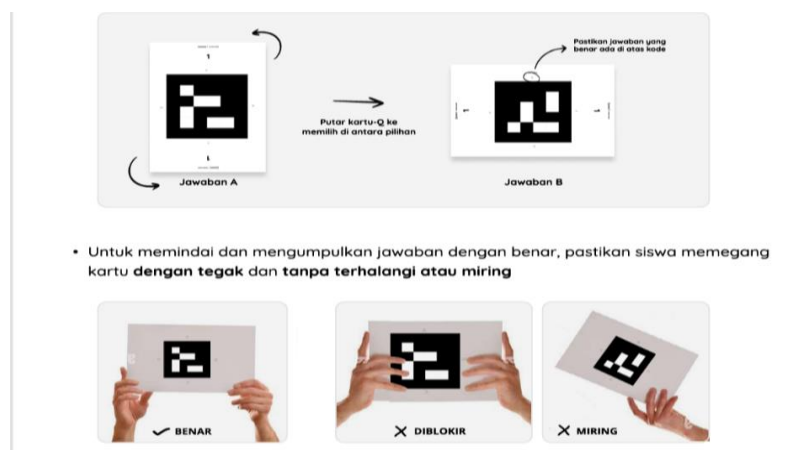


Figure 2.8. Piper barcode

d. Advantages of Quizizz

Advantages of gamification for students according to Yuniarto (2021), explains that there are several advantages of the Quizizz application, namely: 1) Using Quizizz is easier than using other gamification applications, 2) The use of the Quizizz application as a learning tool in the classroom is very interesting, 3) Students can understand the material well using the Quizizz application, 4) Students feel more involved in learning when using the Quizizz application, 5) Students can ask questions without feeling afraid.

Advantages of gamification for teachers according to Kristiani and Usodo (2022) namely: 1) Student grades will come out automatically, 2) The report presented is quite detailed; every student's answers, whether wrong or right, can be seen through the Quizizz account or with an Excel form that can be downloaded on the Quizizz account.

e. Disadvantages of Quizizz.

Advantages of gamification for students, according to Yuniarto (2021), explains that there are several disadvantages of the Quizizz application, namely: 1) Sometimes bad internet conditions are an obstacle for students, 2) Students who are too focused on getting the highest score, 3) Teachers have difficulty implementing the quiz application.

Advantages of gamification for students, According to Kristiani & Usodo (2022), said network difficulties on the internet and expensive internet quota make this application difficult to implement remotely.

3. Kahoot

Kahoot is an online media that can be used for learning. According to Sulistiyawati, et all (2021), Kahoot is a quiz online application developed and presented in a ‘game’ format. In the application, students who answer correctly are awarded points and students who participate will immediately see the results of their responses. The top responders for each question are listed, and the winners are displayed in order at the end of the game session.

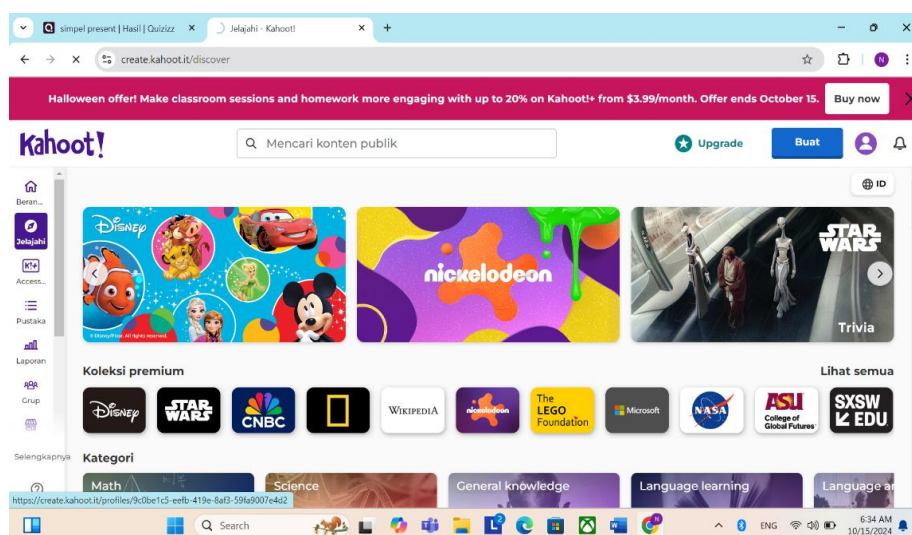


Figure 2.9. Homepage of Kahoot

a. How to use Kahoot

According to Sari, et all (2017), namely (1) the teacher accesses the website <https://kahoot.com/> and creates an account. (2) the teacher selects or creates material that suits the needs of students with the features already available. (3) the teacher divides the class into several groups and provides the group with one device (it will be easier with a mobile phone) and accesses <https://kahoot.it/>. (4) After selecting or creating the appropriate material, questions in the form of multiple choices will be displayed on the teacher's main device (5) the teacher

chooses the appropriate answer from the device in each group in a predetermined time duration.

b. Advantages of Kahoot

According to Cahyaningrum, (2024). Implementation of Kahoot Game to Evaluate Student Learning Outcomes. The advantages of Kahoot are: the first the game is easy to access; students only need to enter the code that the teacher has given. The second Kahoot! It has an attractive design and a background sound so that students do not feel tense while taking Quizizz the tried There are templates for making questions and time settings for determining the length of the answers. And the last There are various forms of questions and questions can be displayed randomly.

c. Disadvantages of Kahoot

First, the Essay question field filling is limited; only 120 characters are available. Second, there are only four answer options and last; questions can only be displayed through the question creator device.

4. Learning Interest

a. Definition of Learning interest

According to Saswandi (2014), interest is attention to something; interest can also be shown by participating in learning well. According to Harakiewicz (2016), interest is an interest in an object that lasts a long time and will always be studied more deeply. Therefore, interest is a psychological state characterized by increased attention, effort, and influence experienced at a particular time.

According to Puspita (2022), interest is a condition where someone will do something according to their wishes.

Some of the explanations above, interest in learning is someone's interest, attention, and effort to continue learning according to their wishes.

b. Factors that influence interest in learning

There are several factors that affect interest in learning, namely (Istiqah 2022):

1) Internal factors

Internal factors are divided into 2, namely: 1) Physical factors unhealthy physical conditions or bodies in students can be one of the things that can affect students' lack of interest in learning. If students have health problems such as being unable to see, hear, or even move their limbs, this will affect their interest in learning. In contrast to those in good health, students in good health will be more eager to learn. 2) Mental factors, Poor mental conditions can also affect students learning and the learning outcomes that will be achieved. Mentally immature students will have difficulty understanding learning material. Likewise, students who experience mental disorders will find it challenging to achieve good results in learning.

2) External factor

External factors are divided into 2 parts, namely: 1) Family factor, family is the closest person. Therefore, the family plays an essential role in supporting and encouraging learning. Thus, the family is influential in

increasing students' interest in learning, 2) School factors, teachers can have an essential influence on learning. In addition, teachers must always be able to motivate students, deliver exciting material, and provide material casually. That way, the interest in learning brought by the teacher will continue to increase.

c. Indicator of interest in learning

There are several factors in learning interest, namely Safari (2012)

1) Feelings of pleasure

Feelings of pleasure occurs when students feel positively about the subject matter, which helps them engage with enthusiasm and without external pressure.

2) Students' attention

Students' attention Plays a crucial role in absorbing information and understanding the subject matter. Their level of attention is influenced by teaching methods and the relevance of the content to their lives.

3) Students' involvement

In the learning process is reflected in their active participation, such as asking questions and expressing opinions. The more interested a student is, the more actively they engage in learning activities

4) Attraction

Serves as the initial step in developing interest. Before students develop a strong interest, they must first feel a sense of attraction toward a particular topic or subject.

d. Functions of learning interest.

In research Sutrisno, M (2020), explains that there are some functions of student interest in learning, namely: 1) Interest can motivate students to learn, students who have an interest in something will try to achieve the goals they want, 2) Learning interest functions as a force in achieving better learning outcomes, 3) Learning interest can add excitement to any material provided, 4) Interest in learning can increase concentration or attention to learning material, 5) Interest in learning can strengthen students' memories of the learning that the teacher has provided, 6) Students will not be bored learning when they have an interest in learning.

5. Hypothesis

Hypothesis is predictions made by researchers about the relationship between two or more variables in research. Hypothesis can also be interpreted as temporary answers to research questions that have been formulated by researchers before starting research (Lamonge et al., 2023). Hypothesis is known as educated guesses, but hypothesis is not just guesses. Hypothesis is a reasonable prediction made based on prior knowledge (Scharrer & Ramasubramanian, 2021)

a. Null hypothesis (H_0)

H_0 = The gamification cannot affect increasing student interest in learning at MTs Al-Qalam Teppo.

b. Alternative Hypothesis (H_a)

H_a = The gamification can increase students' interest in learning English at MTs Al-Qalam Teppo.

CHAPTER III

RESEARCH METHODS

A. Research Method

This research used a quantitative method. According to Hermawan (2019), quantitative research is an inductive, objective, and scientific approach in which data is collected in numerical form—such as scores or responses—and analyzed using statistical techniques. This method is often used to test hypotheses and support or challenge existing theories through systematic data analysis.

The study adopted an experimental approach. As Hendawati and Kurniati (2017) explain, the experimental method is a teaching strategy designed to fit students' learning conditions, helping to develop their thinking and creativity. It aims to observe the effects of a particular treatment on a specific group.

In this study, the researcher applied a pre-experimental design, specifically a one-group pre-test and post-test model. The students were given both a pre-test and a post-test without a control group to evaluate the effectiveness of gamification in increasing their interest in learning English. The results were analyzed to determine the impact of the treatment.

B. Research Design

In this research, the researcher used gamification through the Quizizz and Kahoot platforms as learning media to determine whether gamification could increase students' interest in learning English. During the initial observation, the researcher distributed questionnaires to 9th-grade students. Based on the results of these questionnaires, class 9C was selected as the research subject because it

showed the lowest level of interest in learning English. Therefore, this class was chosen to receive the gamification-based learning treatment in order to assess whether such an approach could improve their engagement and interest in the subject.

C. Population and sample

1. Population

The population in this research referred to the total number of subjects who served as the focus of the research. In this research, the population consisted of 9th-grade students from MTs Al-Qalam. The selection of this population was based on the need to analyze the impact of gamification on students' interest in learning English. By focusing on this group, the research aimed to obtain comprehensive data regarding the effectiveness of game-based learning platforms in increasing students' interest and engagement in the learning process.

2. Sample

The sample was a part of the research population selected by the researcher to be studied and used as a source of data. According to Sugeng (2022), a sample is taken to represent the population so that the research findings can be generalized to the entire population. In this study, the researcher used a purposive sampling technique, which involves selecting a sample based on specific criteria rather than through random selection. This technique was chosen because the sample was determined based on the class that showed the lowest interest in learning English, as revealed through

student interviews and the results of previously distributed questionnaires. Therefore, class 9C was selected as the research sample, as it met the criteria relevant to the study's objective.

D. Data collection methods

The data collection techniques in this research were carried out through the following stages:

1. Preparation stage
 - a. Conducted observations at MTs Al-Qalam Teppo.
 - b. Formulated research problems based on initial observations
 - c. Selected research subjects using the purposive sampling technique.

The selected class was the one with the lowest interest in learning, determined based on the average score of the distributed questionnaire.
 - d. Developed research instruments, namely the pre-test and post-test.
2. Research Implementation Steps

This research was conducted over eight meetings:

- a. First meeting

In the first meeting, researcher distributed questionnaires to 3 classes in class ninth grade to determine the class with the lowest interest in learning. Class 9C was chosen because it was the class with the lowest interest in learning English.

b. First meeting

This research was conducted on Friday, August 23, 2024, from 07:30 to 09:30.

1) The first step

In this stage, the researcher explained his initial objective to temporarily replace the teacher in teaching English learning subjects.

2) The second step

The topic for this session was expressions of hope, prayer, and achievement in English. The researcher provided a brief introduction to the topic, explaining key vocabulary and sentence structures. Examples of expressions such as "*I hope you succeed in your exam*" and "*May you always be happy*" were written on the board. The researcher demonstrated the pronunciation of these expressions and encouraged students to repeat after him. Students were asked to create their own sentences using the expressions learned. In pairs, they practiced using the expressions in short conversations. Volunteers were invited to present their dialogues in front of the class, and feedback was given on pronunciation and accuracy. Students were given time to ask questions if they had difficulty understanding the material. The researcher clarified any misconceptions and provided additional examples as needed.

3) The third step

To reinforce the lesson, the researcher introduced Quizizz and guided students on how to use the platform. The steps included:

Explaining the rules and objectives of the game. Ensuring all students could access the quiz using their mobile devices. Conducting a multiple-choice quiz based on the material covered. Displaying the leaderboard and discussing the correct answers to enhance understanding.

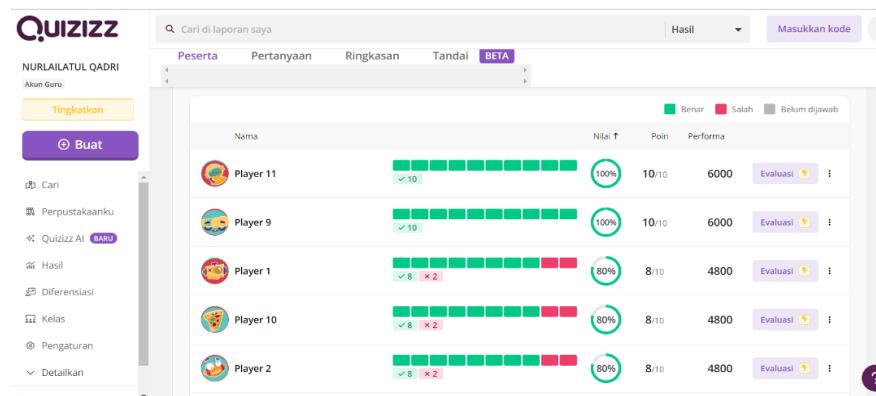


Figure 3.1. Students' answer results

4) The fourth step

The researcher summarized the lesson and asked students about their experience using Quizizz. Many students responded positively, stating that the activity was enjoyable and helped them better understand the material.

c. Third meeting

This research was conducted on Saturday, August 24, 2024 at 11:45 am-12:25 pm.

1) The first step

In this activity, the researcher again motivated students and conveyed learning objectives. In addition, the researcher also took the time to discuss a little of the material that had been studied at the previous meeting.

2) The second step

In this activity, the researcher explained the material about declarative and interrogative sentences with modals will, be, and going to in the context of expressing intent, purpose, and agreement to do something because there was not enough time to using the gamification. The researcher only told the students to continue at the next meeting.

3) The third step

Students summarize/conclude the lesson by describing the important points that arise in the learning activities that have just been carried out.

d. Forth meeting

This research was conducted on Friday, August 30, 2024 at 07.30-09.30.

1) The first step

In this activity, the researcher again motivated students and conveyed learning objectives. In addition, the researcher also took the time to discuss a little of the material that had been studied at the previous meeting.

