

## APPENDIX I

### TRANSLATION OF QURAN VERSE

No.	Page	Surah/Verse	Translation	
			English	Indonesian
1	2	Ar-Rahman verse 33	O you assembly of jinn and humankind! If you can pass through and beyond the spherical regions of the heavens and the earth, then pass through. You will not pass through except with authority (spiritual or scientific from Allah).	Wahai majelis jin dan manusia! Jika engkau mampu melewati dan melampaui wilayah bulat langit dan bumi, maka lewatilah. Kamu tidak akan melewati kecuali dengan otoritas (spiritual atau ilmiah dari Allah SWT.).

## APPENDIX II

### Interview Guideline for the Students

Interviews were conducted online according to the circumstances of the students. There are 5 interview questions for eight students. The researcher wants to collect data about students' responses to the implementation of gamification when learning grammar at the Language Development Unit. The list of questions is in the box below:

No	Interview Questions	Participant's Response
1	How do you feel after learning grammar using gamification?	
2	Do you feel motivated to focus on learning after learning grammar using gamification? If yes, please give me the reasons!	
3	Do you feel you can work together during grammar lessons using gamification? If yes, how do you get to work with your friends?	
4	Could you let me know if you are satisfied with the results of your score? If yes, please give me the reasons!	
5	Are there any problems you experience when learning grammar using gamification? If yes, what kind of problem? And how do you deal with it?	

### APPENDIX III

#### Interview Result from the Students

No	Interview Questions	Participant's Response	
		Original answer	Translate
1	How do you feel after learning grammar using gamification?	<p>Seru sekali, serasa main game padahal saya sedang menjawab soal, terus aku jadi tidak mudah bosan dan materi gampang nyantol ke otak hehe (S1)</p> <p>Memudahkan saya dalam belajar, seru dan gak mudah bosan, selain itu juga saya jadi tau cara berpikir cepat untuk dapat jawaban (S2)</p> <p>Sangat menyenangkan dan merasa tertarik dengan pembelajaran dikelas (S3)</p> <p>Sangat mengasyikkan dan seru (S4)</p> <p>I feel happy and enjoy (S5)</p> <p>Menyenangkan sekali (S6)</p> <p>Aku senang karna jadi lebih mudah paham (S7)</p> <p>Gak membosankan dan ini seru banget belajarnya (S8)</p>	<p>“It is very exciting. It feels like playing a game even though I am answering questions, then I do not get bored easily, and the material easily sticks to my brain” (S1)</p> <p>“Makes it easier for me to learn, fun, and not easily bored. Besides that, I also know how to think fast to get answers” (S2)</p> <p>“Very fun, and I feel interested in learning in class” (S3)</p> <p>“Very exciting and fun” (S4)</p> <p>“I feel happy and enjoy” (S5)</p> <p>“So much fun” (S6)</p> <p>“I am happy because it is easier to understand” (S7)</p> <p>“It is not boring, and it is really fun learning” (S8)</p>
2	Do you feel motivated to focus on learning after learning grammar using gamification? If	<p>Iya, sangat memotivasi saya untuk lebih focus, dan juga saat belajar menggunakan Quizizz, materi berasa lagi main tebak-tebakn padahal lagi jawab soal (S1)</p>	<p>“Yes, it really motivates me to focus more, and also when learning to use Quizizz, the material feels like I am playing guessing games even though I am answering questions” (S1)</p>

