IMPROVING STUDENT SPEAKING ABILITY USING GAMIFICATION METHOD AT SMA N 3 PONOROGO

THESIS

Presented to partial fulfillment of the requirement

For the degree of *Sarjana Pendidikan*

In English Language Education

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MOTTO

"Life is a journey to be

experienced, not a problem

to be solved."

- Winnie The Pooh

DEDICATION

This thesis dedicated to:

1. My parents always support me no matter what.
3. Suberkah Priyahadi, my boyfriend who always gives me motivation and support.
4. Wahyu Widiyana, my close friend who always gives me her best support
5. My classmate always accompanied me during college to encourage each other to finish their respective thesis as soon as possible.
6. To all the people who have helped me, I cannot mention them one by one.
7. The last, I wanna thanks me for everything I did

ACKNOWLEDGEMENT

In the name of Allah SWT, the most merciful. Praise be to Alloh SWT for his blessing, so that the writer could finish this research as the partial fulfillment of the requirement for S1 Degree of English Department, Muhammadiyah University of Ponorogo. The writer fully awares that this work could not be separated from others' help and guidance. Therefore, in this opportunity, the writer would like to express the gratitude and appreciation to people who support the writer in conducting this research:

1. Dr. Happy Susanto, MA as Rector of Muhammadiyah University of Ponorogo.
2. Dr. Ardhana Januar Mahardani, M.KP the dean of Faculty of Teacher Training and Education.
3. Dr. Ana Maghfiroh, S.Pd., M. Pd.BI. as the chief of English and Education Department.
4. Niken Reti Indriastuti S.Pd. M.Pd. and Dr. Ana Maghfiroh, S.Pd., M. Pd.BI.. as thesis advisors.
5. All lectures of English Education Department at Muhammadiyah University of Ponorogo.
6. The writer's family and all of friends for their support.

May Allah bless them all. The author still feels that this thesis is far from perfect, so suggestions and criticisms will be valuable for the improvement of this thesis and the writer's future research.

ABSTRACT

Putri, Oktaviana Minanda windi, 2023. *Improving Student Speaking Ability Using Gamification Method at SMAN 3 Ponorogo*. Thesis. English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Ponorogo. Advisor: (1) Niken Reti Indriastuti, M.Pd. (2) Dr. Ana Maghfiroh, M.Pd.BI.

Key words: *Students' Speaking Ability, Gamification Method*

Speaking ability is the ability to express oneself in a situation, to report actions or a situation in precise words, or to converse or express a sequence of ideas fluently are all examples of the activity of speaking. Gamification is making electronic transactions enjoyable and quick by employing game-like accelerated user interface design. This study was carried out to improve the students' speaking ability through Gamification Method in the XB class SMAN 3 Ponorogo academic year 2022/2023. The subjects of this study were consisted of 36 students.

The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SMAN 3 Ponorogo as an English teacher and a student of English Department as an observer and collaborator. This study was conducted following Kemmis and Taggart (Arikunto, 2015) model with the following procedures of the action research: planning, acting, observing, and reflecting. The study was carried out in two cycles. Each cycle consisted of two meetings. The data were gathered in this study through observation checklist, questionnaire, and test.

The result of the study showed that there was improvement of students' speaking ability. Most of the students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 75 (seventy five). The students' minimum score in the first cycle was 50. Then the minimum score in the second cycle was 76. In addition, there was a positive response from the English teacher about implementing the action. In conclusion Gamificaton Method could improve students' speaking ability.

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