2) The second step

In this activity, the researcher explained the material about simple present tense used Quizizz platform to use the gamification.

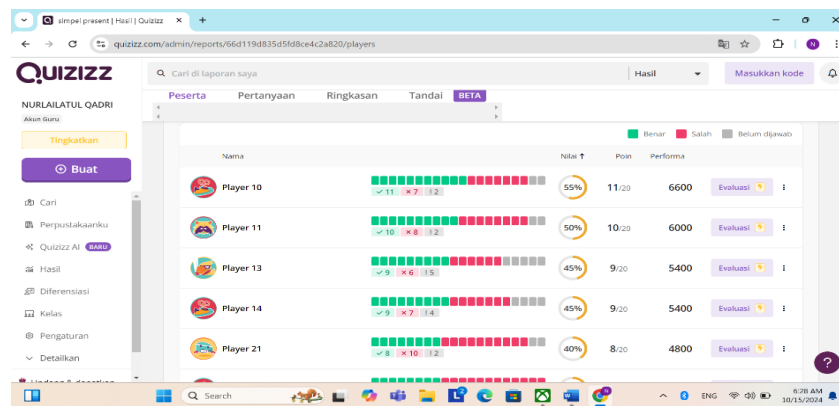


Figure 3.2. Students' answer results

3) The third step

Students summarize/conclude the lesson by describing the important points that arise in the learning activities that have just been carried out.

e. Fifth

This research was conducted on Saturday, August 31, 2024, from 11:45 to 12:25. In this activity, the researcher again motivated the students and conveyed the learning objectives. In addition, the researcher took the time to discuss a little of the material that had been learned at the previous meeting. However, because of the small hours, the researcher only interviewed students about using the gamification method using a platform such as Kahoot and whether they preferred the gamification method or the method presented by the previous teacher. Based on the results of interviews conducted by researchers, most students said that the use of this media made

students more enthusiastic about learning. In addition, the researcher also explained the Kahoot platform.

f. Sixth meeting

This research was conducted on Friday, September 6, 2024 at 07:30-09:30 pm.

1) The first step

In this activity, the researcher again motivated students and conveyed learning objectives. In addition, the researcher also took the time to discuss a little of the material that had been studied at the previous meeting.

2) The second step

In this activity, the researcher explained the material about the present perfect tense to students. Students asked to record material about the present perfect tense and demonstrate the use of this present ideal tense in everyday life. Students were also given the opportunity to answer questions on the board, and besides that, students were also given the chance to ask questions about the material. After the material was explained, the researcher also asked students questions about the material that had been described previously. When students had no more questions, researcher used the gamification with platform such as Kahoot. Platforms such as Kahoot were used to answer some of the questions that researcher had previously made on the laptop screen, and researcher provided opportunities for students who wanted to answer the questions that researcher had made on laptop

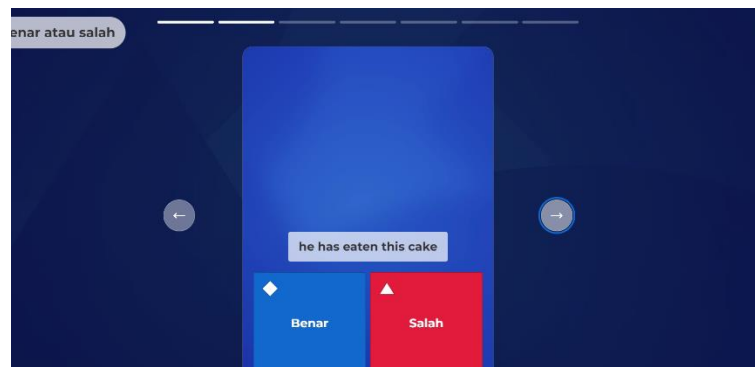


Figure 3.3. Kahoot

3) The third step

Students summarize/conclude the lesson by describing the important points that arise in the learning activities that have just been carried out.

g. Seventh meeting

This research was conducted on Saturday, September 7, 2024 at 11.:45-12:22 pm. In this activity, the researcher motivated students and conveys learning objectives. In addition, the researcher also took the time to discuss a little about the material that had been studied at the previous meeting. The gamification method could also be using with tools such as Kahoot. Researcher called students one by one based on the class attendance list. The purpose of the researcher was calling one by one was so that students did not struggle to get up to answer questions because students were very enthusiastic about answering questions. Therefore, researcher called students one by one so that each student got to answer the questions that researcher had asked.

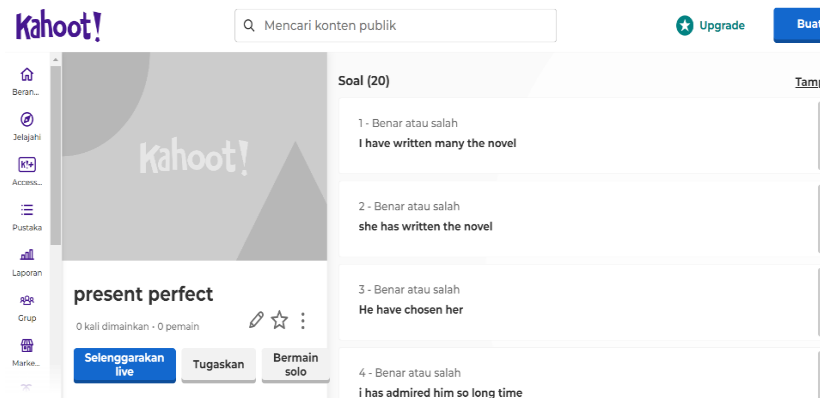


Figure 3.4. Kahoot

h. The Eighth meeting

After implementing learning to students for 6 meetings, the researcher distributed the same questionnaire that was distributed at the first meeting.

3. Data Analysis Stage

At this stage, the researcher analyzed the questionnaire results from both the pre-test and post-test as the final step of the research to determine its findings.

E. Research Instruments

1. Questionnaire

The instrument used in this research was a questionnaire. The questionnaire was administered during the first observation to assess students' interest in learning English. Questionnaires are a data collection method that involves providing respondents with questions or statements to answer. In this research, questionnaires were used to collect data on students' interest in learning through gamification.

The questionnaire was distributed in the form of printed sheets containing statements or questions, from which students selected one of the following options: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree. The statements presented to the students were related to their interest in learning. This questionnaire employed a Likert scale as a measurement tool, consisting of two types of statements:

a. Positive statements, scored from 5 to 1:

5 = Strongly Agree (SS)

4 = Agree (S)

3 = Neutral (N)

2 = Disagree (TS)

1 = Strongly Disagree (STS)

b. Negative statements, scored from 1 to 5:

1 = Strongly Agree (SS)

2 = Agree (S)

3 = Neutral (N)

4 = Disagree (TS)

5 = Strongly Disagree (STS)

The questionnaire results revealed that class 9C had the lowest interest in learning English compared to other classes.

F. Instrument Validity and Reliability Test

To test the validity and reliability in this research, the researcher used the SPSS version 26 application.

1. Instrument Validity

Validity is a measure that determines the accuracy and appropriateness of a research instrument. This validity test refers to the extent to which an instrument performs its intended function. An instrument is considered valid if it can accurately measure what it is supposed to measure (Riyanto & Hatmawan, 2020).

Validation testing of research instruments was conducted to eliminate unclear questions and statements, remove overly complex wording, revise incomprehensible questions, and add or delete items that were deemed irrelevant. This process ensured that the research instrument was accurate and appropriate for the study.

The formula used was as follows:

$$r = \frac{N \cdot \sum xy - (\sum x) (\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x^2)\} \{N \cdot \sum y - (\sum y)\}}}$$

Description

r_{xy} = correlation coefficient between item score and total score

N = number of research subjects

$\sum x$ = number of item scores

$\sum y$ = total score

$\sum xy$ = the sum of the multiplication between the item scores and the total score

$\sum x^2$ = sum of the squares of the item scores

$\sum y^2$ = sum of total score squares

G. Data analysis technique

Analysis refers to the process of examining, studying, and comparing data.

It is conducted to determine whether each aspect of learning is proficient.

a. Average value (Mean)

$$\bar{x} = \frac{\sum x}{n}$$

Description:

\bar{x} = Average value (mean)

$\sum x$
= Total score (learner score)

n
= Number of data (number of students)

2. The t-test comparison formula

$$t = \frac{\bar{Y}_1 - \bar{Y}_2}{\sqrt{\frac{\sum d^2}{N(N-1)}}$$

t = t-test symbol

\bar{Y}_1 = mean pretest score

\bar{Y}_2 = mean posttest score

$\sum d^2$ = sum of mean gain scores

N
= number of data

1 = constant number

3. Student Score Classification and Grading Scale.

Table 3.2. **Student Interest Questionnaire**

Sub indicator	Question Item			Point
		Positive	Negative	
Feelings of Pleasure	1. Saya senang belajar Bahasa Inggris 2. Saya merasa terbebani Ketika menerima banyak tugas Bahasa Inggris 3. Saya takut Ketika guru bertanya kepada saya mengenai Pelajaran Bahasa Inggris 4. Saya merasa kecewa Ketika guru Bahasa Inggris tidak hadir 5. Bahasa Inggris adalah Pelajaran yang sulit karena pengucapan dan tulisan sangat berbeda	1,	2,3,4,5	5
Students' Attention	6. Saya sering mengantuk Ketika belajar Bahasa Inggris 7. Saya sering mengerjakan tugas lain pada saat belajar Bahasa Inggris 8. Saya terkadang bercanda dengan teman Ketika belajar Bahasa Inggris 9. Saya kesulitan berkonsentrasi dalam belajar Bahasa Inggris 10. Saya sering melamun pada saat pembelajaran Bahasa Inggris		6,7,8,9,10	5

Students' involvement	<p>11. Saya sering menunda tugas yang diberikan guru</p> <p>12. Ketika diskusi kelompok saya berbicara dengan teman diluar materi kelompok.</p> <p>13. Saya selalu mengulang materi Bahasa Inggris dirumah</p> <p>14. Saya selalu menjawab pertanyaan guru Bahasa Inggris dengan benar</p> <p>15. Apabila guru memberikan tugas saya mengerjakannya dengan menyalin tugas teman</p> <p>16. Saya sering berdiskusi tentang materi Bahasa Inggris Bersama teman pada saat jam istirahat</p>	13, 14,16	11,12,15,	6
Students' Attraction	<p>17. Saya selalu mencatat materi Bahasa Inggris dengan lengkap dan rapi sehingga mudah untuk dipelajari</p> <p>18. Saya lebih suka bermain dari pada belajar Bahasa Inggris Ketika guru Bahasa Inggris tidak datang</p> <p>19. Saya mempelajari Bahasa Inggris tanpa ada yang menyuruh</p> <p>20. Saya ingin mengikuti kursus Bahasa Inggris</p>	17, 20	18, 19	4

Table 3.3. Learning Interest Questionnaire Rubric

Criteria	Question score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Table 3.4. Scoring Classification of the Students' Interest

Score interval	Classification
85-100	Extremely High
69-85	High
52-68	Moderate
36-51	Low
20-35	Extremely low

(Adapted from Muzakkir et al., 2022)

4. Inferential statistical analysis

a. Normality test

The normality test was conducted to determine whether the data used were normally distributed or not. This research used the Shapiro-Wilk test, which is appropriate for sample sizes of less than 50 ($N < 50$). In this test, data are considered normally distributed if the significance value is greater than 0.05 (sig. > 0.05). This test was performed using the SPSS application.

b. Hypothesis testing

Hypothesis testing was conducted to determine whether there was an increase in students' interest in learning English through gamification. This test was carried out using the SPSS version 26 application. The acceptance criteria in this research used a significance level of $\alpha = 0.05$, with the following hypothesis statements:

H₀ (Null Hypothesis): The use of gamification methods does not significantly affect students' interest in learning English at MTs Al-Qalam Teppo.

H₁ (Alternative Hypothesis): The use of gamification methods significantly affects students' interest in learning English at MTs Al-Qalam Teppo.

The results of the research were considered significant and supported the hypothesis based on the following criteria:

1. If sig. (2-tailed) ≤ 0.05 , then H₁ is accepted and H₀ is rejected.
2. If sig. (2-tailed) ≥ 0.05 , then H₁ is rejected and H₀ is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. Results of Pre-test and Post-test

The researcher conducted a study using the gamification method on 9th-grade students as the research subjects. This research was conducted over eight meetings: the first meeting was the pre-test, the second to seventh meetings involved the use of gamification methods with application-based media, namely Kahoot and Quizizz, and the final meeting was the post-test. The research was carried out from August 17 to October 10, with a total of 19 students as the research subjects. The difference between the pre-test and post-test results is presented in the figure below.

a. Feelings of pleasure

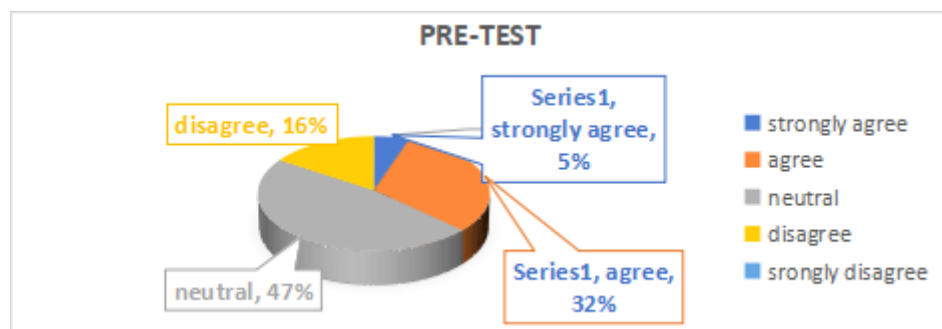


Figure 4.1. feeling good study English

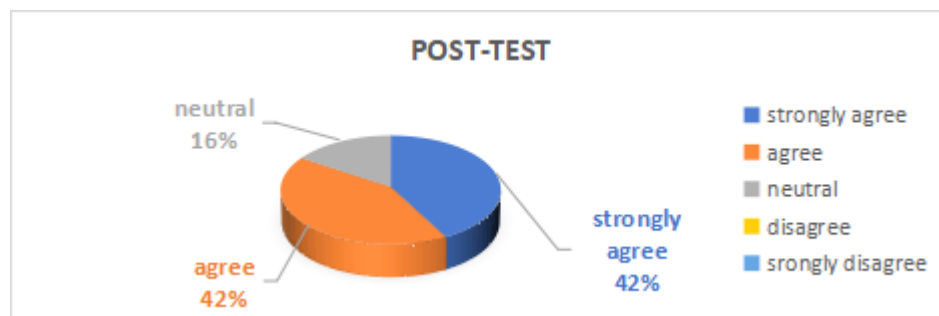


Figure 4.2. feeling good study English

The picture above that there is a significant difference. In the student statement, "I enjoy learning English," The results of the pre-test from 19 students showed that 5% answered strongly agree, 32% answered agree, 47% answered neutral, and 16% answered disagree. In the post-test results, 42% responded strongly agree, 42% answered agree, and 16% answered neutral.