	yes, please give me the reasons!	<p>Iya memotivasi saya focus karna menurut saya gamifikasi (Quizizz) menyenangkan dan ada batas waktu jadi memfokuskan saya untuk menjawab soal (S2)</p> <p>Iya karena saya dapat dengan focus mengerjakan materi dan saya bisa bermain sambil belajar (S3)</p> <p>Termotivasi karena saya lebih bisa focus pertanyaan yang ada (S4)</p> <p>Saya jadi lebih focus dan lebih mengasyikkan saat belajar (S5)</p> <p>Saya merasa biasa aja, tidak termotivasi (S6)</p> <p>Iya, saya termotivasi (S7)</p> <p>Iya saya lebih mudah focus dan merasa ada pesaing saat bermain (S8)</p>	<p>“Yes, it motivates me to focus because I think gamification (Quizizz) is fun, and there is a time limit, so I focus on answering questions” (S2)</p> <p>“Yes, because I can focus on working on the material, and I can play while studying” (S3)</p> <p>“Motivated because I can focus more on existing questions” (S4)</p> <p>“I become more focused and more fun when studying” (S5)</p> <p>“I feel normal, not motivated” (S6)</p> <p>“Yes, I am motivated” (S7)</p> <p>“Yes, it is easier for me to focus and feel that there are competitors when playing” (S8)</p>
3	Do you feel you can work together during grammar lessons using gamification? If yes, how do you get to work with your friends?	<p>Iya dapat bekerjasama dengan baik karena teman sekelompok saya kompak (S1)</p> <p>Kami dapat bekerjasama dengan saling bertukar pikiran (S2)</p> <p>Kadang saya dapat bekerja sama, kadang tidak tergantung teman sekelompoknya (S3)</p> <p>Iya bekerjasama dengan baik, kami biasanya saling berdiskusi jawaban dan saya jadi merasa</p>	<p>“Yes, I can work together well because my group mates are compact” (S1)</p> <p>“We can work together by exchanging ideas” (S2)</p> <p>“Sometimes I can work together. Sometimes I do not depend on my group mates” (S3)</p> <p>“Yes, we work well together, we usually discuss answers with</p>

		<p>kurang gugup karena berkelompok (S4)</p> <p>Iya kami bekerjasama dan dapat melaksanakan dengan baik (S5)</p> <p>Saya tidak dapat bekerjasama dengan teman sekelompok. Saya merasa menjawab Quizizz berkelompok tidak membantu saya dalam menjawab soal (S6)</p> <p>Seperti itu kami bekerjasama baik karena saling bertukar jawaban (S7)</p> <p>Iya, kami bekerjasama dengan baik antar anggota kelompok (S8)</p>	<p>each other, and I feel less nervous because I am in a group” (S4)</p> <p>“Yes, we work together and can implement it well” (S5)</p> <p>“I cannot work with a group of friends. I feel that answering Quizizz in groups does not help me in answering questions” (S6)</p> <p>“Like that, we work well because we exchange answers” (S7)</p> <p>“Yes, we cooperate with both group members” (S8)</p>
4	<p>Could you let me know if you are satisfied with the results of your score? If yes, please give me the reasons!</p>	<p>Iya saya sangat puas dengan hasilnya, karna disitu kita tahu bahwa berapa persen peningkatan kita dalam mempelajari Bahasa inggris (S1)</p> <p>Terkadang saya puas dengan hasil skor nilai saya dan terkadang tidak karena banyak soal yang saya salah jawab (S2)</p> <p>Ya, saya merasa puas atas kerja keras saya sendiri (S3)</p> <p>Saya merasa puas karena nilainya cukup tinggi (S4)</p> <p>Terkadang puas dan terkadang tidak (S5)</p>	<p>“Yes, I am very satisfied with the results because there we know what percentage of our improvement in learning English” (S1)</p> <p>“Sometimes I am satisfied with the results of my score, and sometimes I am not because I answered the wrong questions” (S2)</p> <p>“Yes, I am satisfied with my own hard work” (S3)</p> <p>“I feel satisfied because the score is quite high” (S4)</p> <p>“Sometimes satisfied and sometimes not” (S5)</p>

