

**THE IMPLEMENTING LABELLED WORDWALL
GAMIFICATION IN EFL CLASSROOM AT
MA BAYTUL MUKARRAMAH BONE**



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a Master's Degree in English Language Education (M.Pd.)
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THESIS

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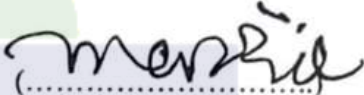
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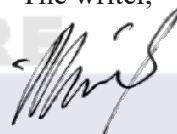
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ABSTRAK

Name : Ahmad Jafar
NIM : 2120203879102013
Tittle : Penerapan Gamifikasi Labelled Wordwall dalam Kelas Bahasa Inggris sebagai Bahasa Asing (EFL) di MA Baytul Mukarramah Bone. Tesis. Pendidikan Bahasa Inggris di Program Pascasarjana IAIN Parepare (dibimbing oleh Ambo Dalle dan Arqam)

Penelitian ini mengkaji dampak penerapan gamifikasi Labelled Wordwall dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di MA Baytul Mukarramah Bone. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian utama mengenai persepsi penerapan gamifikasi Labelled Wordwall di kelas Bahasa Inggris sebagai Bahasa Asing (EFL) di MA Baytul Mukarramah Bone.

Penelitian ini menggunakan pendekatan kualitatif dengan metode pengumpulan data melalui observasi dan wawancara. Analisis data dilakukan secara kualitatif dengan tahapan pengumpulan data, reduksi data, penyajian data, serta verifikasi dan kesimpulan. Data diperoleh melalui observasi terhadap guru Bahasa Inggris dan wawancara dengan siswa kelas X MA Baytul Mukarramah Bone.

Hasil penelitian menunjukkan bahwa penerapan gamifikasi leblled wordwall pada siswa kelas X MA Baytul Mukarramah Bone terbukti mampu meningkatkan hasil belajarnya. Hal ini dibuktikan dengan adanya partisipasi aktif siswa dalam pembelajaran. Temuan ini juga diperkuat dengan adanya respon positif siswa yang menunjukkan minat tinggi dalam penggunaan gamifikasi berlabel wordwall dalam pembelajaran Bahasa Inggris.

Kata Kunci: Gamifikasi, Pembelajaran Bahasa Inggris, Wordwall.net, MA Baytul Mukarramah Bone.

ABSTRACT

Name : Ahmad Jafar
NIM : 2120203879102013
Tittle : The Implementing of Labelled Wordwall Gamification in EFL Classroom at MA Baytul Mukarramah Bone. Thesis. English Language Education at Postgraduate Program of IAIN Parepare (Supervised Ambo Dalle and Arqam)

This research examines the impact of implementing gamification in learning English as a Foreign Language (EFL) at MA Baytul Mukarramah Bone. This research aims to answer the main research question regarding the terceptions on implementing labelled wordwall gamification in EFL classroom at MA Baytul Mukarramah Bone

This research uses a qualitative approach with data collection methods through observation and interviews. Data analysis was carried out qualitatively with stages of data collection, data reduction, data presentation, and verification and conclusions. Data was obtained through observations of English teachers and interviews with students X MA Baytul Mukarramah Bone students.

The research results showed that the application of labelled wordwall gamification to class X MA Baytul Mukarramah Bone students was proven to be able to improve their learning. This is evidenced by an active participation of students in learning. This finding is also strengthened by the positive responses of students who show high interest in using labelled wordwall gamification in English learning.

Keywords: Gamification, English Learning, Wordwall.net, MA Baytul Mukarramah Bone.

تجريد البحث

الإسم
رقم التسجيل
موضوع الرسالة
: أحمد جعفر
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: تطبيق التلعيب في تعلم اللغة الإنجليزية كلغة أجنبية (EFL) في
المدرسة العالية بيت المكرمة بوني

تبحث هذه الدراسة في أثر تطبيق التلعيب في تعلم اللغة الإنجليزية كلغة أجنبية (EFL) في المدرسة العالية بيت المكرمة بوني ، حيث تتناول هذه الدراسة أثر تطبيق التلعيب في تعلم اللغة الإنجليزية كلغة أجنبية. تهدف هذه الدراسة إلى الإجابة عن سؤال البحث الرئيسي المتعلق بتأثير استخدام التلعيب labelled wordwall على التحصيل العلمي للطلاب.