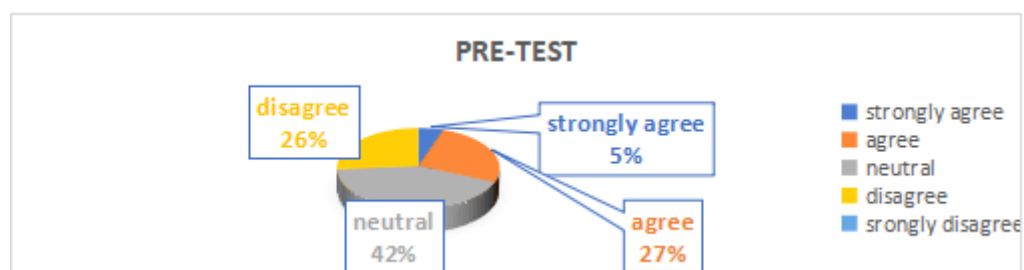


Figure 4.3. Students do not like assignment

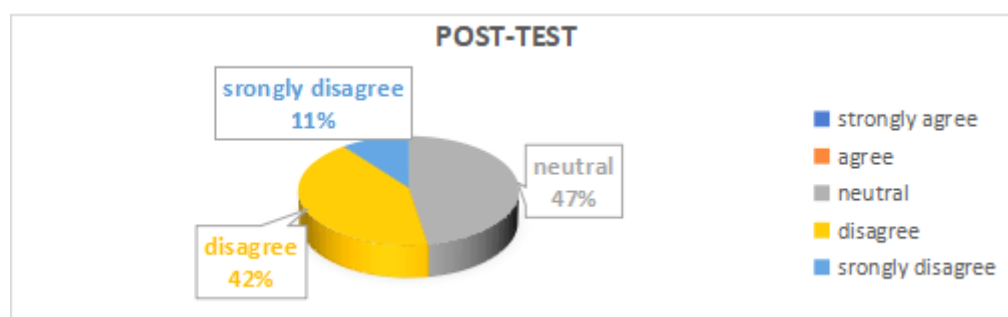


Figure 4.4. Students do not like assignment

The picture above that there is a significant difference. In the student statement, "I feel burdened when I receive many English assignments." The results of the pre-test from 19 students showed that 5% answered strongly agree, 27% answered agree, 42% answered neutral, and 26% answered disagree. While in the post-test results, 11% responded strongly agree, 47% answered neutral, and 42% answered disagree.

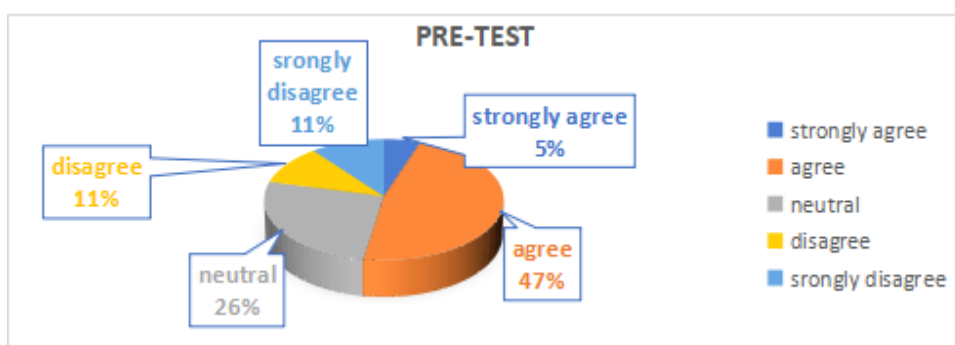


Figure 4.5. Students are afraid ask teacher

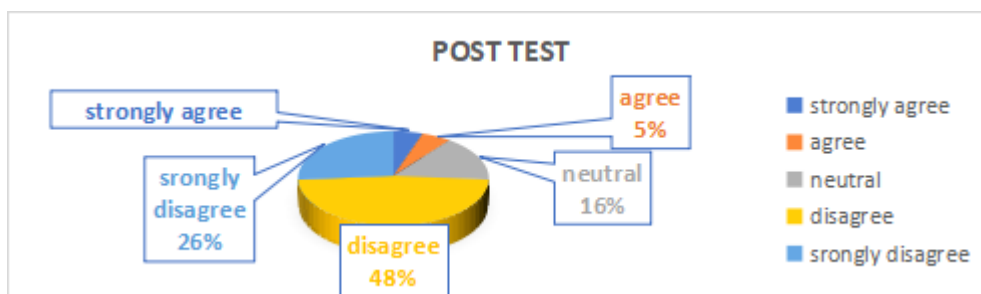


Figure 4.6. Students are afraid ask teacher

The picture above that there is a significant difference. In the student's statement, "I am afraid when the teacher asks me about English lessons." The results of the pre-test from 19 students showed that 5% answered strongly agree, 47% answered agree, 26% answered neutral, 47% answered disagree, and 11% answered strongly disagree. In the post-test results, 5% answered strongly agree,

5% answered agree, 16% answered neutral, 26% answered strongly disagree, and 48% answered disagree.

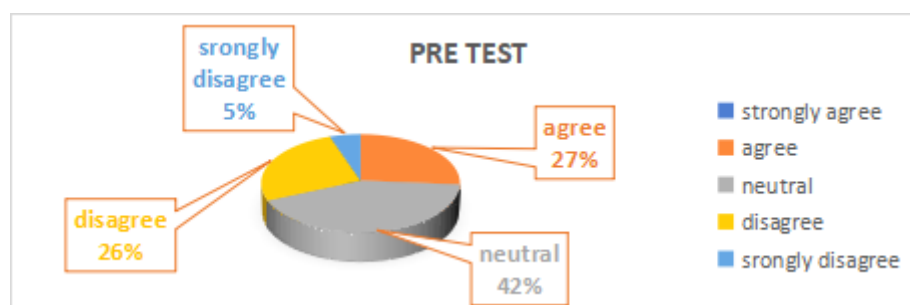


Figure 4.7. Students feel disappointed when the English teacher is absent

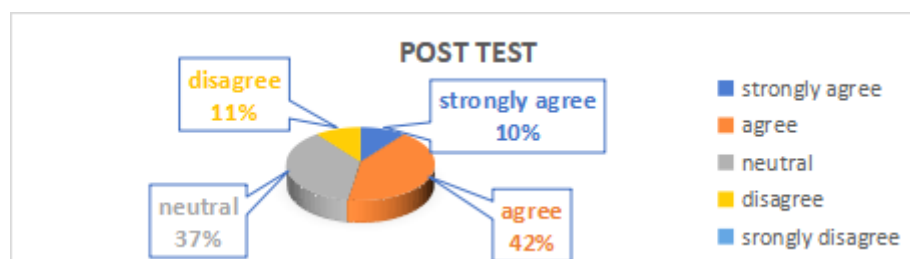


Figure 4.8. Students feel disappointed when the English teacher is absent

It can be seen in the picture above that there is a significant difference. In the student's statement, "I feel disappointed when the English teacher is absent." The results of the pre-test from 19 students showed that 27% answered agree, 42% answered neutral, 26% answered disagree, and 5% responded strongly disagree. In the post-test results, 10% answered strongly agree, 42% answered agree, 37% answered neutral, and 11% answered disagree.

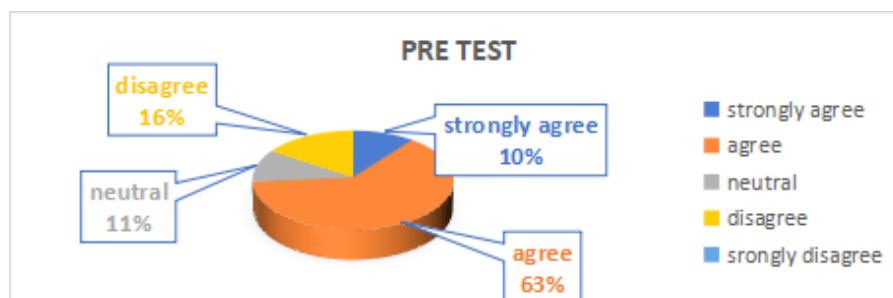


Figure 4.9. English is a difficult subject

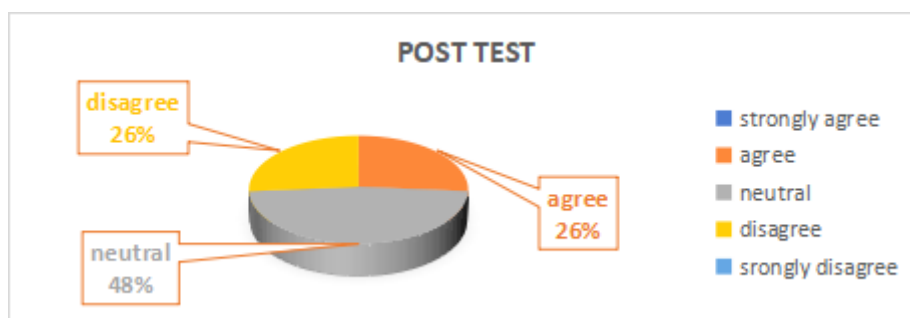


Figure 4.10. English is a difficult subject

It can be seen in the picture above that there is a significant difference. In the student statement, “English is a difficult subject because the pronunciation and writing are different.” The results of the pre-test from 19 students showed that 10% answered strongly agree, 63% answered agree, 11% answered neutral, and 16% answered disagree. In the post-test results, 26% answered agree, 48% answered neutral, and 26% disagreed.

b. Students’ attention

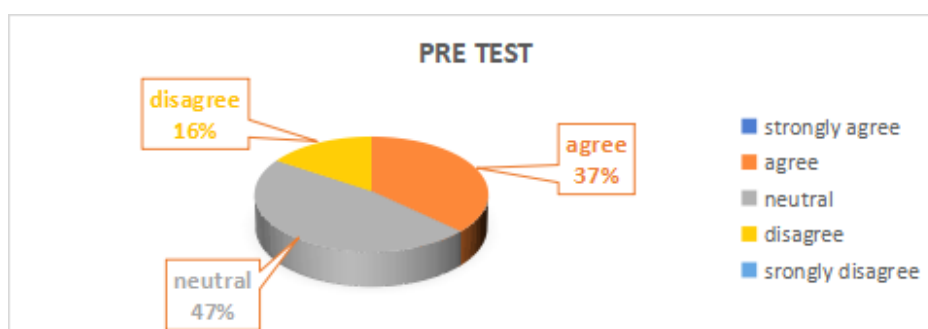


Figure 4.11. feel sleepy when study English

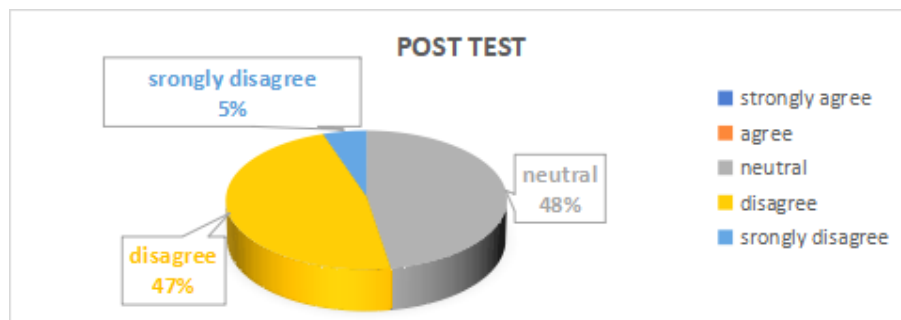


Figure 4.12. feel sleepy when study English

The picture above shows a significant difference. The student statement “I often feel sleepy when learning English” was answered by 37% of the 19 students who took the pre-test. 47% answered neutral, and 16% answered disagree. In the post-test, 5% answered strongly disagree, 47% answered disagree, and 48% answered neutral.

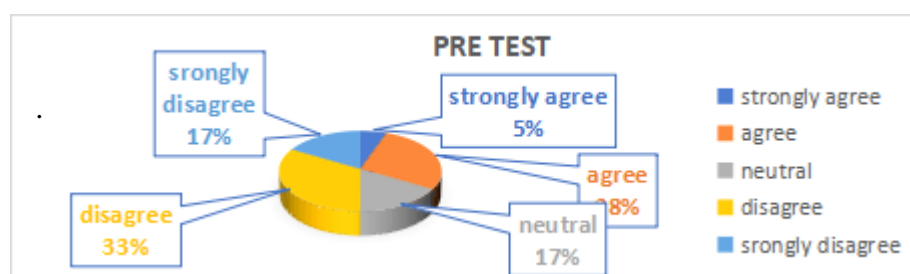


Figure 4.13. I often do other tasks while studying English

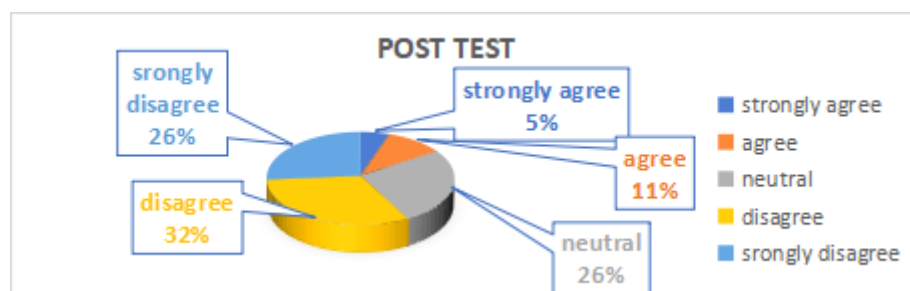


Figure 4.14. I often do other tasks while studying English

It can be seen in the picture above that there is a significant difference. In the student statement, “I often do other tasks while studying English.” The results of the pre-test from 19 students showed that 5% answered strongly agree, 28%

answered agree, 17% answered neutral, 33% answered disagree, and 17% answered strongly disagree. In the post-test results, 5% answered strongly agree, 11% answered agree, 26% answered neutral, 26% answered strongly disagree, and 32% answered disagree.