		<p>Kadang saya puas dengan hasil saya, kadang so so (S6)</p> <p>Saya puas dengan hasil skor saya di Quizizz (S7)</p> <p>Lumayan (S8)</p>	<p>“Sometimes I am satisfied with my results, sometimes so so” (S6)</p> <p>“I am satisfied with my score on Quizizz” (S7)</p> <p>“Not bad” (S8)</p>
5	<p>Are there any problems you experience when learning grammar using gamification? If yes, what kind of problem? And how do you deal with it?</p>	<p>kepada tema yang memiliki sinyal lebih bagus (S1)</p> <p>Terkadang jika jaringan tidak stabil saya ngehospot dengan teman atau mengisi jawaban berdua dengan teman (S2)</p> <p>Ya, tapi jarang. Cara saya mengatasinya adalah keluar sebentar dari Quizizz lalu masuk Kembali (S3)</p> <p>Alhamdulillah tidak ada masalah dalam menggunakan aplikasi Quizizz (S4)</p> <p>Tidak, selama ini saya tidak mengalami kendala jaringan atau yang lain (S5)</p> <p>No, I don't have some problems (S6)</p> <p>Tidak pernah (S7)</p> <p>Tidak ada (S8)</p>	<p>“Yes, sometimes it is difficult to get a stable internet signal. The fix is I will ask the hotspot for the theme that has a better signal” (S1)</p> <p>“Sometimes, if the network is not stable, I ask for hotspot with friends or fill in the answers together with friends” (S2)</p> <p>“Yes, but rarely. My fix is to log out of Quizizz for a while and then Sign Back in” (S3)</p> <p>“Alhamdulillah there are no problems using the Quizizz application” (S4)</p> <p>“No, I have not had any network issues or anything so far” (S5)</p> <p>“No, I do not have some problems” (S6)</p> <p>“Never” (S7)</p> <p>“None” (S8)</p>

## APPENDIX IV

### Interview Guideline for the Lecturer

Lecturer: Ms. S			
Class: UPB (English) local 97			
No	Stages	Interview Questions	Participant's Response
1	Planning and Preparation Stage	<p>1. How did the interactions in this preparatory stage occur?</p> <p>(Possible) probes:</p> <p>a. Do you organize material into different stages and tiered systems?</p> <p>b. What platforms or applications do you use to implement gamification?</p> <p>c. Do you only use that app, or do you use other apps as well? Please give me the reason.</p> <p>2. How do you introduce gamification to students?</p> <p>(Possible) probes:</p> <p>a. Do you provide samples of previous gamification work? Please explain.</p> <p>b. Do you notify students in advance to prepare for learning needs using gamification? Please explain.</p> <p>3. How to determine the theme of learning using gamification?</p> <p>(Possible) probes:</p> <p>a. Did you decide on the theme yourself?</p> <p>b. Do you follow the syllabus taught?</p> <p>4. How do you set standards for student work?</p> <p>(Possible) probes:</p> <p>a. Do you take the task's value from the game's score?</p> <p>b. Is gamification used as an exercise so that the score is not used as a value?</p>	
2	Learning Process	<p>1. How did the interactions in the implementation phase occur?</p> <p>(Possible) probes:</p> <p>a. What is your first step in building learning at this stage?</p> <p>b. How do you prepare students to learn?</p>	

		<p>2. How will you monitor their learning progress in the app?</p> <p>(Possible) probes:</p> <ol style="list-style-type: none"> <li>a. How do you check whether students are on the right track in learning using their gamification?</li> <li>b. How do you know that students are handling their learning correctly?</li> </ol> <p>3. How do you maintain communication with students?</p> <p>(Maybe) check:</p> <ol style="list-style-type: none"> <li>a. How do you encourage full student participation?</li> <li>b. What is your perspective when students work in groups in gamification?</li> </ol> <p>4. How do you help students who have learning difficulties using gamification?</p> <p>(Possible) probes:</p> <ol style="list-style-type: none"> <li>a. For example, assistance with unstable signal problems, interference with the applications used, students unfamiliar with the application, etc.?</li> <li>b. If a student encounters a problem, how do you handle the situation?</li> </ol>	
3	Final Stage of Learning	<p>1. What is the condition of students during the learning process?</p> <ol style="list-style-type: none"> <li>a. Do you encourage Healthy Competition to Motivate Students?</li> <li>b. How is the interaction between students during learning?</li> </ol> <p>2. How to use gamification in the final stage of learning?</p> <p>(Possible) probes:</p> <ol style="list-style-type: none"> <li>a. Did you review students who had low scores?</li> <li>b. Did you explain the material that many students answered incorrectly?</li> <li>c. Do you provide feedback to students after learning to use Quizizz?</li> </ol>	