تستخدم هذه الدراسة المنهج النوعي مع أساليب جمع البيانات من خلال الملاحظة والمقابلة. وقد تم تحليل البيانات تحليلاً نوعياً بمراحل جمع البيانات، واختزال البيانات، وعرض البيانات، والتحقق والاستنتاج. وقد تم الحصول على البيانات من خلال ملاحظة معلمي اللغة الإنجليزية وإجراء مقابلات مع طلاب الصف العاشر في المدرسة العالية بيت المكرمة بوني.

أظهرت النتائج على أنه ثبت أن تطبيق التلعيب labelled wordwall على طلاب الصف العاشر في المدرسة العالية بيت المكرمة بوني ، قد أدى إلى تحسين تحصيلهم التعليمي. ويتضح ذلك من خلال زيادة متوسط درجات الاختبار ومشاركة الطلاب النشطة في التعلم. وتعززت هذه النتيجة أيضاً من خلال الاستجابة الإيجابية للطلاب الذين أظهروا اهتماماً كبيراً باستخدام طريقة التلعيب labelled wordwall في تعلم اللغة الإنجليزية

الكلمات الرئيسية: التلعيب، تعلم اللغة الإنجليزية، التحصيل التعليمي، ،
Wordwall.net، المدرسة العالية بيت المكرمة بوني

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CHAPTER I

INTRODUCTION

A. *Background*

Nowdays the students are surrounded by technology, where the access of information is only a fingertip away (Egbert, 2009). From a pedagogical point of view, the integration of internet is useful, meaningful and necessary for a successful school. In modern era, it goes without saying that modern EFL classroom will reflect what is seen in society. It can add significant value to the learning process, and increase interest in motivation.

In recent years, gamification has emerged as an innovative pedagogical approach that incorporates elements of game design into non-game contexts such as classrooms (Deterding et al., 2022). The existing body of literature provides evidence regarding the potential benefits of gamification in terms of increased student engagement and motivation (Barata et al., 2023; Dichev&Dicheva, 2023)

Several studies have investigated the implementation of gamification in English as a Foreign Language (EFL) classrooms specifically. A mixed methods study by Dale (2021) in a tertiary EFL classroom in Thailand demonstrated statistically significant increases in student participation, motivation, peer collaboration, and exam scores after a badging system was introduced. Similarly, qualitative findings by Rahimi and Yadollahi (2022) highlighted improved vocabulary gains, student autonomy, and classroom

vitality through the use of Kahoot and Quizizz gamified platforms within an Iranian EFL context.

While existing studies provide promising evidence, most have focused only on one or two outcome factors without providing a more comprehensive evaluation across key aspects affected by gamification. As Daum and Busch (2023), argue that the further critical analysis is needed to elucidate the precise mechanisms and specific design factors which contribute to successful gamification implementations. Moreover, much of the research has centered on tertiary EFL students within Asian contexts, with limited investigation in Indonesian schools and colleges specificall.

Learning English is not an easy task. The language teaching method has also changed significantly, and everyone is instructed to teach the student. Traditional teaching methods were supported by such spirits as radio, television, and ultimately information technology. Technical work was considered important in the study of English, and the importance of technical knowledge of the English language was accepted in many parts of the world, which has facilitated and augmented English learning to a great extent.

Learning a foreign language is a challenge for both students and teachers. This is because there are different types of teaching methods that can help students achieve their learning goals. It state that students feel bored when listening to their teacher and are unable to do other activities during the learning process. Therefore, Thornberry (2002) emphasizes the importance of creating a comfortable and enjoyable atmosphere in the classroom to

overcome students' fear of ambiguity that can often hinder the learning process. Games are a potential solution to create meaningful learning. By introducing games, students will not forget when they played the game. It is widely known that the use of games in education can help students participate and motivate when used well in the classroom. Therefore, based on the above explanation, it can be concluded that games have benefits in language learning because games can help students remember words more easily, increase interaction among students, improve communication skills, and strengthen motivation to learn English.