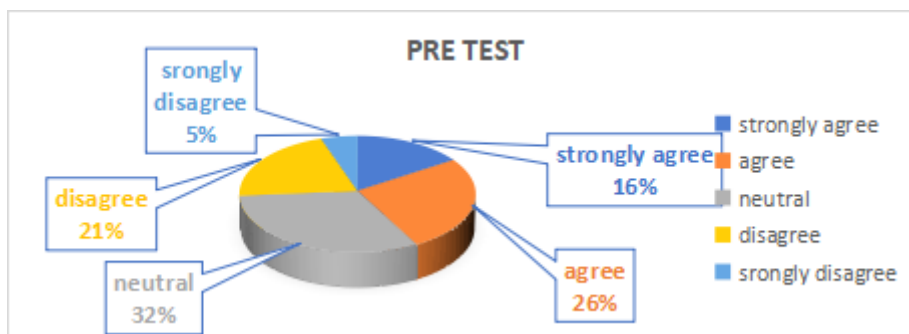


Figure 4.15. Joke with friends when learning English

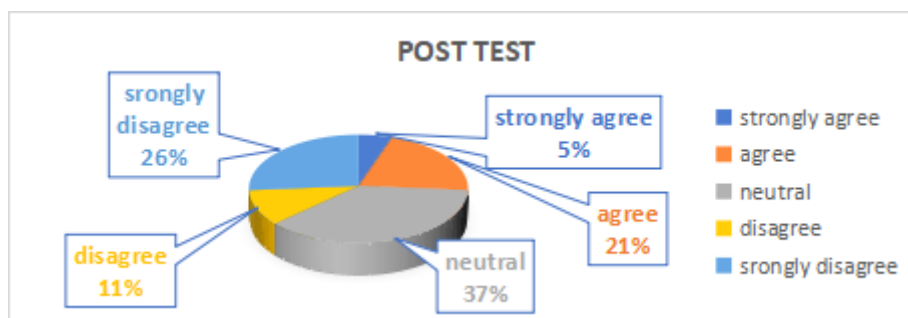


Figure 4.16. Joke with friends when learning English

The picture above that there is a significant difference. In the student's statement, "I sometimes joke with friends when learning English," The results of the pre-test from 19 students showed that 16% answered strongly agree, 26% answered agree, 32% answered neutral, 21% answered disagree, and 5% answered strongly disagree. In the post-test results, 5% answered strongly agree, 21% answered agree, 37% answered neutral, 26% answered strongly disagree, and 11% answered disagree.

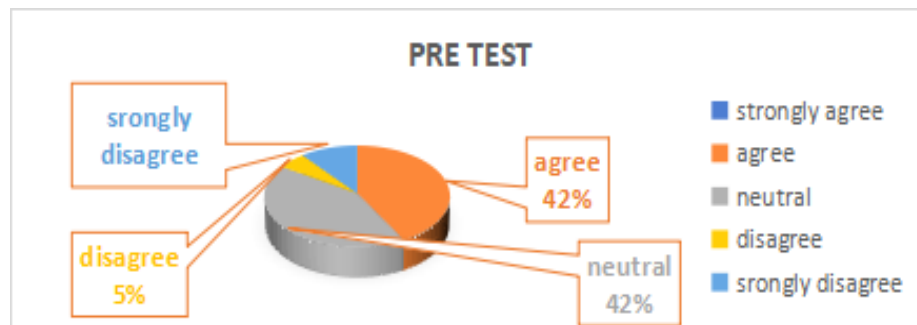


Figure 4.17. I have difficulty concentrating on learning English

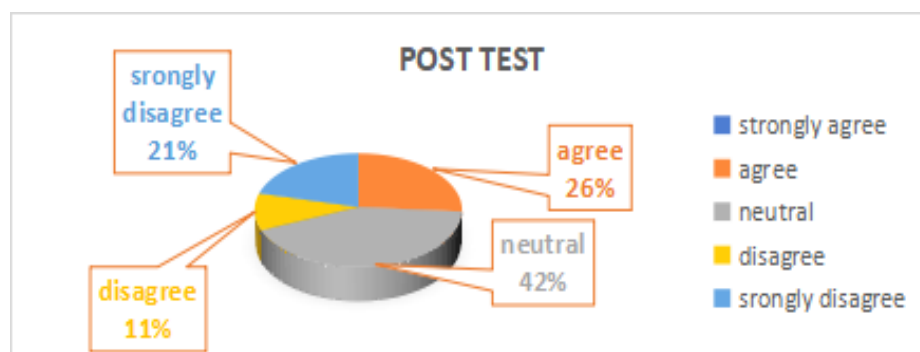


Figure 4.18. I have difficulty concentrating on learning English

The picture above that there is a significant difference. In the student statement, “I have difficulty concentrating on learning English.” The results of the pre-test from 19 students showed that 42% answered agree, 42% answered neutral, 5% answered disagree, and 11% responded strongly disagree. While in the post-test results, 26% answered agree, 42% answered neutral, 21% responded strongly disagree, and 11% answered disagree.

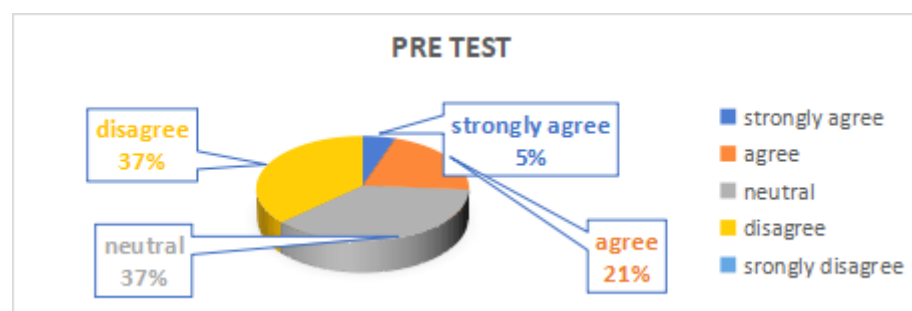


Figure 4.19. I often daydream during English learning

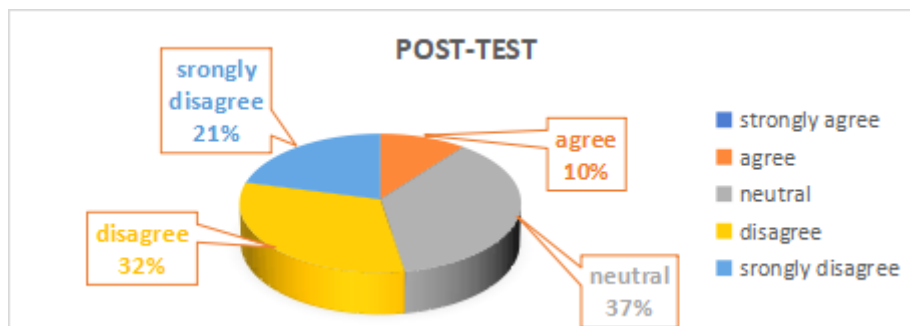


Figure 4.20. I often daydream during English learning.

The picture above shows a significant difference. The student's statement, "I often daydream during English learning," shows that 5% of the 19 students answered strongly agree, 21% answered agree, 37% answered neutral, and 37% answered disagree. In the post-test results, 10% answered agree, 37% answered neutral, 32% answered disagree, and 21% responded strongly disagree.

c. Students' involvement

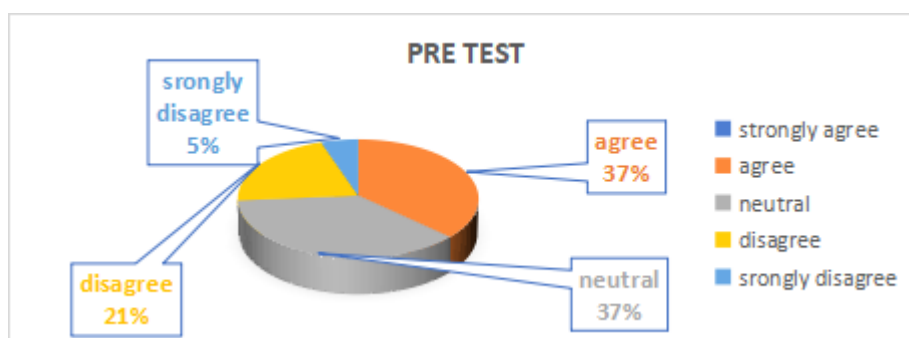


Figure 4.21. I often postpone the assignments given by the teacher

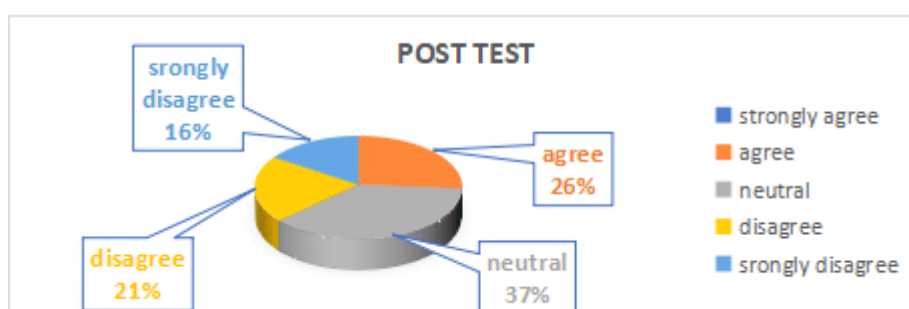


Figure 4.22. I often postpone the assignments given by the teacher

The picture above showed a significant difference. Regarding the student statement, “I often postpone the assignments given by the teacher,” the pre-test results from 19 students showed that 37% answered agree, 37% answered neutral, 21% answered disagree, and 5% responded strongly disagree. In the post-test results, 26% answered agree, 37% answered neutral, 21% answered disagree, and 5% responded strongly disagree.

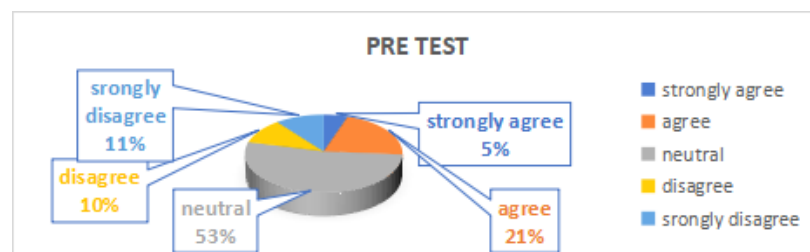


Figure 4. 23. Student talk to friends when study

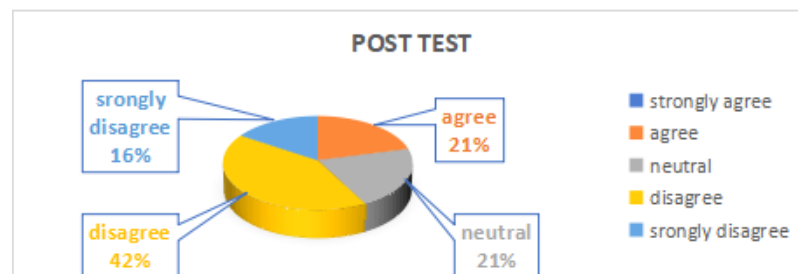


Figure 4.24. Student talk to friends when study

The picture above that there is a significant difference. In the student statement, “During group discussions, I talk to friends outside of group material.” The results of the pre-test from 19 students showed that 5% answered strongly agree, 21% answered agree, 53% answered neutral, 10% answered disagree, and 11% responded strongly disagree. In the post-test results, 21% answered agree,

21% answered neutral, 42% answered disagree, and 16% responded strongly disagree.

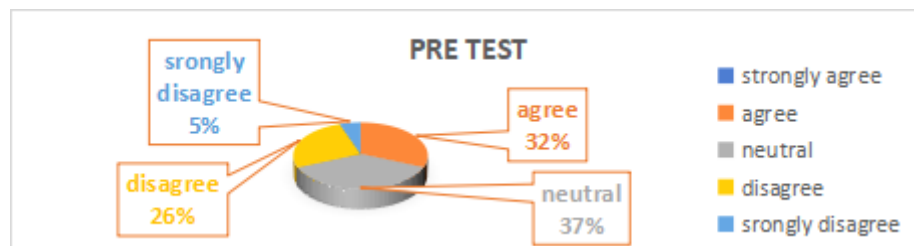


Figure 4.25. I repeat English material at home

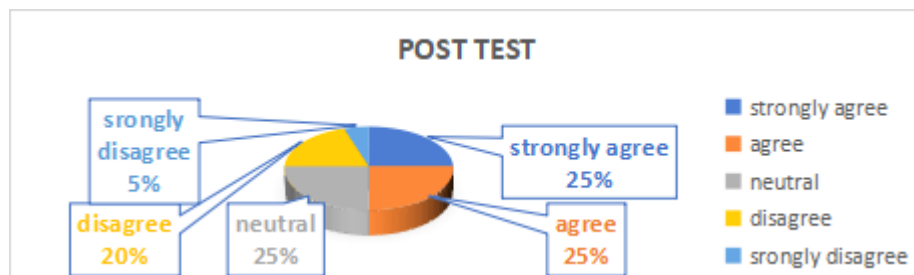


Figure 4.26. I repeat English material at home

The picture above shows a significant difference. In the student statement, “I repeat English material at home,” the pre-test results from 19 students showed that 32% answered agree, 37% answered neutral, 26% answered disagree, and 5% responded strongly disagree. In the post-test results, 25% answered strongly agree, 25% answered agree, 26% answered neutral, 20% answered disagree, and 5% responded strongly disagree

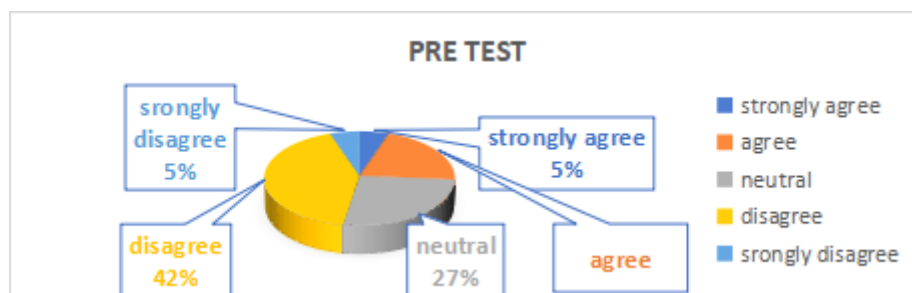


Figure 4.27. I always answer the English teacher's questions correctly

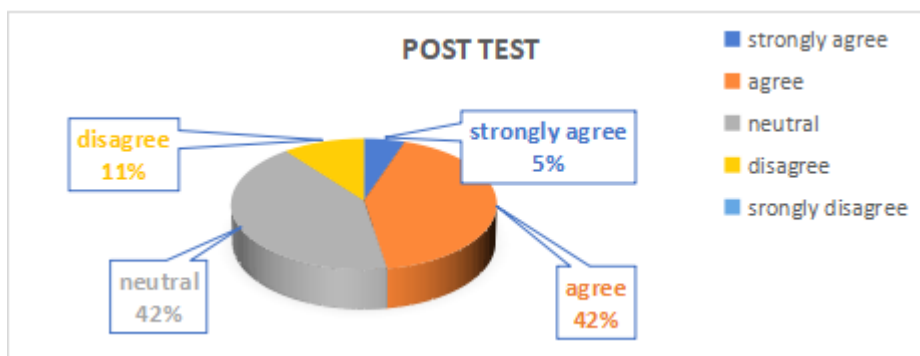


Figure 4.28. I always answer the English teacher's questions correctly

The picture above that there is a significant difference. In the student statement, "I always answer the English teacher's questions correctly," The results of the pre-test from 19 students, 5% answered strongly agree, 21% answered agree, 27% answered neutral, 42% answered disagree, and 5% answered strongly disagree. In the post-test results, 5% answered strongly agree, 42% answered agree, 42% answered neutral, and 11% answered disagree.