## APPENDIX V

### Interview Result from the Lecturer

Lecturer: Ms. S Class: UPB (English) local 97			
No	Stages	Interview Questions	Participant's Response
1	Planning and Preparation Stage	<p>1. How did the interactions in this preparatory stage occur? (Possible) probes:</p> <p>a. Do you organize material into different stages and tiered systems?</p> <p>b. What platforms or applications do you use to implement gamification?</p> <p>c. Do you only use that app, or do you use other apps as well? Please give me the reason.</p> <p>2. How do you introduce gamification to students? (Possible) probes:</p> <p>a. Do you provide samples of previous gamification work? Please explain.</p> <p>b. Do you notify students in advance to prepare for learning needs using gamification? Please explain.</p> <p>3. How to determine the theme of learning using gamification? (Possible) probes:</p> <p>a. Did you decide on the theme yourself?</p> <p>b. Do you follow the syllabus taught?</p>	<p>"Yes, I usually divide the material according to the existing syllabus and deliver the material according to the textbook"</p> <p>"I use Quizizz"</p> <p>"Yes, I only use Quizizz because the students are used to this game, and to make questions in the game, I also have to master it first, which takes time. Almost every week, I use Quizizz to teach, especially grammar, because grammar requires much practice so students are more familiar with and Quizizz has features that help me"</p> <p>"Nothing. Most of them are familiar with Quizizz, so I will just explain a little bit, and even then, briefly"</p> <p>"I notify students in advance via the Whatsapp group that tomorrow is the day of learning using Quizizz, and ask students to prepare smartphones or laptops that can be used to access Quizizz"</p> <p>"No, I did not choose the theme myself. I followed the material in the syllabus"</p> <p>"Yes, I followed the syllabus with the textbook material."</p>

		<p>4. How do you set standards for student work? (Possible) probes:</p> <p>a. Do you take the task’s value from the game’s score?</p> <p>b. Is gamification used as an exercise so that the score is not used as a value?</p>	<p>“Yes, I take the assignment score from the score on Quizizz, sometimes I also combine it with the behavior value”</p>
2	Learning Process	<p>1. How did the interactions in the implementation phase occur? (Possible) probes:</p> <p>a. What is your first step in building learning at this stage?</p> <p>b. How do you prepare students to learn?</p> <p>2. How will you monitor their learning progress in the app? (Possible) probes:</p> <p>a. How do you check whether students are on the right track in learning using their gamification?</p> <p>b. How do you know that students are handling their learning correctly?</p> <p>3. How do you maintain communication with students? (Maybe) check:</p> <p>a. How do you encourage full student participation?</p>	<p>“Firstly, I introduce the day's material and open a group discussion to check their understanding. Next, I asked students if they had smartphones and an internet connection. After that, I asked about Quizizz and whether they were familiar. Some of these are familiar, and I only need to explain the common uses of Quizizz. I usually ask one of the students to try Quizizz, and he follows my instructions. After that, I will ask all the students to start a game together according to my instructions.”</p> <p>“I walked around the class to check their smartphone and interviewed some students about Quizizz whether they were having difficulties or not”</p> <p>“I build interaction with discussion. In addition, I build interaction between students while learning from small groups. I allow students to discuss only in their small groups”</p>