Implementation of Gamification in EFL classroom is one of the trends of active learning strategies (Ricardus Eko Indrajit, 2020), the aim of the current work is to study and present the nature and benefits of gamification and to provide some ideas how to implement it in EFL classroom. It is because today's students are digital natives and have a new profile. They grew up with digital technologies and have different learning styles, a new attitude to the learning process and higher requirements for teaching and learning. Teachers are facing new challenges and have to solve important issues related to the adaptation of the learning process towards students' needs, preferences and requirements.

The idea of using gamification in the teaching process has been spread in schools nowadays. Many teachers have not utilized games as their teaching and learning methodology. Learning from a book or material is not only the main point of school. Teachers only focus on the material that should be

thought to the student. In order to have an effective EFL classroom. One of the ways to make it effective is the teacher should be creative to choose games that may gain the students more enthusiastic. Moreover, games make students more interactive and communicative.

Regarding the application of games in learning English, students face several problems when using games. First, some students are slow to react and do not actively participate in the English learning process. Second, students don't like learning using games. As a result, almost all students experience difficulty in pronouncing, writing and spelling words. To overcome this problem, it is important to know students' perceptions. (Demuth, 2013) states that knowing student perceptions can inform students' needs, gaps and views regarding the use of games. Additionally, students can be confident that the strategies they use to learn are what they want. Likewise with teachers who try to introduce games as a learning strategy in their classes. Yiltanlilar, A. & Caganaga(2015) stated that games can be applied to all parts of learning as an effective teaching tool in the classroom, such as devoting more time to the demonstration, practice and production stages.

In conclusion, based on several problems that we mentioned, there are several reasons that lead researcher to study the use of labelled wordwallgamification. It can be used in any part of learning as an effective way to teach a language. Additionally, Wright, Betteridge, and Bakke (2006) found that games are activities that are fun, interesting, and often stimulate learners to play and interact with each other. Therefore, it is an opportunity

for students to utilize their team building skills, as the game can be played in pairs or groups and also helps reluctant students to showcase their abilities. Games give students the ability to motivate and reduce anxiety and give them the opportunity to communicate realistically in real life. Therefore, games are not only fun, but also provide an opportunity to face challenges and solve problems. Lastly, students can also learn to focus and think carefully. Therefore, the aim of this research is to determine students' perceptions of the use of games in language learning and the application of labelled wordwall gamification.

B. Research Questions

Based on the discussion in the background, the present researcher focused his research on analyse students' perceptions towards implementing labelled wordwall gamification in EFL classroom at MA Baytul Mukarramah Bone. Referring to this focus, the research questions are stated in the following:

1. How does implementing labelled worldwall gamification in EFL classroom?
2. How do the students' perception on implementing labelled wordwall gamification in EFL classroom?

C. *Research Objectives*

In line with the research questions, the objectives of the research are to find out:

1. To know implementing labelled wordwall gamification in EFL classroom.
2. To know the students' perceptions on implementing labelled wordwall gamification in EFL classroom.

D. *The Significant of the Research*

This study will be expected to give valuable contribution theoretically and practically.

Theoretically, the result was expected to contribute on the development of discourse analysis study, especially how to analyze student's perception towards implementing labelled wordwall gamification in EFL classroom.. Practically, the result of this research was expected to be useful;

1. For English student

The result of this research will be expected to be useful for English student to apprehend student's towards implementing labelled wordwall gamification in EFL classroom

2. For English teacher

English teachers will be the implementers of any school curriculum. The research findings may stimulate English Teachers to improve their teaching behaviour in order to maximize students learning in English.

3. For the future researcher

The writer of this study expected the result will give valuable contribution to the future researchers who are attracted.

4. For general reader

The finding of this research will be expected can be rewarding for the readers to enrich their knowledge about implementing labelled wordwall gamification in EFL classroom than they can make a better communication in daily life.