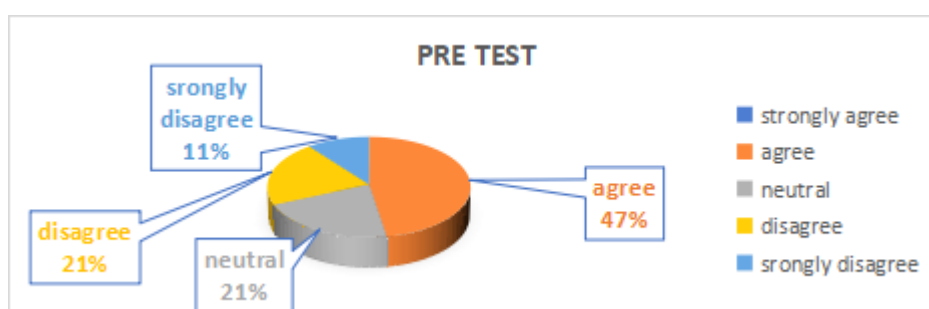


Figure 4.29. I copy my friends' assignment

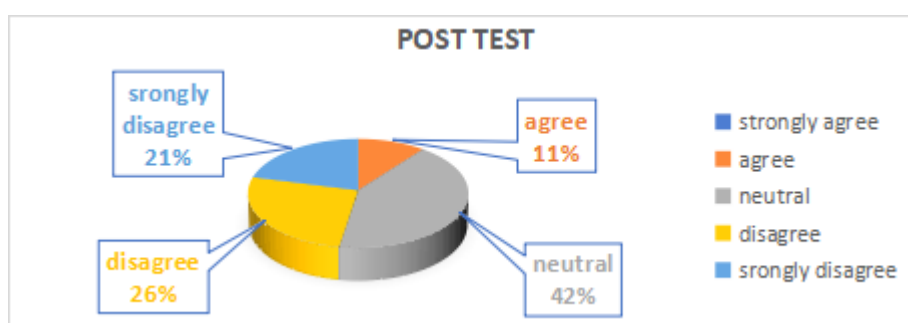


Figure 4.30. I copy my friends' assignment

The picture above shows a significant difference. The student statement, "If the teacher gives an assignment, I do it by copying my friend's assignment, " shows that 47% of the 19 students answered agree, 21% answered neutral, 21% answered disagree, and 11% responded strongly disagree. In the post-test results, 11% answered agree, 42% answered neutral, 26% answered disagree, and 21% responded strongly disagree.

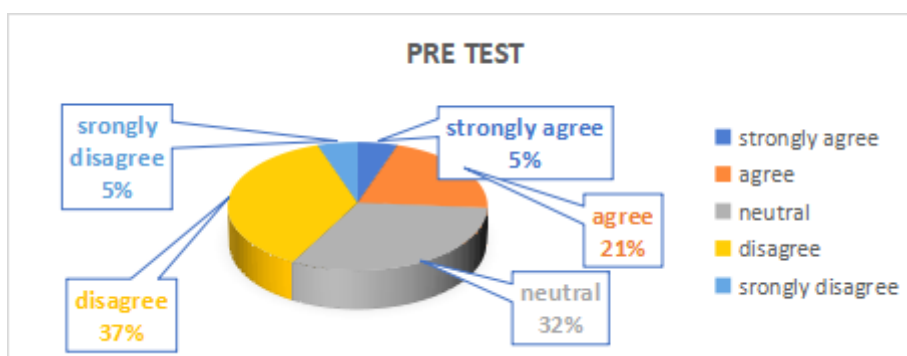


Figure 4.31. Discuss about English

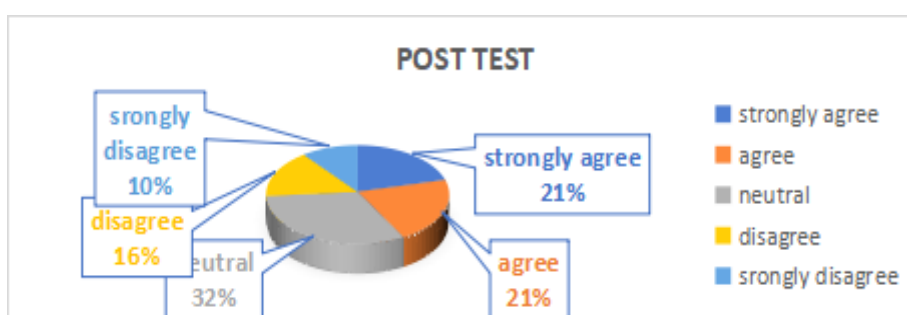


Figure 4.32. Discuss about English

The picture above that there is a significant difference. In the student statement, "I often discuss English material with friends break time". The results

of the pre-test from 19 students showed that 5% answered strongly agree, 21% answered agree, 32% answered neutral, 37% answered disagree, and 5% answered strongly disagree. In the post-test results, 21% answered strongly agree, 21% answered agree, 32% answered neutral, 16% answered disagree, and 10% answered strongly disagree.

d. Students' Attraction

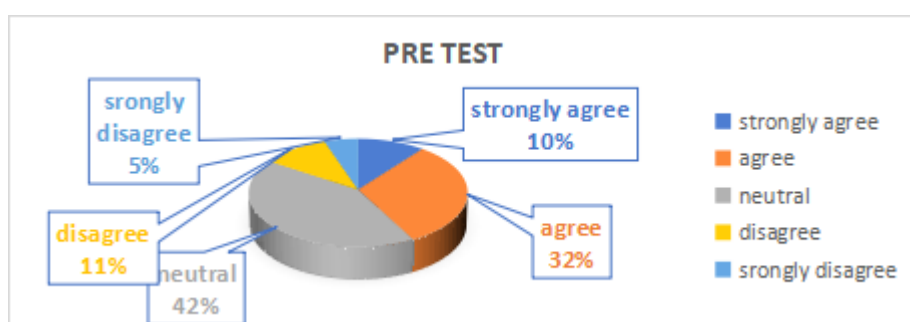


Figure 4.33. I take neat and complete English notes

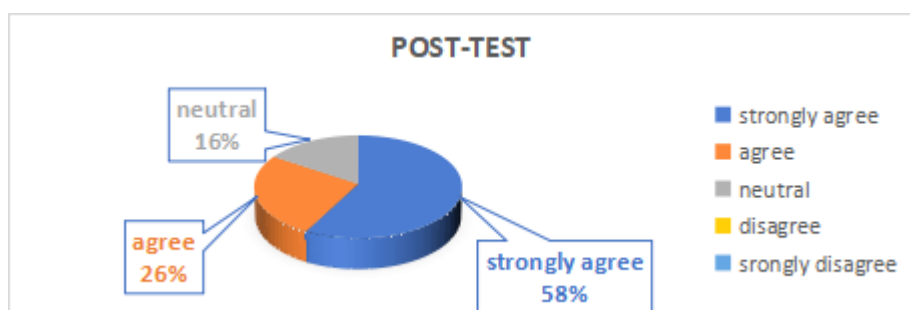


Figure 4.34. I take neat and complete English notes

The picture above that there is a significant difference. In the student statement, “I always take notes on English material completely and making easy neatly so to learn.” The results of the pre-test from 19 students showed that 10% answered strongly agree, 32% answered agree, 42% answered neutral, 11% answered disagree, and 5% responded strongly disagree. While

in the post-test results, 58% responded strongly agree, 26% answered agree, and 16% answered neutral.

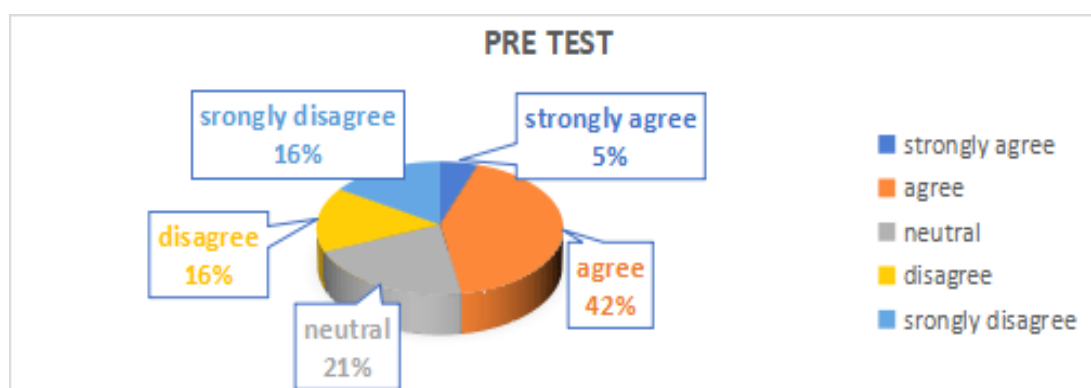


Figure 4.35. Student prefer to play rather than learn English

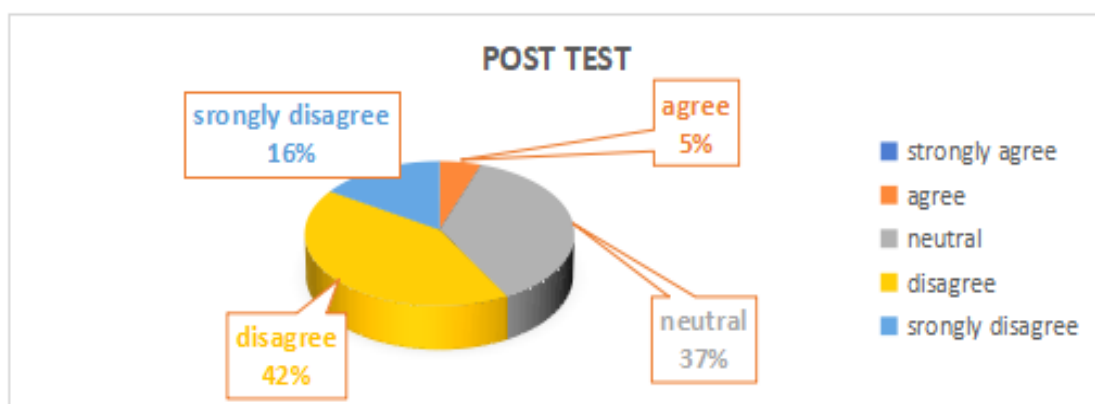


Figure 4.36. Students prefer to play rather than learn English

The picture above that there is a significant difference. In the student's statement, "I prefer to play rather than learn English when the English teacher does not come," From the results of the pre-test from 19 students, 5% answered strongly agree, 42% answered agree, 21% answered neutral, 42% answered disagree, and 16% answered strongly disagree. While in the post-test results, 58% answered strongly agree, 26% answered agree, and 16% answered neutral.

answered agree, 37% answered neutral, 16% responded strongly disagree, and 42% answered disagree.

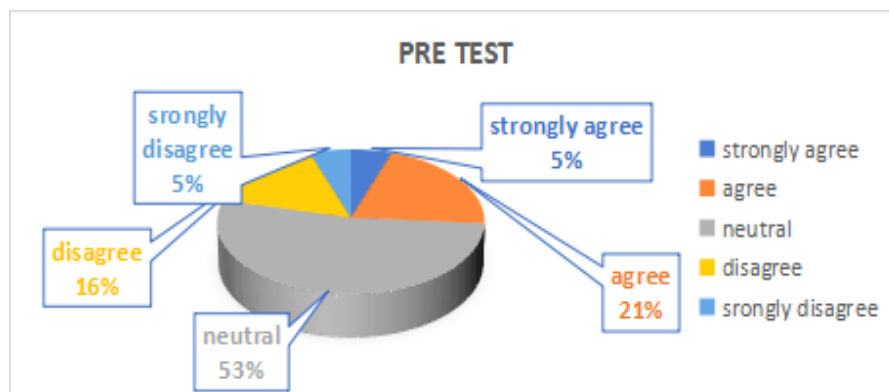


Figure 4.37. I study English without anyone telling me to

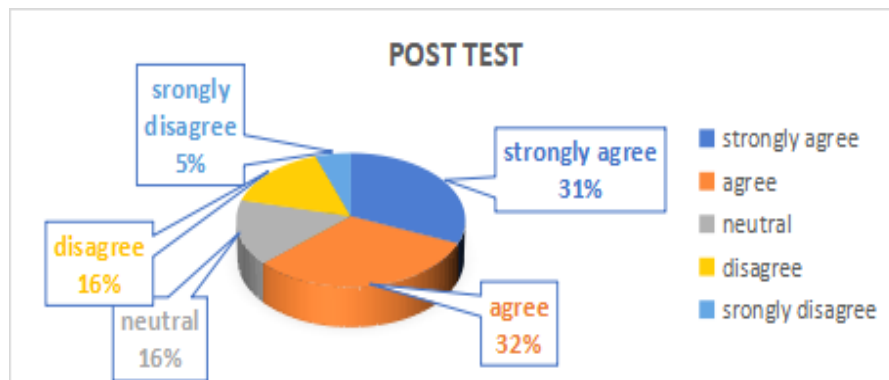


Figure 4.38. I study English without anyone telling me to

The picture above that there is a significant difference. In the student statement, “I study English without anyone telling me to,” The results of the pre-test from 19 students showed that 5% answered strongly agree, 21% answered agree, 53% answered neutral, 16% answered disagree, and 5% answered strongly disagree. In the post-test results, 31% answered strongly agree, 32% answered

agree, 16% answered neutral, 16% answered disagree, and 5% answered strongly disagree.

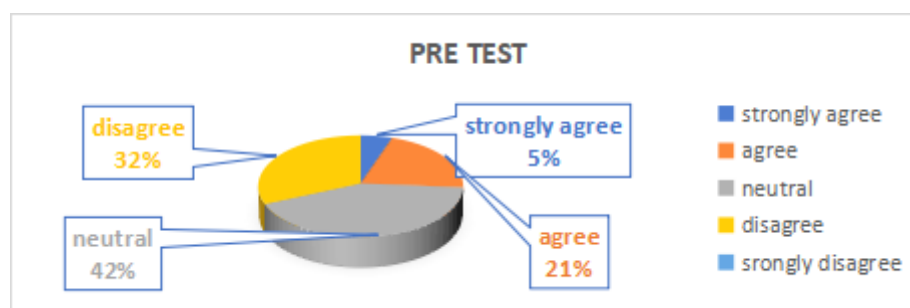


Figure 4.39. I want to take an English course

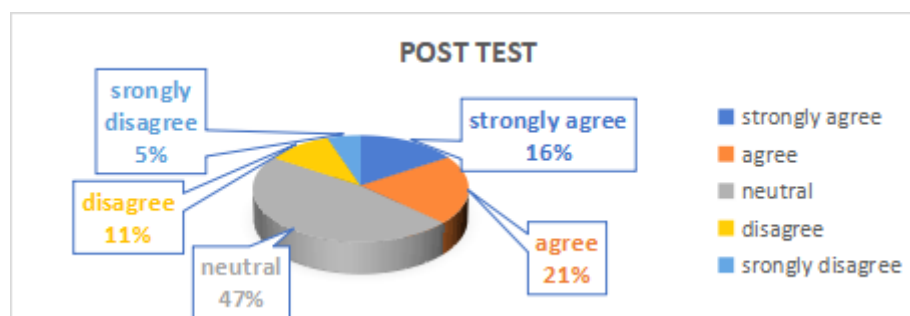


Figure 4.40. I want to take an English course

The picture above that there is a significant difference. In the student statement, “I want to take an English course,” From the results of the pre-test, out of 19 students, 5% answered strongly agree, 21% answered agree, 42% answered neutral, and 32% answered disagree. In the post-test results, 16% responded strongly agree, 21% answered agree, 47% answered neutral, 11% answered disagree, and 5% responded strongly disagree.