		<p>b. What is your perspective when students work in groups in gamification?</p> <p>4. How do you help students who have learning difficulties using gamification? (Possible) probes:</p> <p>a. For example, assistance with unstable signal problems, interference with the applications used, students unfamiliar with the application, etc.?</p> <p>b. If a student encounters a problem, how do you handle the situation?</p>	<p>"Students look happy, can work well, and are comfortable with Quizizz"</p> <p>"So far the main problem that often occurs is due to internet connection which is sometimes lost, the rest goes well"</p> <p>"Usually, I offer several options if students cannot join due to an internet connection. They can hotspot their friends or ask their friends to answer together on one device"</p>
3	Final Stage of Learning	<p>1. What is the condition of students during the learning process?</p> <p>a. Do you encourage Healthy Competition to Motivate Students?</p> <p>b. How is the interaction between students during learning?</p> <p>2. How to use gamification in the final stage of learning? (Possible) probes:</p> <p>a. Did you review students who had low scores?</p> <p>b. Did you explain the material that many students answered incorrectly?</p> <p>c. Do you provide feedback to students after learning to use Quizizz?</p>	<p>"Yes, by me saying at the beginning of the game that the score they get will be the value of the assignment. This certainly motivates students and can focus more on answering, so they do not answer the game carelessly."</p> <p>"They look fine, and they can do Quizizz either individually or in groups"</p> <p>"I usually check which part he/she answered incorrectly. Then the students and I evaluate the questions together after Quizizz ends. After I give feedback to students, I ask questions again until they understand. Sometimes students can also evaluate themselves by selecting the evaluation feature on Quizizz."</p>

## APPENDIX VI

### Observation Guideline

<b>Observation</b>	
Lecturer: Ms. S Class: UPB (English) local 97	
<b>Lecturers' Activities</b>	<b>Notes and Reflection</b>
<ul style="list-style-type: none"><li>• Arrange the material into different stages and tiered systems.</li><li>• Prepare the necessary devices.</li><li>• Gives good physical rewards and can be shown.</li><li>• The teacher monitor student progress</li><li>• Attach the level sensor to date or time so that students may check it daily for a new challenge.</li><li>• Form a task group so students can work together to accomplish the project (Collaborative Learning)</li><li>• The teacher provides an opportunity for students to comment on the work of their colleagues.</li><li>• Students are given additional bonuses when they complete a new difficulty.</li></ul>	

<ul style="list-style-type: none"><li>• Using a countdown timer on some quizzes to create fake pressure.</li><li>• Take a badge or prize if the learner fails a specific challenge.</li><li>• If a game process was unsuccessful, create a new situation or redo it.</li><li>• Encourage healthy competition to motivate students</li><li>• Make it possible for students to look for play characters.</li><li>• Include a leaderboard that displays all students' performance to encourage a spirit of competitiveness and teamwork.</li><li>• The teacher gives the students feedback.</li><li>• Gamification is carried out on an ongoing basis.</li></ul>	
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## APPENDIX VII

### CERTIFICATE OF SEMINAR PROPOSAL



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

#### **SURAT KETERANGAN**

Nomor: B- 785/Un.14/III.1.f/PP.00.9/08/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rahmatul Jannah  
N I M : 190101030068  
Jurusan/Prodi : Tadris Bahasa Inggris  
Alamat : Jl. Ir. P. H. M. Noor, Rt 07 Rw 03, Kel. Barabai Barat,  
Kec. Barabai, Kab. Hulu Sungai Tengah, Prov.  
Kalimantan Selatan, Indonesia

adalah benar telah melaksanakan Seminar Proposal Skripsi yang berjudul:

**"The Implementation of Gamification In Teaching Grammar  
In Higher Education"**

Pada Hari/Tanggal : Jum'at, 3 Juni 2022  
Tempat : Online (Google Meet)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 25 Agustus 2022

Ketua,



  
Afifah Linda Sari

## APPENDIX VIII

### SEMINAR PROPOSAL NOTES



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
ANTASARI BANJARMASIN  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS  
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235  
Telepon (0511) 3253939 Faksimile (0511) 3274492  
Email: thi@uin-antasari.ac.id Web: fik.uin-antasari.ac.id

#### CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Rahmatul Jannah
2. N I M : 190101030068
3. Program Studi : Tadris Bahasa Inggris
4. Judul Proposal Skripsi : The Implementation of Gamification In Teaching Grammar In Higher Education
5. Dosen Pembimbing : Dr. Hj. Raida Asfihana, M. Pd.  
: Hidayah Nor, M. Pd.
6. Catatan Hasil Seminar :

NO	Catatan/Saran Penanggap	NO	Catatan/Saran Dosen
1	Pay more attention to the numbering system of each point.	1	By: Dr. Hj. Raida Asfihana, M. Pd. On the gap part of the study, do not write "no one researched about it yet", but take the advice of other researchers in articles journals from the last 5 years.
2	Some of sources are too old. It would be better if you look for the newest sources so its more accurate and uptodate.	2	No need to write a qualitative approach, just write a case study.
		3	Explain how to take participants. Your case study must have a case, do not force the teacher to teach according to your case.
			By: Hidayah Nor, M. Pd.
		1	Make sure to use thesis guide.
		2	In chapter III, write more specific.
		3	Do not use we, I, my, etc.
		4	Do not use "because" in first senteces.
		5	Do not write "dont, want, didn't" change to formal writing and make sure to write in one paragraph there are at least 3 sentences.
		6	Each sub-chapter writes an opening senteces at the beginning, for example "To avoid misunderstanding .....

Banjarmasin, 7 Juni 2022  
Moderator,

Nor Faizah Hayati, S. Pd.

## APPENDIX IX

### RESEARCH PERMISSION LETTER



Nomor : B-330 /Un.14/III.1/PP.00.9/12/2022  
Sifat : Penting  
Lampiran : 1 (Satu) Berkas  
Hal : Mohon Izin Riset

19 Desember 2022

Yth. Kepala UIN Antasari Banjarmasin  
Kota Banjarmasin

*Assalamu'alaikum Wr.Wb*

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Rahmatul Jannah  
NIM : 190101030068  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Alamat : Jl. Bawang Putih, no. 36, RT.31, RW. 02, Kel. Kuripan, Kec. Banjarmasin Timur  
No HP : 085390993211

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.  
*Wassalamu'alaikum Wr.Wb*



Wakil Dekan Bidang Akademik dan  
Kelembagaan,

Anhad Muradi

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4,5 Banjarmasin 70235  
Telepon: (0511) 3262426; (0511) 6783136  
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

**SURAT RISET**

Nomor : B-3340 /Un.14/III.1/PP.00.9/12/2022

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Rahmatul Jannah  
NIM : 190101030068  
Semester : VII(tujuh)  
Alamat : Jl. Bawang Putih, no. 36, RT.31, RW. 02, Kel. Kuripan, Kec. Banjarmasin Timur  
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

**THE IMPLEMENTATION OF GAMIFICATION IN TEACHING GRAMMAR IN HIGHER EDUCATION**

Tempat Penelitian : UIN Antasari Banjarmasin  
Lamanya Riset : 2 (Dua) Bulan  
Dari Tanggal : 8 November 2022  
Sampai Tanggal : 8 Januari 2023

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 19 Desember 2022

Wakil Dekan Bidang Akademik dan Kelembagaan,

  
  