E. *Scope of the research*

This research is carried out to know how does implementing the labelled wordwall gamification and how do the students' perception on implementing labelled wordwall gamification in EFL classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The Indonesian education system is very focused on the growth and formation of positive characters in students. There are so many characters that must be possessed in students, one of which is the character of discipline. Education which is one of the vessels in the formation of this character must maximize its role, especially the teachers in schools. Teachers must have strong innovation and collaboration in the formation of the disciplinary character of these students. This is supported by the opinion of Edwita et al, (2020) that in character building, teachers should not only integrate the cognitive field, but also the social life of students.

1. The results of research by (Sentani et al, 2022) show that in the use of the Wordwall game media, it can be seen from the results of learning achievement that it has been running effectively with the completeness of students. from 14 students, 13 students get a complete score with a percentage of 92.85%, 1 person for an incomplete score with a percentage of 7.15%. In the use of Wordwall media the results of the respondent's value of 31.7% with very effective criteria. This means that indirectly this wordwall application can shape the disciplinary character of students. Research from Hartatiningsih (2022) that through the use of wordwall media in class VII MTS students obtained the results of data analysis the average score of students' vocabulary

tests in cycle I was 66.00 and the average score of students' vocabulary tests in cycle II was 81, 00. Cycle II experienced an increase of 15.00. So, student learning outcomes in vocabulary mastery related to pronouns: subjective, objective and possessive adjectives increase. It can be said that this also forms the disciplined character of students because they have been able to follow the stages of learning to succeed.

2. The Research by Puspita and Budiyanto (2014). From the results of this study it can be seen that the use of wordwall picture card media can improve English vocabulary mastery in autistic children because the subjects are interested in this media so that children are able to concentrate on following English teaching until this teaching is finished and there is a good improvement. This can be said to shape the character of student discipline because being able to concentrate on teaching English can even improve English vocabulary mastery
3. The research by Ilahi et al (2022), regarding EFL Students' Perception Of Wordwall.Net Usedas Media For Learning English Grammar, the findings showed that the use of Wordwall.net was convincingly positive for the EFL students on the aspects of feeling (89.6%), attitude(67.3%), and engagement (77.4%). This also shows the character of student discipline which is marked by a very positive attitude and student engagement.
4. Research written by Sukmawati & Pujiani (2023). From the results of his research on enhancing classroom engagement using online games, which also mention wordwall media, this result gave significant evidence that the use of

online games effectively improved the students' engagement toward the learning process. This shows the characteristics of good discipline because the research found that students actively participated during the learning activities. Even more, the students also had positive interaction with teachers and peers. Of course this can be said that students turn into discipline after the teacher implements the Wordwall application. Looking at some of the research results and expert opinions, it can be concluded that the Wordwall game can be an auxiliary tool in learning to foster disciplined character. With the existence of this digital technology, it is much easier to strengthen the cultivation of student discipline characters. Therefore, this utilization must be maximized and fully supported by all elements of education.

B. *Some Pertinent Ideas*

1. English Foreign Language

According to Peter Jarvis (1990: 653), The term teaching derives many definitions such as explained in International Dictionary of Adult and Continuing Education that teaching is (1) The process of presenting knowledge, skills, attitudes, or values, which can be transmitted to and learned by others (commonly called didactic teaching), (2) A process of questioning, so that the students can learn through the sequence of questions and answers (called Socratic teaching), (3) The creation of situations and experience, through which students have the opportunity to learn (called facilitative teaching), and the last, (4) In a Skinnerian sense, teaching is

about arranging the contingencies of reinforcement. Nowadays, teaching English is not only important but a need.

English must be introduced well for the students. The 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. It was, however, the introduction of English to the indigenous peoples led to the existence today of numerous independent states where English continues in daily use. In the rest of the world, there is English a Foreign Language (EFL).

In schools, often widely, but it does not play an essential role in national or Indonesia, our country, uses English as Foreign Language. Thus, the existence of English only limited in the classroom or institution. English as Foreign Language (EFL) classroom means a set of classrooms in a school that study English and taught English but English itself does not have any role nationally and daily

Learning English as foreign language is also to express ideas rather than emotion: for his emotional expression, he has the mother tongue It is a useful general rule that intensive words and items are of secondary importance to a foreign student, however common they may be. In foreign language situations of this kind, therefore, the hundreds of thousands of students of English tend to have an instrumental motivation for learning the foreign language When English become a world language, while the daily social life does not ask to master and use it, thus only high-motivated

student study hard.