2. Pre-test

The pre-test scores obtained in this research at MTs Al-Qalam consisted of 19 respondents. These scores were presented in tabulated form, showing the total scores for each respondent. The detailed results are displayed in the following table:

Table 4.1. The result of Pre-test

No	Respondent	Pre-test
1.	S1	62
2.	S2	65
3.	S3	61
4.	S4	48
5.	S5	53
6.	S6	55
7.	S7	55
8.	S8	49
9.	S9	65
10.	S10	48
11.	S11	73
12.	S12	64
13.	S13	70
14.	S14	63
15.	S15	59
16.	S16	62
17.	S17	64
18.	S18	46
19.	S19	55
Average		58

The table above presents the results of the questionnaire on the learning interest of class 9C students before the implementation of the gamification method in learning.

Table 4.2. Score Pre-test

No	Score	Total
1.	Max	73
2.	Mean	46
3.	Average	58

Based on the descriptive results above, the highest score was 73, the lowest score was 46, and the average student score was 58. A score of 58 indicated a moderate category.

3. Post-test

After implementing the learning process for six meetings, the researcher distributed the same questionnaire that had been given during the first meeting.

The post-test scores obtained in this study at MTs Al-Qalam consisted of 19 respondents. The data were then tabulated, and the total score for each respondent was calculated. From this data, the following 9C results were obtained.

Table 4.3. Result of post-test

No	Respondent	Post-test
1.	S1	65
2.	S2	81
3.	S3	98
4.	S4	71
5.	S5	56
6.	S6	60
7.	S7	65
8.	S8	90
9.	S9	79
10.	S10	65
11.	S11	83
12.	S12	77
13.	S13	85

14.	S14	52
15.	S15	71
16.	S16	67
17.	S17	69
18.	S18	65
19.	S19	70
Average		75

The table above is the result of the questionnaire on the learning interests of students in 9C before using the gamification method for learning.

Table 4.4. Score post-test

No	Score	Total
1.	Max	98
2.	Mean	56
3.	Average	75

Based on the descriptive results above, the highest score is 98, the lowest score is 56, and the average student score is 75. A score of 75 indicates a high category. This showed that there was an increase in student interest in learning. The first value of 58 increased to 75.

B. Research Discussion

1. Normality test

The normality test in this research was conducted using SPSS version 26, applying the one-sample Kolmogorov-Smirnov test on both pre-test and post-test data. The test criteria were as follows:

- a. If the significance value was greater than 0.05 (sig. > 0.05), the data was normally distributed.

- b. If the significance value was less than 0.05 (sig. < 0.05), the data was not normally distributed.

The results of the normality test were presented as follows.

Table 4.5. Normality test

N		19
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	11.73552620
Most Extreme Differences	Absolute	0.168
	Positive	0.168
	Negative	-0.116
Test Statistic		0.168
Asymp. Sig. (2-tailed)		.165 ^c

The results from the

Kolmogorov-Smirnov test showed an Asymp. Sig. (2-tailed) value of 0.165. To determine whether the data was normally distributed, this value was compared to the commonly used significance level ($\alpha = 0.05$).

Result Interpretation:

1. If the p-value (Asymp. Sig.) was greater than 0.05, the data was normally distributed.
2. If the p-value (Asymp. Sig.) was less than or equal to 0.05, the data was not normally distributed.

Based on the table:

Asymp. Sig. (2-tailed) = 0.165

Since 0.165 was greater than 0.05, the data was considered normally distributed.

b. Hypothesis testing

Hypothesis testing was carried out in the SPSS version 26 application. Hypothesis testing was carried out using the t-test (paired samples test). This test is conducted to determine whether there is a difference when conducting treatment or not. The criteria for the test are as follows:

- 1) if the significant value <0.05 , then it shows a difference
- 2) If the significant value is >0.05 , then it does not show a difference

Table 4.6. Hypothesis test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-13.421	13.846	3.176	-20.094	-6.748	-4.225	18	0.001

Based on the table provided, the Sig. (2-tailed) value is **0.001**. This value is smaller than the commonly used significance level ($\alpha = 0.05$). This indicates that there is a significant difference between the pre-test and post-test scores. In other words, the null hypothesis (which states that there is no difference) is rejected,

and there is sufficient evidence to conclude that a significant change occurred after the treatment. It can be concluded that the use of gamification methods, such as Kahoot and Quizizz applications, has a positive impact on improving the learning outcomes of 9th grade students, as evidenced by the significant results from the pre-test to the post-test.

The results showed that there was an increase in students' interest in learning English using gamification because based on the previous questionnaire results, 58 before using gamification and after using gamification with 6 meetings using platforms such as Quizizz and Kahoot increased to 75. Data analysis using the *t-test* produced a significance value of 0.001, indicating a significant change because the value is less than 0.05. Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

This research is supported by the results of previous research, namely research from Meliani (2023). The results of this study indicate that the use of gamification methods can increase student interest in learning. Using the gamification method can eliminate student boredom in learning. In addition, students will be more enthusiastic about learning. Previous studies also said that the use of gamification methods can be an effective option for teachers to choose to increase student interest in learning. In addition to growing interest in learning, the use of gamification can also increase student motivation and student involvement in education.

Based on the results of previous research, namely research from Ndlovu, T. N., & Mhlongo, S (2020) said that the use of gamification can increase student

interest in learning and can also increase student learning motivation. This research also uses platforms such as Kahoot as a medium of education. The results of this study have a positive influence on students. Using these platforms can make students relaxed in learning.

Based on research Rilusmi (2024), the sample in this research was 100 students from a vocational high school. the results showed that the use of Quizizz in learning can increase students' interest in learning. Based on learning interest indicators learning interest indicators, namely: feeling good, active, attention and interest showed an increase after the using of Quizizz to students. With a significant difference between the pre-test and post-test scores. This research underlines that using innovative learning media such as Quizizz can increase students' interest in learning. In addition, Quizizz can also provide an interesting and effective learning experience.

Based on research Hasri (2019) with the sample used is class X students of Fashion Management at SMKN 3 Surakarta. This study used a control class and an experiment class. The results showed that the control class experienced a decrease in interest in learning while the experiment class experienced an increase in interest in learning. Based on the results of the control class and the experiment class, it can be concluded that classes that using media such as Kahoot can increase student interest in learning.

In this research Muhammad (2018), the sample was class XI students. This research used research techniques using random sampling. The data collection technique was carried out by giving a pretest to one group that was given

treatment or called the experimental class. Based on the results of research data processing, it showed that there is a significant influence between the use of the Kahoot application and an increase in learning interest in Civics Subjects.

Based on the results of previous research and this research, the use of gamification can increase students' interest in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

The findings of this study indicate that gamification effectively enhances students' interest in learning English. The pre-test results showed an average score of 58, reflecting the students' initial understanding before the implementation of gamification. After the application of gamification, the post-test results demonstrated a significant improvement, with the average score increasing to 75.

Further statistical analysis was conducted using a t-test to determine the significance of this improvement. Additionally, a normality test was also applied, yielding a result of 0.165, which is far greater than 0.05. This indicates that the data is normally distributed, making the t-test appropriate for further analysis. The results of the t-test showed a significance value of 0.001, which is below the threshold of 0.05. This signifies a statistically significant difference between the pre-test and post-test scores. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. These findings confirm that gamification has a significant impact on students' learning outcomes.

The implementation of gamification through platforms such as Quizizz and Kahoot significantly increases student engagement and enthusiasm for learning English. The improvement in students' learning interest can also be

analyzed based on the learning interest indicators proposed by Safari (2012), which include:

1. Feelings of pleasure

Feelings of pleasure occurs when students feel positively about the subject matter, which helps them engage with enthusiasm and without external pressure.

2. Students' attention

Students' attention Plays a crucial role in absorbing information and understanding the subject matter. Their level of attention is influenced by teaching methods and the relevance of the content to their lives.

3. Students' involvement

In the learning process is reflected in their active participation, such as asking questions and expressing opinions. The more interested a student is, the more actively they engage in learning activities

4. Students' Attraction

Serves as the initial step in developing interest. Before students develop a strong interest, they must first feel a sense of attraction toward a particular topic or subject.

Additionally, gamification creates a more relaxed and engaging learning environment. Students feel less pressured and more comfortable during the learning process, which contributes to better material retention. By making the learning experience more dynamic, gamification has the potential to sustain students' motivation and foster long-term interest in learning English.

B. Suggestion

1. For students: The findings of this study can serve as a reference for students to understand the extent of the relationship between gamification and their interest in learning English.
2. For teachers: The use of gamification through platforms such as Quizizz and Kahoot can be an effective tool to enhance students' interest in learning English. Gamification helps eliminate boredom and encourages students to be more active in the learning process. However, limited lesson hours may reduce its effectiveness. Ideally, the use of Quizizz and Kahoot requires longer learning sessions to ensure optimal implementation and better results. Additionally, the number of questions given should be adjusted appropriately—too few questions may leave students wanting more, while too many questions may lead to boredom. Therefore, balancing the number of questions is essential to maintain engagement and effectiveness.
3. For the author: Through this research, the author hopes that readers can gain a deeper understanding of "Students' Interest in Learning English Using Gamification of ninth Grade Students at MTs Al-Qalam Teppo." The author acknowledges that there may still be mistakes and shortcomings in this thesis. Therefore, constructive feedback from readers is highly appreciated to help improve this work.
4. For future researchers: The findings of this study indicate that the use of gamification can significantly enhance students' interest in learning English.

Future researchers are encouraged to explore the long-term effects of gamification and its impact on various aspects of language learning. Additionally, they should consider allocating more lesson hours for gamification-based learning to maximize its effectiveness. Careful adjustment of the number of questions is also necessary to maintain students' enthusiasm and avoid fatigue.

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APPENDICES

Appendix 1: Research Permit



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



IZIN PENELITIAN

Nomor : 500.16.7.2/790/IP/VII/2024

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/440/VII/2024 Tanggal 29 Juli 2024 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :


N a m a	: NURLAILATUL QADRI
Pekerjaan	: Mahasiswi
N I M	: 10256119018
Program Study/Jurusan	: S1 Tadris Bahasa Inggris
Universitas	: STAIN Majene
Alamat	: Dusun Tajimane Desa Taan Kec. Tapalang Kab. Mamuju

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **“STUDENT’S INTEREST IN LEARNING ENGLISH USING GAMIFICATION AT MTS AL-QALAM TEPPU 9 GRADE”** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar copy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
 Pada Tanggal : 31-07-2024
 Kepala Dinas



HJ. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb.
 Pangkat: Pembina Utama Muda
 Nip. 196809281992032011

Appendix 2: Questionnaires

Identitas responden

Nama :

Kelas :

Petunjuk pengisian

1. Isilah identitas terlebih dahulu sebelum mengisi jawaban.
2. Bacalah dengan cermat untuk mengisi jawaban!
3. Jawablah pertanyaan dengan menceklis (✓) salah satu pilihan jawaban!
4. Diharapkan kejujuran jawaban agar peneliti dapat memperoleh jawaban yang valid dan tercapainya tujuan penelitian!
5. Pengisian angket ini tidak akan mempengaruhi nilai.
6. Terima kasih atas partisipasi dan kerjasamanya.

Keterangan jawaban:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	Pilihan jawaban				
		SS	S	N	TS	STS
1.	Saya senang belajar Bahasa Inggris dibanding Pelajaran lain					
2.	Saya senang menerima saran dan kritik dari teman Ketika belajar Bahasa Inggris					
3.	Saya merasa terbebani Ketika menerima banyak tugas Bahasa Inggris					
4.	Saya tidak suka mendengar lagu Bahasa Inggris					
5.	Saya suka membaca buku cerita berbahasa Inggris					
6.	Saya sering mengantuk Ketika belajar Bahasa Inggris					
7.	Saya takut Ketika guru bertanya kepada saya mengenai Pelajaran Bahasa Inggris					
8.	Saya lebih suka bermain daripada belajar Bahasa Inggris ketika guru Bahasa Inggris tidak datang					

9.	Saya merasa kecewa Ketika guru Bahasa inggris tidak hadir					
10.	Bahasa inggris adalah Pelajaran yang sulit karena pengucapan dan tulisan sangat berbeda					
11.	Saya sering mengerjakan tugas lain pada saat belajar Bahasa inggris					
12.	Saya selalu tepat waktu pada saat Pelajaran Bahasa inggris					
13.	Saya terkadang bercanda dengan teman Ketika belajar Bahasa inggris					
14.	Saya kesulitan berkonsentrasi dalam belajar Bahasa inggris					
15.	Saya sering melamun pada saat pembelajaran Bahasa inggris					
16.	Saya selalu mencatat materi Bahasa inggris dengan lengkap dan rapi sehingga mudah untuk dipelajari					
17.	Saya sering menunda tugas yang diberikan guru					
18.	Ketika teman kelas saya mengajak saya untuk bercerita dalam kelas saya lebih memilih untuk memperhatikan Pelajaran Bahasa inggris.					
19.	saya cenderung pasif Ketika berdiskusi dalam kelas					
20.	Ketika diskusi kelompok saya berbicara dengan teman diluar materi kelompok.					
21.	Saya mempelajari Bahasa inggris tanpa ada yang menyuruh					
22.	Saya selalu mengulang materi Bahasa inggris dirumah					
23.	Saya selalu menjawab pertanyaan guru Bahasa Inggris dengan benar					
24.	Saya ingin mengikuti kursus Bahasa Inggris					
25.	Saya mempelajari materi Bahasa inggris terlebih dahulu sebelum guru menjelaskan					
26.	Saya mengerjakan tugas dengan cepat dan sering tidak teliti					
27.	Apabila guru memberikan tugas saya mengerjakannya dengan menyalin tugas teman					
28.	Saya selalu bertanya kepada guru Ketika tidak mengerti materi yang disampaikan					
29.	Saya selalu mencoba berbicara Bahasa inggris walaupun sering diejek					
30.	Saya sering berdiskusi tentang materi Bahasa inggris Bersama teman pada saat jam istirahat					
31.	Menurut saya bermain lebih menyenangkan dari pada belajar Bahasa inggris					

