

**NON-DIGITAL GAMIFICATION TO TEACH READING
COMPREHENSION**

A Research Paper

Submitted to the Department of English Education of FPBS, UPI in Partial
Fulfillment of the Requirement for *Sarjana Pendidikan* Degree



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BANDUNG

2023

**NON-DIGITAL GAMIFICATION TO TEACH READING
COMPREHENSION**

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**Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh
gelar Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra**

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PREFACE

All praise and gratitude to Allah SWT for the accomplishment of this research, and also to Prophet Muhammad SAW for the greatest blessings.

This research titled “*Non-digital Gamification To Teach Reading Comprehension*” is the requirement for Sarjana Pendidikan degree in English Language Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia. The research is purposed to find out how to implement gamification in teaching reading comprehension and the responses of Junior High Schools based on the point of view of students. Hopefully, this research will be a valuable reference for the teacher in designing English courses for Junior High School students or encouragement to dig deeper to find out the students’ responses.

The suggestion and criticism are accessible and appreciated for better research.

Cirebon, July 2023

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ACKNOWLEDGEMENTS

All praise and gratitude to Allah SWT for his allowance to me to complete this research, and also to Prophet Muhammad SAW., who gives the best guidance for his followers, and the blessings to be grateful for this wonderful journey.

This research will not be completed without the assistance and support of many important people. First, I would like to express my gratitude to Suharno, M.Pd and Dr. Fazri Nur Yusuf, S.Pd., M.Pd, as my research supervisors, for their excellent guidance, patience, and encouragement, as well as for providing me with new insights into completing this research. Second, I am pleased to Prof. Hj. Emi Emilia, M.Ed., Ph.D., as the head of the Department of English Education, Universitas Pendidikan Indonesia for her permission and recommendation to the author to compile this research. Third, I will be eternally thankful to my entire family, particularly my mother, and sister, for their love, prayers, time, and efforts in supporting me. I would like to thank my beloved Raditya Zainy Ridwan for his assistance and support. Also, Rika Astini for giving me some advice. Last but not least, I am appreciative to all of my participants who assisted me in collecting data for this study, as well as Lina Supiatin, S.Pd, an English teacher who helped me during the research.

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ABSTRACT

Gamification have become popular as media teaching in this era. However, teachers encountered technical obstacles and challenges with digital one (Demirbilek, et.al, 2022). The purpose of this study was to investigate non-digital gamification affected students' reading comprehension. The participants were 21 students. This study employed a case study. The data instruments included classroom observation, documents, open-ended questionnaires, and interviews. The data from observation were analyzed based on the implementation of non-digital gamification in the classroom. Moreover, the data from open-ended questionnaires were analyzed based on thematic analysis (Clarke & Braun, 2013) while the data from interviews were analyzed based on a descriptive analysis. The results revealed that there was a positive impact on the students' behavior. However, this study found that there was insignificant in improving the students' reading comprehension ability. In addition, the students had a positive response of implementing non-digital gamification elements for learning reading which included teamwork, motivation, and an exciting learning environment. However, they also encountered difficulties such as being frequently overlooked, missing the opportunity to speak up, and learning in a competitive environment. Furthermore, a few students were opposed to the implementation of non-digital gamification. The findings of this study are expected to enrich the resources about teaching reaching comprehension in Indonesia and provide information to cope with the problems related to the approach in EFL classrooms in Indonesia. This study recommends that future researcher will explore non-digital gamification in different language skills.

Keywords: Non-digital Gamification, Reading Comprehension

GAMIFIKASI NON-DIGITAL UNTUK MENGAJARKAN PEMAHAMAN MEMBACA

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ABSTRAK

Gamifikasi telah menjadi populer sebagai media pembelajaran di era ini. Namun, guru menghadapi kendala teknis dan tantangan dengan gamifikasi digital (Demirbilek, et.al, 2022). Tujuan dari penelitian ini adalah untuk menyelidiki pengaruh gamifikasi non-digital terhadap pemahaman membaca siswa. Partisipan penelitian ini terdiri dari 21 siswa. Penelitian ini menggunakan studi kasus. Instrumen data yang digunakan meliputi observasi kelas, dokumen, kuesioner terbuka, dan wawancara. Data dari observasi dianalisis berdasarkan implementasi gamifikasi non-digital di kelas. Selain itu, data dari kuesioner terbuka dianalisis berdasarkan analisis tematik (Clarke & Braun, 2013) sedangkan data dari wawancara dianalisis berdasarkan analisis deskriptif. Hasil penelitian menunjukkan bahwa terdapat dampak positif pada perilaku siswa. Namun, penelitian ini menemukan bahwa tidak ada pengaruh yang signifikan dalam meningkatkan kemampuan membaca pemahaman siswa. Selain itu, para siswa memiliki respon positif dalam menerapkan elemen gamifikasi non-digital untuk belajar membaca yang meliputi kerja sama tim, motivasi, dan lingkungan belajar yang menyenangkan. Namun, mereka juga mengalami kesulitan seperti sering diabaikan, kehilangan kesempatan untuk berbicara, dan belajar dalam lingkungan yang kompetitif. Selain itu, beberapa siswa menentang penerapan gamifikasi non-digital. Temuan dari penelitian ini diharapkan dapat memperkaya sumber daya tentang pengajaran pemahaman di Indonesia dan memberikan informasi untuk mengatasi masalah yang terkait dengan pendekatan di kelas EFL di Indonesia. Penelitian ini merekomendasikan agar peneliti selanjutnya dapat mengeksplorasi gamifikasi non-digital dalam keterampilan bahasa yang berbeda.

Kata kunci: Gamifikasi Non-digital, Pemahaman Membaca

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