English as a Foreign Language (EFL) can be optimal and maximal to be taught in the class if the process of teaching itself is effective. Effective teaching can be defined as teaching that successfully achieves the learning by pupils intended by the teacher. In essence, there are two simple elements to effective teaching: (a) The teacher must have a clear idea of what learning is to be fostered, (b) A learning experience is set up and delivered that achieves this (Kyriacou, 2009: 7). Therefore, it can be concluded that an effective teaching is a teacher best performance of transferring knowledge process that proven by students' learning process. The essence of effective teaching lies in the ability of the teacher to set up a learning experience that brings about the desired educational outcomes.

Each pupil must be engaged in the activity of learning. In the other hand, there are many definitions of learning, all reflecting the academic specialisms from which the study is conducted, (1) The process of acquiring knowledge, skills, attitudes, values, beliefs, emotions, senses, etc. (2) The sum total of the process of acquiring knowledge, skills etc, eg a learned person. (3) Sometimes it is wrongly used as a synonym for education, e.g. adult learning. Significantly, it is replacing the term education in the educational vocabulary (Peter Jarvis, 1990: 356). Pupil learning can be defined as changes in a student's behaviour that take place as a result of being engaged in an educational experience. While effective learning is all of these at their best, plus the monitoring and review of whether approaches

and strategies are proving effective for the particular goals and context.

2. Gamification

a. The definition of gamification

Gamification is defined as the process of using game thinking, game mechanics, and game design principles in a non-game context to engage users efficiently (Kappa, 2013). From a business perspective, it is the process of integrating game dynamics into the services, processes, campaigns, etc. To initiate participation and also enhance or promote engagement. The main concept of this process influences the behavioral aspect of the users and their specific desires in terms of being competitive, successful in terms of getting an achievement or successful outcome being recognized, and also influences self-expression(Kumar,2013).

One of the simple definitions of gamification that sums it all up is stated by Andrzej Marczewski 2013 Year in his book where he defines gamification as “The application of gaming metaphors to real life tasks to influence behavior, improve motivation and enhance engagement” (Marczewski, 2013). There were studies that were made on the defining the gamification keeping in mind the other related concepts and one of the studies defines it using the two dimensions of playing/gaming and parts/whole.

Huotari, et.al (2011)declares the defifinition of gamification based on the marketing theory “Service-dominant logic”：“...a process of enhancing a service with aordances for gameful experiences in order to support the

user's overall value creation. The emphasis is put into that the game service is not completed until the player participates, since the customers are the creators of value. Gamification should not be about using certain game mechanism but instead be about increasing the likelihood for the user to have a gameful experience. It is suggested that the mere addition of game elements as suggested by Deterding et al. does not necessarily guarantee successful gamification. Therefore, in this thesis the definition by Huotari et al. will be used.

Based on (Gartner, 2011), the main goals of gamification are to get users engaged at their higher level, change their behaviors and also stimulate innovation in work and processes. One of the conclusions that were got in the PLE conference on which aims at studying the impact of gamification in learning, Buchem (2013) stated there were the Gamification aims mostly at extrinsic factors of motivation especially working and targeting on those activities that the users are less or not motivated to perform. But they also concluded that it should also foster the intrinsic motivation that brings about value, which means that even if the game elements are removed from the system or the process that was gamified, the remaining contents in the system or the process should still bring about value.

b. The history of gamification

Basically originating from the digital media and the gaming industry, the history of gamification is very recent and started getting adopted widely only from the year 2010 (Deterding et al. 2011). The word gamification was initially used or coined in 2002 by Nick Pelling, a British-born game programmer (Marczewski, 2012). He used the term to describe his work in starting a gamification consulting firm by the name of Conundra which started with a vision that every device would turn into a game. (Per Hagglund, 2012). There were also various alternate terms that were used to define the concept of gamification such as “productivity games” (McDonald et al. 2008). “Behavioral games” (Dignan, 2011). “Fun ware” (TakahashiD, 2008).etc. that were used to define it. But eventually, all these terms got contained itself into one umbrella term called gamification (Deterding et al. 2011).