Appendix 3: Validity instrument

Statemen Number	Pearson Correlation	Validity
Statement 1	.585*	Valid
Statement 2	.498*	Valid
Statement 3	0,077	Not Valid
Statement 4	0,402	Not Valid
Statement 5	.654**	Valid
Statement 6	.469*	Valid
Statement 7	.436*	Valid
Statement 8	0,378	Not Valid
Statement 9	0,394	Not Valid
Statement 10	.678**	Valid
Statement 11	.426*	Valid
Statement 12	.577**	Valid
Statement 13	.588**	Valid
Statement 14	.551**	Valid
Statement 15	0,022	Not Valid
Statement 16	.460*	Valid
Statement 17	.559**	Valid
Statement 18	.645**	Valid
Statement 19	.484*	Valid
Statement 20	0,406	Not Valid
Statement 21	.551**	Valid
Statement 22	0,280	Not Valid
Statement 23	.442*	Valid
Statement 24	.653**	Valid
Statement 25	.590**	Valid
Statement 26	-0,115	Not Valid
Statement 27	0,286	Not Valid
Statement 28	0,131	Not Valid
Statement 29	-0,169	Not Valid
Statement 30	.724*	Valid
Statement 31	.535**	Valid

Description:

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 4: Instrument Grid

Indicator	Sub indicator	Question Item		Point
		Positive	Negative	
Students Interest	Feelings of Pleasure	1	2,3,4,5	5
	Students' Attention		6,7,8,9,10	5
	Students' involvement	13, 14, 16	11, 12, 15	6
	Students' Attraction	17, 20	18, 19	4

Appendix 5: Questionnaires Pre-test

9A																				NILAI	TOTAL			
NO	Nama	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16	p17	p18			p19	p20	
1	N	3	3	4	3	3	3	3	4	3	4	4	4	3	3	3	3	3	2	4	3	65	59.09 09090 9	
2	P	5	4	5	4	3	4	3	5	4	4	4	4	5	4	4	4	4	3	3	4	3	79	71.81 81818 2
3	N	2	3	3	3	4	3	3	4	4	3	4	3	3	4	3	3	2	4	4	4	2	64	58.18 18181 8
4	R	4	2	2	2	4	2	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	71	64.54 54545 5
5	A	4	4	5	4	3	5	3	4	3	4	3	3	4	4	3	4	3	4	4	4	3	74	67.27 27272 7
6	C	3	4	3	4	4	4	4	4	3	2	4	4	3	4	4	4	4	4	4	4	4	74	67.27 27272 7
7	N	4	4	3	3	4	4	2	4	2	2	2	5	3	2	4	5	3	4	3	4	4	67	60.90 90909 1
8	A	4	3	2	4	4	4	4	4	2	3	2	4	4	3	4	4	3	4	4	4	4	70	63.63 63636 4
9	M	4	4	3	4	4	3	4	3	2	2	3	4	3	4	4	2	2	3	3	3	2	63	57.27 27272 7
10	M	3	4	4	4	4	3	3	4	3	3	4	4	3	4	3	3	3	3	3	4	3	69	62.72 72727 3
11	I	3	2	4	4	3	3	3	4	4	2	3	3	4	3	3	4	3	3	3	3	3	64	58.18 18181 8
12	T	2	3	4	3	3	4	3	4	4	2	4	4	1	2	3	2	5	4	3	3	3	63	57.27 27272 7
13	K	4	3	2	4	3	4	3	4	3	3	2	2	2	3	3	2	4	2	3	4	4	60	54.54 54545 5
NILAI RATA-RATA																						61.74 82517 5		

9B

N O	na ma	p 1	p 2	p 3	p 4	p 5	p 6	p 7	p 8	p 9	p 10	p 11	p 12	p 13	p 14	p 15	p 16	p 17	p 18	p 19	p 20	ni lai	total
1	M	4	1	2	1	4	3	1	1	5	1	2	3	5	3	3	4	3	2	1	1	50	50
2	R	4	2	1	1	1	5	3	2	1	1	1	5	1	2	4	5	5	5	1	1	51	51
3	M	5	4	2	4	4	3	4	3	2	3	3	5	2	4	1	4	5	1	4	3	66	66
4	M	3	2	2	1	1	4	3	1	2	3	2	5	2	2	3	2	3	4	3	3	51	51
5	M	2	3	3	4	2	3	4	2	2	2	2	4	4	3	4	4	4	2	4	4	62	62
6	M	4	2	1	4	4	2	4	3	2	5	4	1	5	4	3	1	3	3	1	2	58	58
7	M	2	5	3	3	2	3	3	5	2	1	2	4	2	1	5	2	2	2	3	2	54	54
8	F	4	3	3	4	4	4	2	4	3	4	4	4	3	4	3	3	3	4	4	3	70	70
9	N	4	2	3	1	2	1	5	3	3	4	2	4	5	3	3	2	3	2	2	3	57	57
10	F	4	4	3	4	4	4	2	4	4	2	2	4	2	4	2	4	2	4	2	2	63	63
11	M	2	2	4	4	4	5	2	4	4	4	5	4	4	4	5	4	4	4	4	4	77	77
12	N	4	4	5	5	1	1	1	5	2	4	1	5	4	1	3	2	2	1	2	1	54	54
13	N	5	3	4	3	4	5	3	4	3	3	2	5	3	2	5	4	4	5	4	5	76	76
14	N	5	3	4	4	3	4	3	3	3	3	3	3	3	3	3	4	3	3	3	3	66	66
15	I	2	4	2	2	4	1	4	2	3	3	3	2	4	3	4	2	3	3	2	3	56	56
16	M	4	4	2	3	3	3	3	1	4	4	4	2	2	3	4	2	4	3	4	2	61	61
17	M	3	4	4	5	3	1	3	2	2	1	2	4	3	2	2	4	2	2	2	3	54	54
18	A	2	4	4	2	2	4	4	3	3	2	2	4	2	2	3	2	4	2	2	2	55	55
19	N	2	3	2	3	2	3	2	4	2	3	4	3	2	4	3	3	4	2	3	3	57	57
NILAI RATA-RATA																					59.89 47368 4		

9C

N O	NA M A	p 1	p 2	p 3	p 4	p 5	p 6	p 7	p 8	p 9	p 10	p 11	p 12	p 13	p 14	p 15	p 16	p 17	p 18	p 19	p 20	ni la i	total
1	Ee	4	3	3	2	5	2	4	2	2	4	3	2	2	3	1	1	4	2	2	2	5 3	53
2	A	3	2	3	2	3	3	2	3	3	2	3	3	3	3	3	3	2	3	3	3	5 5	55
3	A	3	3	3	2	3	4	2	4	3	3	4	4	3	4	3	4	3	2	4	3	6 4	64
4	Ee	3	4	3	3	4	4	3	3	3	2	2	3	4	3	3	4	3	3	4	4	6 5	65
5	I	3	3	3	3	5	4	2	5	4	3	3	3	4	5	3	3	3	5	5	4	7 3	73
6	m	4	4	4	5	3	4	1	3	1	5	4	4	5	1	4	3	5	3	2	5	7 0	70
7	J	4	2	3	3	2	3	2	4	4	3	3	3	4	3	3	2	1	2	3	1	5 5	55
8	h.	4	2	2	2	1	1	2	1	1	3	1	1	2	3	3	4	4	3	2	4	4 6	46
9	A	2	3	3	3	3	2	2	5	4	3	4	3	3	5	3	3	2	5	5	2	6 5	65
10	m	5	3	2	3	4	3	2	2	3	2	3	4	2	3	4	4	2	3	2	3	5 9	59
11	P	2	4	3	5	5	2	4	4	2	2	4	4	3	2	2	3	2	4	4	2	6 3	63
12	h.	4	4	2	4	2	3	2	2	2	2	3	5	2	2	5	4	4	4	2	3	6 1	61
13	E	3	4	2	2	4	3	2	4	4	3	4	3	4	3	3	3	3	3	4	3	6 4	64
14	N	3	3	4	2	2	2	2	4	3	2	2	2	2	3	2	2	2	2	2	2	4 8	48
15	h.	3	2	2	4	2	4	3	2	2	3	4	4	3	4	3	3	3	2	3	3	5 9	59
16	E	3	1	4	1	2	3	4	5	1	3	2	5	3	2	4	4	4	4	3	4	6 2	62
17	h.	2	3	3	2	2	3	2	2	2	2	3	3	2	3	3	2	2	3	2	2	4 8	48
18	N	4	3	2	2	2	3	2	3	3	2	2	4	3	2	2	2	2	2	2	2	4 9	49
19	N	3	2	2	2	2	2	1	4	5	5	4	3	2	3	4	2	2	3	2	2	5 5	55
NILAI RATA-RATA																						58.8 3333 3	

Appendix 6: Questionnaires Pre-test and Pro-test

Nama :

Kelas :

Petunjuk pengisian

1. Isilah identitas terlebih dahulu sebelum mengisi jawaban.
2. Bacalah dengan cermat untuk mengisi jawaban
3. Jawablah pertanyaan dengan menceklis (√) salah satu pilihan jawaban!
4. Diharapkan kejujuran jawaban agar peneliti dapat memperoleh jawaban yang valid dan tercapainya tujuan penelitian!

1. Pengisian angket ini tidak akan mempengaruhi nilai.
2. Terima kasih atas partisipasi dan kerjasamanya.

Keterangan jawaban:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	Pilihan jawaban				
		SS	S	N	TS	STS
1.	Saya senang belajar Bahasa Inggris					
2.	Saya merasa terbebani Ketika menerima banyak tugas Bahasa Inggris					
3.	Saya takut Ketika guru bertanya kepada saya mengenai Pelajaran Bahasa Inggris					
4.	Saya merasa kecewa Ketika guru Bahasa Inggris tidak hadir					
5.	Bahasa Inggris adalah Pelajaran yang sulit karena pengucapan dan tulisan sangat berbeda					

	tidak datang					
6.	Saya sering mengantuk Ketika belajar Bahasa Inggris					
7.	Saya sering mengerjakan tugas lain pada saat belajar Bahasa Inggris					
8.	Saya terkadang bercanda dengan teman Ketika belajar Bahasa Inggris					
9.	Saya kesulitan berkonsentrasi dalam belajar Bahasa Inggris					
10.	Saya sering melamun pada saat pembelajaran Bahasa Inggris					
11.	Saya sering menunda tugas yang diberikan guru					
12.	Ketika diskusi kelompok saya berbicara dengan teman diluar materi kelompok.					
13.	Saya selalu mengulang materi Bahasa Inggris dirumah					
14.	Saya selalu menjawab pertanyaan guru Bahasa Inggris dengan benar					
15.	Apabila guru memberikan tugas saya mengerjakannya dengan menyalin tugas teman					
16.	Saya sering berdiskusi tentang materi Bahasa Inggris Bersama teman pada saat jam istirahat					
17.	Saya selalu mencatat materi Bahasa Inggris dengan lengkap dan rapi sehingga mudah untuk dipelajari					
18.	Saya lebih suka bermain dari pada belajar Bahasa Inggris Ketika guru Bahasa Inggris tidak datang.					
19.	Saya mempelajari Bahasa Inggris tanpa ada yang menyuruh.					
20.	Saya ingin mengikuti kursus Bahasa Inggris					

Appendix 7: RPP

MODUL AJAR

Sekolah	: MTs AL-QALAM TEPPPO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/ ganjil
Materi Pokok	: Teks Interaksi Interpersonal ; Menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi
Alokasi Waktu	: 7.30-9.30 (3 Jam Pelajaran 120 Menit)

A. Tujuan Pembelajaran

- Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan.
- Menyelesaikan kuis Quizizz berbasis **kertas bercode (paper mode)** sebagai bentuk evaluasi interaktif.

B. Profil Pelajar Pancasila

C.

- Mandiri
- Bernalar kritis
- Kreatif
- Beriman dan bertakwa kepada Tuhan YME

D. Media Pembelajaran, Alat/Bahan & Sumber Belajar

Komponen	Rincian
Media	Worksheet, Lembar Bercode Quizizz, Lembar Penilaian
Alat/Bahan	Spidol, papan tulis, laptop/HP guru,
Sumber Belajar	Buku Bahasa Inggris Kelas IX Kemendikbud Revisi 2016, Kuis Quizizz buatan guru

E. Langkah-Langkah Pembelajaran

<p>1. Pendahuluan (15 menit)</p> <ul style="list-style-type: none"> - Guru membuka pelajaran dengan salam dan doa. - Guru memotivasi siswa dengan pertanyaan pemantik: “Pernahkah kalian memberi harapan atau doa kepada teman yang ulang tahun atau menang lomba?” - Menyampaikan tujuan pembelajaran dan alur kegiatan hari ini (literasi, praktik, evaluasi dengan kertas bercode). <p>2. Kegiatan Inti (100 menit)</p> <p>Eksplorasi (30 Menit)</p> <ul style="list-style-type: none"> • Siswa membaca teks tentang ungkapan hopes, wishes, congratulations. • Menyalin beberapa ungkapan yang ditemukan. • Diskusi kelompok kecil untuk memahami konteks penggunaan ungkapan tersebut. <p>Elaborasi (30 Menit)</p> <ul style="list-style-type: none"> • Guru memberikan materi tambahan dan variasi ungkapan dalam beberapa situasi. • Siswa membuat kalimat atau dialog pendek sesuai situasi tertentu: <ul style="list-style-type: none"> ○ Ulang tahun ○ Kelulusan ○ Juara lomba ○ Teman sakit • Guru membantu jika ada kendala grammar atau konteks. <p>Konfirmasi & Gamifikasi – Quizizz Bercode (40 Menit)</p>

- Guru menjelaskan cara mengerjakan **Quizizz Paper Mode**.
 - Guru membagikan **lembar soal bercode** (diunduh dari Quizizz Paper Mode).
 - Siswa **mengisi jawaban di kertas bercode**, tidak perlu pakai HP.
 - Guru menggunakan **HP untuk memindai barcode** pada lembar siswa.
 - Skor langsung muncul, guru tampilkan hasil klasikal.
 - Guru membahas soal-soal yang banyak salah dan memberi umpan balik.
- 3. Penutup (5 menit)**
- Guru memberikan **motivasi dan penguatan**: pentingnya memberi harapan & ucapan selamat.
 - Guru menutup pembelajaran dengan **doa dan salam**.

F. Penilaian Hasil Pembelajaran

Aspek	Teknik	Keterangan
Pengetahuan	Kuis bercode Quizizz, tanya jawab	Skor otomatis dari pemindaian barcode
Keterampilan	Unjuk kerja, proyek mini-dialog	Dialog berdasarkan situasi
Sikap	Observasi diskusi, kerja sama	Keaktifan, ketepatan bahasa

Jumat 23 Agustus 2024

Mengerahui,
Kepala MTs Al Qalam Teppo

Mahasiswa

U M A R, S.Pd
NIP. 19701231 201411 1 036

NURLAILATUL QADRI

MODUL AJAR

Sekolah	: MTS AL-QALAM TEPPA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/ ganjil
Materi Pokok	: Menyatakan Maksud, Tujuan, dan Persetujuan (Will & Be Going To)
Alokasi Waktu	: Sabtu 11.45-12.25 (40 Menit)

A. Tujuan Pembelajaran

- Mengidentifikasi bentuk kalimat **deklaratif** dan **interogatif** menggunakan **modal "will" dan "be going to"**.
- Menjawab soal interaktif di Quizizz sebagai bentuk penguatan dan refleksi pemahaman materi.

