

Chapter V

Conclusion and Suggestions

The final chapter elaborates on the conclusions drawn from the findings and discussions in Chapter IV. This chapter additionally provides suggestions for future research on the use of non-digital gamification.

5.1 Conclusions

This study focused on the use of non-digital gamification in teaching reading comprehension to junior high school students in Bandung, West Java. The purpose of this study was to investigate how non-digital gamification affects students' reading comprehension. The researcher derived several conclusions from various data related to the research questions outlined in Chapter 1. The following paragraphs elaborate on the conclusions.

From classroom observation data, the researcher found that the implementation of non-digital gamification gave a positive impact on students' attitudes. This finding was supported by the results of the student's achievement in daily quests. Some aspects were highlighted in daily quests, such as answering questions, helping their friends, and becoming active in group tasks. In this study, the researcher implemented non-digital gamification elements, such as quests, a leaderboard, roles, stamps, and rewards. The number of active students increased. In addition, most students gained confidence as they attempted to answer the questions, even if their answers were incorrect. Most of them desired more points to advance in their roles. As a result, they completed the tasks and challenges assigned by the teacher on time. Eventually, they also engaged in the working group as a group challenge, as the teacher persuaded them to collaborate and compete with one another, as well as earn extra points for completing the task quickly and correctly. Aside from that, most of the students were free to present themselves. However, a few students were not motivated since they did not have significant progress in doing daily quests that they had to use reading strategies. This finding was supported by Qiao et al. (2022), the implementation of non-digital gamification in reading comprehension was not effective in increasing students' cognitive engagement. Furthermore, non-digital gamification was insignificant in improving

the students' reading comprehension ability. This finding was line with Qiao, Yeung, Shen, and Chu (2022) that there were no differences found in word recognition, reading comprehension and emotional participation. On the other hand, this study found that non-digital gamification increased the number of students' participation.

From open-ended questionnaires and interviews, the students expressed three different responses regarding the implementation of non-digital gamification in teaching reading. Fifteen students agreed that non-digital gamification has a positive impact on their learning activities. Furthermore, the students stated that each non-digital gamification elements have their roles. The students stated that the leaderboard is a goal that helped them have the desire to answer the questions that the teacher gave. In addition, students thought that stamps were the motivation that encouraged them to be active. It was also shown their progress and made the learning more exciting. They also thought that quest was also important since they can compete with others. However, quests were also stressful. This finding was supported by Taghizadeh (2022), who stated that students could be stressed in gamification atmospheres. In addition, two students disagreed with the implementation of non-digital gamification in teaching reading comprehension. They stated that competing with friends was hard to do. Furthermore, six students stated that they faced difficulties in learning such as having poor English and incomprehensible material, doing the competition, having less opportunity to talk, and being overlooked. In addition, one student thought that all the methods that the teacher used were fine. Non-digital gamification can be utilized as a medium in a teaching strategy. However, the difficulties that students faced should be resolved.

5.2 Suggestions

Concerning the findings of the study, there are several suggestions given for future research related to the topic:

1. The implementation of non-digital gamification can be conducted in more exciting ways, such as a boss battle that happens when a few students have the same roles or scores.

2. More various tasks should be given in daily quests and the material should be more familiar.
3. Points, quests, levels, a leaderboard, and rewards can be chosen based on students' needs and conditions in the classroom. One of the important things is how the teacher combines the elements of non-digital gamification and the lesson based on the theory of teaching reading comprehension.
4. In this study, the researcher added several reading strategies implicitly in daily quests, such as skimming, scanning, and questioning. Future researchers can add more reading strategies that may help the students learn better.
5. The implementation of non-digital gamification should be implemented with proper planning and execution. In this study, the researcher used genre-based approaches as the method. Future research can apply other methods such as the Merdeka curriculum, curriculum 2013, and so on.
6. The future researcher can implement non-digital gamification at different levels with more students and in various situations to determine its effectiveness in reading comprehension.
7. Since the study only included students' perceptions, it is hoped that the future researcher will undertake the study for the teacher to learn more about the causes and effects of non-digital gamification.