

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

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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**THE IMPLEMENTATION OF GAMIFICATION IN TEACHING
GRAMMAR IN HIGHER EDUCATION**

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In partial fulfilment of the requirements for the degree of
Sarjana Pendidikan

by

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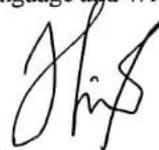
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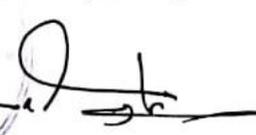
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ABSTRACT

Rahmatul Jannah. 190101030068. The Implementation of Gamification in Teaching Grammar in Higher Education, Dr. Hj. Raida Asfihana, M.Pd. and Hidayah Nor, M.Pd., at English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. 2022

This study aims to determine the process of implementing gamification in grammar learning at the university level and students' responses to grammar learning using gamification. This research method uses a qualitative case study method. Data obtained from observation, interviews, and documentation and processed through data condensation, data display, and drawing conclusions and verification. Participants in this study were a lecturer and eight students. Based on the research objectives, the findings are divided into two points. First, there are ten steps to implementing gamification in teaching grammar, namely compiling material into several stages and tiered systems, preparing the necessary tools, monitoring student progress, dividing students into several groups, using a countdown timer on several quizzes to create fake pressure, creating situations new if the game process does not work, includes leaderboards displaying all student performance to encourage a spirit of competitiveness and teamwork, student development from teacher feedback, encourages healthy competition to motivate students, and uses gamification in a sustainable manner. The results of the second finding are five student responses to learning using gamification, feeling happy and not easily bored, motivated to focus on learning, easy to work well with friends, satisfied with game results, and disappointed with unstable internet signals.

Keywords: Gamification, Gamification in Education, Teaching Grammar, Student Response

ABSTRAK

Rahmatul Jannah. 190101030068. *The Implementation of Gamification in Teaching Grammar in Higher Education.* Dr. Hj. Raida Asfihana, M.Pd. dan Hidayah Nor, M.Pd. Pada program study Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. 2022

Penelitian ini bertujuan untuk mengetahui proses penerapan gamifikasi dalam pembelajaran grammar di tingkat universitas dan respon siswa terhadap pembelajaran grammar menggunakan gamifikasi. Metode penelitian ini menggunakan metode studi kasus kualitatif. Data diperoleh dari observasi, wawancara dan dokumentasi dan diolah melalui kondensasi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Partisipan dalam penelitian ini adalah seorang dosen dan delapan mahasiswa. Berdasarkan tujuan penelitian, temuan dibagi menjadi dua poin. Pertama, ada sepuluh langkah penerapan gamifikasi dalam pengajaran grammar, yaitu menyusun materi menjadi beberapa tahapan dan sistem berjenjang, menyiapkan perangkat yang diperlukan, memonitor perkembangan siswa, membagi siswa menjadi beberapa kelompok, menggunakan penghitung waktu mundur pada beberapa kuis untuk menciptakan tekanan palsu, menciptakan situasi baru jika proses permainan tidak berhasil, menyertakan papan peringkat yang menampilkan semua kinerja siswa untuk mendorong semangat daya saing dan kerja tim, pengembangan siswa dari umpan balik yang diberikan oleh guru, mendorong kompetisi yang sehat untuk memotivasi siswa, dan menggunakan gamifikasi secara berkelanjutan. Hasil temuan kedua, respon siswa terhadap pembelajaran menggunakan gamifikasi ada lima yaitu merasa senang dan tidak mudah bosan, termotivasi untuk fokus belajar, mudah bekerja sama dengan baik bersama teman, puas dengan hasil permainan, dan kecewa dengan sinyal internet yang tidak stabil.

Kata Kunci: Gamifikasi, Gamifikasi di Edukasi, Mengajar Grammar, Respon Siswa

MOTTO

Work hard in silence, let your success make the noise

- Frank Ocean -

DEDICATION

I dedicate this thesis for:

1. My beloved parents, Rahmadhani and Siti Juhrah, who always pray for the best for me, give me good advice, support me mentally, spiritually, and materially during my studies and writing my thesis.
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