B. Profil Pelajar Pancasila

- Mandiri
- Bernalar kritis
- Kreatif
- Beriman dan bertakwa kepada Tuhan YME

C. Media Pembelajaran, Alat/Bahan & Sumber Belajar

Komponen	Rincian
Media	Quizizz (diakses melalui QR Code), Google Slides
Alat	HP/laptop, koneksi internet.
Sumber	Buku Bahasa Inggris Kelas IX (Kemendikbud Revisi 2016), kuis buatan guru di Quizizz

D. Langkah-langkah pembelajaran

- 1. Kegiatan Pendahuluan (5 Menit)**
 - Guru membuka dengan salam dan doa
 - Guru menampilkan 2 kalimat contoh dan bertanya singkat tentang "will" dan "be going to"
 - Guru menyampaikan bahwa hari ini pembelajaran menggunakan **Quizizz melalui**
- 2. Kegiatan inti (Dominasi Quizizz) 30 Menit.**
 - Guru menayangkan **QR Code Quizizz** di layar Siswa **memindai barcode** dan langsung masuk ke kuis
 - Jumlah soal: **10 soal (5 pemahaman + 5 penerapan)**
 - Guru memantau proses dan memberi bantuan jika siswa mengalami kendala
 - Setelah selesai, guru membahas 2-3 soal yang paling banyak salah **Kegiatan Penutup (5 Menit)**
- 3. Penutup dan refleksi**
 - Siswa mengisi refleksi singkat: "Apa yang kamu pelajari dari kuis hari ini?" (boleh lisan atau tertulis)
 - Guru memberi penguatan dan motivasi
 - Guru menutup pembelajaran dengan doa

E. Penilaian Hasil Pembelajaran

Aspek	Teknik	Keterangan
Pengetahuan	Kuis digital	Skor otomatis dari Quizizz
Sikap	Observasi	Keaktifan, kerja sama
Refleksi	Tertulis/lisan	Pemahaman & pengalaman siswa

Sabtu 24 Agustus 2024

Mengerahui,
Kepala MTs Al Qalam Teppo

Mahasiswa

U M A R, S.Pd
NIP. 19701231 201411 1 036

NURLAILATUL QADRI

MODUL AJAR

Sekolah	: MTS AL-QALAM TEPPPO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/ ganjil
Materi Pokok	: Present future
Alokasi Waktu	: 3 Jam Pelajaran @120 Menit

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik mampu:

- Menyusun kalimat dan teks sederhana menggunakan *Simple Present Tense*.
- Menjawab soal latihan dalam bentuk digital melalui **Quizizz** dengan akurasi minimal 75%.
-

B. Profil Pelajar Pancasila

- Mandiri
- Bernalar kritis
- Kreatif
- Beriman dan bertakwa kepada Tuhan YME

C. Sarana dan Sumber Belajar

- **Media:** Quizizz (dengan kode game), Lembar kerja siswa (worksheet).
- **Alat/Bahan:** laptop, koneksi internet

Sumber Belajar:

- Buku Bahasa Inggris Kelas IX Kemendikbud Revisi 2016
- Website Quizizz (<https://quizizz.com/>)
- Modul pendamping dari guru

D. Kegiatan Pembelajaran (Alur Pembelajaran)

1. Pendahuluan (10–15 menit)

- Guru memberi salam, doa, dan mengecek kehadiran.
- Guru memberikan pertanyaan pemantik: “Apa saja rutinitas kalian setiap hari?”
- Siswa menjawab dan guru menuliskan beberapa di papan.
- Guru menjelaskan bahwa topik hari ini adalah *Simple Present Tense*, penting dalam menyatakan rutinitas.

2. Inti (90 Menit)

a. Eksplorasi Konsep (30 Menit)

- Guru menjelaskan pola dasar *Simple Present Tense* (verbal dan nominal sentence).
- Contoh kalimat disajikan, siswa mencatat.
- Penjelasan fungsi *do/does, s/es* pada kata kerja.
- Siswa mengerjakan latihan mengubah kalimat ke bentuk positif, negatif, dan interogatif.

b. Latihan Berbasis Kelompok (20 Menit)

- Siswa dibagi menjadi kelompok kecil.
- Tiap kelompok membuat 5 kalimat tentang rutinitas sehari-hari dan 1 dialog singkat.
- Beberapa kelompok ditunjuk untuk mempresentasikan.

c. Evaluasi Interaktif via Quizizz (40 Menit)

- Guru membagikan kode **Quizizz Live** untuk kuis grammar *Simple Present Tense* (20–25 soal).
- Siswa mengakses melalui HP/laptop masing-masing.
- Guru mengawasi proses dan menjelaskan ulang soal yang paling banyak salah.
- Quizizz digunakan sebagai **alat evaluasi formatif dan eksperimen** skripsi.

E. Penilaian

1. Asesmen Formatif

Teknik	Bentuk	Instrumen	Keterangan
Lisan	Tanya jawab	Pertanyaan verbal	Saat eksplorasi konsep
Tertulis	Latihan mandiri	Worksheet	Kalimat & dialog
Digital	Kuis Online	Quizizz	20–25 soal pilihan ganda

2. Asesmen Sumatif

- Nilai Quizizz (bisa dicetak dalam bentuk skor, akurasi, dan analisis soal)
- Penilaian proyek kelompok (dialog & kalimat)
- Portofolio (lembar kerja dan refleksi)

Jum'at 30 Agustus 2024

Mengerahui,
Kepala MTs Al Qalam Teppo

Mahasiswa

U M A R, S.Pd
NIP. 19701231 201411 1 036

NURLAILATUL QADRI

MODOL AJAR

Sekolah	: MTS AL-QALAM TEPPPO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/ ganjil
Materi Pokok	: Present Perfect Tense (Memberi dan Meminta Informasi Terkait Kejadian di Masa Lampau)
Alokasi Waktu	: 1 Jam Pelajaran @40 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi penggunaan **Present Perfect Tense** dalam teks pendek, Menyusun kalimat menggunakan pola kalimat **present perfect** dalam bentuk afirmatif, negatif, dan interogatif.
- Menjawab pertanyaan dalam bentuk kuis interaktif (*Kahoot*) dan latihan tertulis dengan benar.

B. Profil Pelajar Pancasila

- Mandiri
- Bernalar kritis
- Kreatif
- Beriman dan bertakwa kepada Tuhan YME

C. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ **Alat/Bahan** : Penggaris, spidol, papan tulis,
- ❖ **Sumber Belajar** : Buku Bahasa Inggris Kelas IX, Kemendikbud, Revisi Tahun 2016, Kahoot

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)
<ul style="list-style-type: none"> - Guru membuka pelajaran, mengaitkan materi dengan pengalaman siswa sebelumnya. - Guru menjelaskan manfaat belajar present perfect tense dalam komunikasi.
Kegiatan Inti (30 Menit)
<ul style="list-style-type: none"> - Siswa membaca teks singkat yang mengandung kalimat present perfect. - Siswa menandai kalimat present perfect dan mencatat rumusnya. - Guru menjelaskan rumus present perfect (affirmative, negative, interrogative). - Siswa menjawab soal interaktif di Kahoot. - Diskusi dan koreksi bersama. - Siswa membuat 3 contoh kalimat menggunakan present perfect.
Kegiatan Penutup (5 Menit)
<ul style="list-style-type: none"> - Siswa dan guru bersama-sama menyimpulkan materi. - Siswa membuat catatan ringkasan. - Guru memberikan evaluasi dan motivasi.

E. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan

- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Sabtu 31 agustus 2024

Mengerahui,
Kepala MTs Al Qalam Teppo
U M A R, S.Pd

Mahasiswa

NIP. 19701231 201411 1 036

NURLAILATUL QADRI

MODUL AJAR

Sekolah	: MTS AL-QALAM TEPPPO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/ ganjil
Materi Pokok	: simple present tense
Alokasi Waktu	: 3 Jam Pelajaran @120 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menerapkan struktur *Simple Present Tense* dalam menyusun kalimat afirmatif, negatif, dan interogatif dengan benar.
- Menunjukkan keterlibatan aktif dan antusias melalui kuis interaktif **Kahoot** sebagai media evaluasi pembelajaran.

B. Profil Pelajar Pancasila

- Mandiri
- Bernalar kritis
- Kreatif
- Beriman dan bertakwa kepada Tuhan YME

C. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet (lembar kerja), Lembar penilaian, **Aplikasi Kahoot**
 - **Alat/Bahan:** Papan tulis, spidol, penggaris, **laptop**.
- Sumber Belajar:**
- Buku Bahasa Inggris Kelas IX (Kemendikbud Revisi 2016)
 - Kuis Kahoot berisi 10 soal *Simple Present Tense*
 - Kamus digital/konvensional

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (20 Menit)

- Guru membuka pembelajaran dengan salam, doa, dan mengecek kehadiran siswa.
- Guru mengajukan pertanyaan pemantik: *“Apa saja kebiasaan yang kalian lakukan setiap hari?”*
- Guru menghubungkan pertanyaan tersebut dengan Simple Present Tense, menjelaskan manfaatnya, serta tujuan pembelajaran hari ini.
- Guru membangun antusiasme siswa dengan memberikan contoh situasi sehari-hari yang relevan.

Kegiatan Inti (90 Menit)

Pemahaman Konsep (40 Menit)

- Guru memberikan beberapa kosa kata seperti kata kerja dan kata sifat.
- Siswa mengamati dan mencatat contoh kalimat yang diberikan guru.
- Guru menjelaskan aturan Simple Present Tense, termasuk penggunaan *do/does* dalam kalimat tanya dan negatif.
- Siswa berlatih menyusun kalimat dengan Simple Present Tense secara individu dan berpasangan.

Latihan dan Diskusi (30 Menit)

- Siswa diberikan beberapa kalimat yang belum lengkap untuk dilengkapi menggunakan Simple Present Tense.
- Siswa bekerja dalam kelompok untuk menyusun dialog pendek menggunakan pola Simple Present Tense.

- Beberapa kelompok menampilkan dialog mereka di depan kelas.
- Guru memberikan umpan balik terhadap penggunaan tata bahasa dalam dialog siswa.

Gamifikasi dengan Kahoot (20 Menit)

- Guru mengajak siswa bermain kuis interaktif di Kahoot yang berisi pertanyaan seputar Simple Present Tense.
- Siswa menjawab pertanyaan dengan metode memilih benar atau salah terhadap pernyataan yang diberikan.
- Siswa menjawab pertanyaan dengan kompetitif dan berdiskusi setelah setiap pertanyaan.
- Guru membahas pertanyaan yang paling banyak dijawab salah untuk memperjelas konsep.

Kegiatan Penutup (10 Menit)

- Siswa menuliskan ringkasan singkat tentang Simple Present Tense.
- Guru memberikan refleksi dengan pertanyaan: *“Apa yang kalian pelajari hari ini?”*
- Guru memberikan umpan balik dan motivasi untuk terus berlatih.
- Guru menutup pelajaran dengan doa dan salam.

E. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

6 September 2024

Mengerahui,
Kepala MTs Al Qalam Teppo

Mahasiswa

U M A R, S.Pd
NIP. 19701231 201411 1 036

NURLAILATUL QADRI

MODUL AJAR

Sekolah	: MTS AL-QALAM TEPPPO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/ ganjil
Materi Pokok	: Teks Interaksi Transaksional ; Memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang
Alokasi Waktu	: 1 Jam Pelajaran @40 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kejadian atau kegiatan yang sedang/terjadi/akan berlangsung menggunakan **Present Continuous, Past Continuous, dan Future Continuous Tense** dalam teks pendek dan sederhana.
- Menunjukkan pemahaman grammar melalui latihan tertulis dan permainan interaktif (Kahoot).

B. Profil Pelajar Pancasila

- Mandiri
- Bernalar kritis
- Kreatif
- Beriman dan bertakwa kepada Tuhan YME

C. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ **Alat/Bahan** : Penggaris, spidol, papan tulis,
- ❖ **Sumber Belajar** : Buku Bahasa Inggris Kelas IX, Kemendikbud, Revisi Tahun 2016

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)
<ul style="list-style-type: none"> - Guru membuka pelajaran dengan menyapa siswa dan mengajak berdoa untuk memulai pembelajaran. Setelah itu, guru memeriksa kehadiran siswa sebagai bagian dari pembiasaan disiplin. - Untuk mengaitkan materi dengan pengalaman nyata siswa, guru mengajukan pertanyaan pemantik seperti: <ul style="list-style-type: none"> • “Apa yang sedang kamu lakukan saat ini?” • “Apa yang kamu lakukan kemarin malam jam 8?” • “Apa yang akan kamu lakukan besok jam 9 pagi?” - Pertanyaan tersebut digunakan untuk menghubungkan waktu dan tindakan dalam konteks pembelajaran grammar bahasa Inggris. - Guru menjelaskan tujuan pembelajaran hari ini, yaitu memahami kalimat deklaratif dalam bentuk Present, Past, dan Future Continuous Tense, serta cara menggunakannya dalam konteks aktivitas sehari-hari.
Kegiatan Inti (30 Menit)
<ul style="list-style-type: none"> - Siswa diberi teks pendek yang berisi kalimat dalam Present Continuous, Past Continuous, dan Future Continuous Tense - Siswa diminta mengamati dan menandai bentuk tense yang berbeda, lalu menuliskan contoh kalimat pada buku tulis. - Guru mengarahkan siswa untuk menganalisis struktur kalimat: <ul style="list-style-type: none"> • Subjek + am/is/are + V-ing • Subjek + was/were + V-ing • Subjek + will be + V-ing - Siswa diminta membedakan waktu dan struktur dari tiga jenis continuous tense tersebut. - Siswa mengikuti kuis digital berbasis Kahoot!, berisi 10 soal pilihan ganda tentang penggunaan

kalimat continuous tense. - Guru membahas soal yang paling banyak dijawab salah untuk memperkuat pemahaman siswa.
Kegiatan Penutup (5 Menit)
- Guru mengajak siswa membuat refleksi dan simpulan pembelajaran hari ini, baik secara lisan maupun tulisan. - Beberapa siswa diminta menyebutkan contoh kalimat continuous tense berdasarkan kegiatan mereka. - Guru memberikan umpan balik dan motivasi agar siswa terus melatih penggunaan struktur kalimat yang telah dipelajari, baik dalam tugas maupun percakapan sehari-hari. - Guru menutup pembelajaran dengan doa dan salam.

E. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Sabtu 7 September 2024

Mengerahui,
Kepala MTs Al Qalam Teppo

Mahasiswa

U M A R, S.Pd
NIP. 19701231 201411 1 036

NURLAILATUL QADRI

Appendix: 8 the pictures







Nurlailatul Qadri was born in Tajimane, Mamuju Regency, West Sulawesi, on November 3rd, 2000. She is the third child of three siblings and the daughter of Mr. M. Arasy and Mrs. Hasriah. She began her education at SD Inpres 11 Maliaya and graduated in 2013. She then continued her studies at SMP Negeri 3 Malunda, completing junior high school in 2016. From 2016 to 2019, she pursued her high school education at SMK Negeri 6 Majene. In 2019, she enrolled at the State Islamic College of Majene (STAIN Majene), majoring in the Tadris English Study Program under the Tarbiyah and Teacher Training Department.