Even though it was coined as early as 2002, the first use of this term for documented use was found in a blog post by Bret Terrill only in 2008 where he covers the lobby of the social gaming summit that happened that year and one of the biggest topic that was discussed at the summit was the gamification of web to increase the engagement. (Terrill, 2008). The first book that was published in 1985 year that emphasizes on the concept of gamification at work place in a very conservative manner is called “The Game of Work – How to enjoy work as much as play” written by Charles Coonradt, 2007 who is known as the “Grandfather of Gamification”. He was

also the founder of a consultancy called The Game of work in 1973 (Krogue, 2012). The first academic documents that got published that were around the gamification concept were also in the 1980s such as What Make Things Fun to Learn by Thomas W. Malone and Heuristics for designing enjoyable user interfaces: Lessons from computer games which aimed specifically using the concepts of gamification in learning (Lucas, 2014).

c. Games as a medium for education

Games something that is used for playing, an item or something that is played with. According to Dyan, a game is an activity that arouses interest and pleasure to release energy which is carried out with a sense of responsibility and without coercion, and without considering the end result which is useful for developing students' creativity and potential. In learning English, the use of games or play can be done on vocabulary mastery material. Because games or games have many benefits.

At first glance, the school environment does not seem so different from a game: there are levels, rewards, points and leaderboards. However, the majority of students do not perceive the experience as playful – or even interesting for some – and schools find themselves facing major issues with student motivation and engagement which often result in undesirable outcomes. Indeed, lack of interest can lead to poor performance, cheating, learned helplessness (repeated failure and perceived lack of control over outcomes can cause some to actively sabotage themselves by refusing to study) and ultimately, dropping out of school.

Games, on the other hand, are able to create an environment in which players accomplish tasks for intangible rewards that are clearly less valuable than an education to any rational outside observer. Some of these tasks can be difficult or tedious: for instance, the online-gaming community has dubbed “grinding” the process of repeating an action (such as completing a quest or defeating a computer-controlled enemy) many times in order to increase their character’s power or wealth within the persistent world of the game. This choice of word suggests that, while completing the task once or a handful of times might be entertaining, the effect wears off after a few repetitions. Yet players continue to voluntarily invest time and mental effort in these tasks in order to achieve longer-term objectives within the game.

This type of behavior is similar to what schools implicitly expect from students: a commitment to immediate and medium-term labor that can be perceived as unpleasant but has the potential to yield vast benefits in the long-term (e.g. a career, social status, etc.). However, it would be a stretch to imagine that many elementary school students have already set lifelong goals for themselves (such as a future career) and are actively pursuing them at such a young age. These life goals are perceived by students as very abstract, since the temporal, spatial, and social distance separating them is so large (Trope & Liberman, 2010).

Furthermore, when dealing with intertemporal choice situations, people in general tend to exhibit a short-term bias (Thaler, 1981). So

children naturally prefer to dedicate their time to leisure and play; they sometimes perceive studying as a pointless chore, and often will not study unless they are pressured to do so by a parent or a teacher. On the other hand, students tend to be more engaged when they have a clear short-term objective. While the school environment typically fails to take this into account, games are able to counter the short-term bias by breaking down the path to the final objective into smaller tasks and offering intermediary rewards all along the way (Gee, 2008).