Dr. Ahmad Muradi, M.Ag  
NIP 197808082005011006





Mahasiswa yang bersangkutan,




Rahmatul Jannah  
190101030068

## APPENDIX X







### THESIS CONSULTATION NOTES

**Dr. Hj. Raida Asfihana, M.Pd (Contents and Research Methods)**

No	Date	Consultation Notes	Signature
1	July 5, 2022	<ul style="list-style-type: none"> <li>- Bagian data analysis terlalu umum, harus dikaitkan dengan cara analisa data diriset yang kamu tulis.</li> <li>- lanjutkan membuat instrument penelitian.</li> </ul>	
2	July 19, 2022	<ul style="list-style-type: none"> <li>- Harus memastikan siapa target pengajarnya.</li> <li>- Language development center diganti menjadi Language development unit.</li> <li>- Steps pada data analysis terlalu umum. Pujles dengan "how you analyze your own data".</li> <li>- Instrument sekilas sudah bagus, lanjut konsulten dengan dosen bahasa &amp; teknik penulisan.</li> </ul>	
3	November 8, 2022	<ul style="list-style-type: none"> <li>- Misspelling harus diperbaiki</li> <li>- steps pada bab II dijadikan panduan untuk menganalisa implementasi gamification.</li> <li>- instrument pada teori salah, perbaiki</li> <li>- Data analysis masih banyak plagiasi, Parafrase</li> <li>- riset jangan lupa di dokumentasikan.</li> </ul>	
4	November 16, 2022	<ul style="list-style-type: none"> <li>- Tulisan dibawah gambar sesuaikan dengan Adonan.</li> <li>- Tulisan (+) diperbaiki, jika di awal kalimat pakai "and".</li> <li>- pakai sub-topic bagian advan &amp; disadon.</li> <li>- "according to" ganti yang lebih terbaru.</li> <li>- subject ganti menjadi participants.</li> <li>- step ganti jadi steps</li> <li>- "Mills et al." ganti tulis lengkap.</li> <li>- Bibliograpy ganti References.</li> <li>- jangan pakai "will" &amp; ganti pakai bab karena sudah bukan proporsi lagi.</li> <li>- observasi dilakukan sebanyak 4 kali, Participants interviews untuk students ambil 50% dari jumlah siswa di kelas.</li> </ul>	

No	Date	Consultation Notes	Signature
5	November 17, 2022	<ul style="list-style-type: none"> <li>- Gap yang "deghon zodeh" ditambahkan (risetnya tentang apa, dimana, baru tulis referensinya.)</li> <li>- Bab II teaching grammar tambah teorinya.</li> <li>- konsultasikan pinding pada pertemuan berikutnya.</li> </ul>	
6	December 7, 2022	<ul style="list-style-type: none"> <li>- Benarkan matriks BA dipisah 1 &amp; 2</li> <li>- Thematic analysis kopus (ganti milik Miles &amp; al.)</li> <li>- Tambahkan references grammar (3 halaman)</li> <li>- Letakkan quizizz di awal</li> <li>- tambahkan Previous Study teaching grammar</li> <li>- pada Research design tambahkan alasan memilih Case study.</li> <li>- Tambahkan teacher &amp; students pada participants.</li> <li>- Result -&gt; gained</li> <li>- Hapus nama guru, ganti guru lulusan dari...</li> <li>- Instrument ganti menjadi tools of data collection.</li> <li>- Ganti Data Entry Statement di finding.</li> <li>- Tulis 51-58 disamping jawaban siswa.</li> <li>- Teori Bab II hubungan di discussion.</li> <li>- References di teori, di tambahkan.</li> <li>- Is facilitated ganti jadi is helped.</li> </ul>	
7	December 13, 2022	<ul style="list-style-type: none"> <li>- tahun ditulis ulang</li> <li>- kata kerja point d</li> <li>- harus konsisten apakah pakai gerund atau kata</li> <li>- harus paralel part of speech</li> <li>- discussion jabarkan ulang steps oleh guru, baru di compare dengan punya juruf, jabarkan Perpoint tapi jangan mengulangi kalimat di findings.</li> <li>- Tambahi previous studies pake quizizz, kaitkan.</li> <li>- tambahkan procedure of conducting case study.</li> </ul>	

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No	Date	Consultation Notes	Signature
1	July 3, 2022	<ul style="list-style-type: none"> <li>- Bagian obj of study &amp; signi of study ditambahkan introductory sentence.</li> <li>- Bagian definition of key terms ditambahkan poin yang merujuk pada penelitian sendiri</li> <li>- Bagian figure tambahkan namanya.</li> <li>- sebelum poin advan → disoduan ditambahkan kalimat pengantarnya supaya jelas poin untuk kedua hal itu.</li> <li>- plagiasi sudah bagus sekitar 18%</li> </ul>	
2	November 7, 2022	<ul style="list-style-type: none"> <li>- Perbanyak menggunakan how pada instrumen interview.</li> <li>- kata "what" diganti jadi "how"</li> <li>- di tulis source dibawah setiap instrumen jika ada.</li> </ul>	
3	December 9, 2022	<ul style="list-style-type: none"> <li>- Tanggal observasi diletakkan di bab III</li> <li>- Bab II &amp; Bab III jangan pakai will, ubah ke past tense</li> <li>- ubah jawaban students menggunakan bahasa Inggris.</li> <li>- Home dosen tidak perlu ditulis.</li> <li>- Observasi di finding ganti jadi skets yang dilakukan oleh guru.</li> <li>- Discussion bahas yang tidak dilakukan guru pada teori.</li> <li>- RQ2 ganti jadi advan &amp; disoduan pada finding.</li> <li>- Para mentah letakkan di appendix.</li> <li>- References di jurnal pakai doi.</li> <li>- Letak bab I di rubah sesuai dengan ketentuan terbaru.</li> </ul>	
4	November 8, 2022	Meminta tanda tangan surat riset	
5	December 13, 2022	<ul style="list-style-type: none"> <li>- plagiasi sudah bagus</li> <li>- isi bab sudah bagus</li> </ul>	
6	December 15, 2022	- minta ttd approval	



**APPENDIX XI**  
**DOCUMENTATION PHOTO**

**Observation day 1**



**Observation day 2**



**Observation day 3**



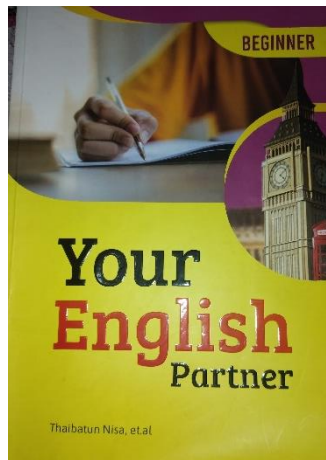
**Observation day 4**



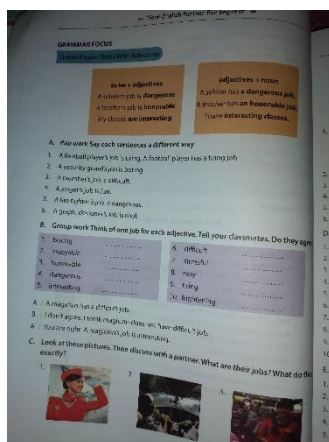
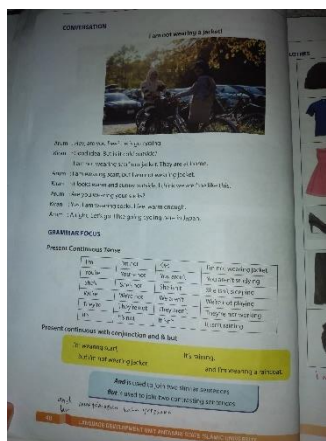
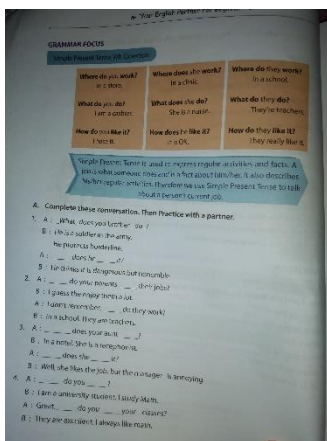
## Interview



## Textbook



## Teaching Grammar Materials



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Banjarmasin, 15<sup>th</sup> December 2022



The Writer