When considering the matter of engagement, it is important to recognize the importance of the issue of failure. Trial-and-error is a natural element of any learning process, because it lets students practice and figure things out through repetition. Yet games and schools differ significantly in their approach on this issue. Games encourage players to learn through experimentation by keeping the stakes relatively low and providing feedback in short cycles (Gee, 2008). For example, in the game *Angry Birds* the player must earn points by destroying structures with birds launched from a slingshot. The structures are made up of blocks of various materials, and the birds have different properties and special abilities. In essence, the player takes on the role of an experimental physicist and has to work out the optimal way to destroy a structure. In order to move on to the next level, the player must beat a minimum requirement of points; if the threshold is not reached, the player can restart the level with one button press. This enables players to monitor their performance and progress and helps avoid

frustration. On the contrary, in the school environment feedback cycles are long and the stakes of failure are high, which fosters frustration, anxiety, and disengagement (Pope, 2003).

d. Game are built on educational principles

Firstly, games inherently incorporate sound learning principles established by cognitive sciences. For instance, digital games make it possible for students to project themselves into a situation, which enhances their ability to understand it (Gee, 2003). Learning through repetition and extended practice is encouraged by keeping the stakes low and minimizing the consequences of failure, which is seen as an inherent part of the learning process (Klopfer, Osterweil, & Salen, 2009). Games give the player clear objectives and provide feedback in rapid cycles (Dickey, 2005), both of which make students more responsive and lead to a higher performance.

Secondly, digital games are capable of delivering a fine-tuned, tailored learning experience to students. A personalized approach to education is instrumental in ensuring that students realize their full potential. Games adapt to the needs of the student by providing relevant information when it is needed, along with immediate opportunities to put it into practice (Gee, 2008). An essential mechanic of many games is a logical learning progression, whereby mastery of a skill or concept is required in order to advance. Scaffolding – guidance provided in the initial stages of the game (Ash, 2011), and a steady, adaptable learning curve (Gee, 2008), also contribute to the personalized aspect of the experience. Difficulty increases

as the player progresses, but the gap between the player's skill and what is needed for a task must never be so large as to become discouraging. Close monitoring of each player's performance yields more constructive feedback and relevant assessments. The player adapts to the game (by trying new strategies and starting over when he fails) and the game adapts to the player (by providing hints or adjusting the difficulty level). This constant feedback loop that exists between the player and the game easily lends itself to data collection and analysis for the purpose of assessment (Schwartz & Arena, 2013; Shute & Ventura, 2013).

Lastly, games have vast potential for making the learning process more engaging for the students. Students' expectations of learning environments are affected by exposure to gaming: they prefer visually rich, dynamic interfaces designed for multitasking (Prensky, 2001). Using narrative to combine separate tasks and pieces of information in a coherent manner (Dickey, 2005) further increases engagement. In addition, games excel at triggering motivation through different types of fun (Gee, 2008; Olson, 2010). This will be expounded in the next section of this paper.

e. The Advantages and Disadvantages of Game

There are many advantages to using games for language learning. Wright et al (2006) stated that games make many students interested and involved, and games can increase students' learning motivation. Huyen et al. (2003) added that games can contribute to vocabulary learning if they provide students with opportunities to learn and practice. As stated by

Somasari (2012) games aim to keep students relaxed, interested and active at the same time.

In the teaching and learning process, the use of games has certain advantages. First, games provide variety in various learning situations. When students feel bored and the teaching and learning process is not going according to plan, teachers can use games to attract students' attention. Second, games can help maintain student motivation. When business articles become the center of the teaching and learning process, students may feel unmotivated to learn more in English courses. Teachers must provide good solutions to them wisely. Teachers can bring games into the classroom that meet teaching and learning goals. Teachers can reward winners to encourage other students to participate in activities in the next lesson. Third, students are encouraged to participate. Even shy learners can be motivated to speak. If the class is negative, the teacher probably has really bad questions. Students are always quiet or make a lot of noise. Teachers can use games to encourage them.

Participation in student activities. To increase student engagement, teachers can use competitive games. Fourth, communication between students increases and opportunities to use English increase. Because teacher-centered teaching methods do not improve students' communication skills, increasing interaction between students is expected to improve students' communication skills. Fifth: Games create a fun atmosphere and help close the distance between teachers and students. Teachers can

participate in certain segments while students play the game. Sixth, games help improve attention span, concentration, memory, listening and reading skills. When traditional teaching methods fail to develop students' concentration, creative games can be a good solution to attract their attention.

According to Harmer (2007), student motivation is important in learning activities, so teachers need to be creative to increase student motivation. In fact, games can help students learn the target language by allowing them to practice and use the language in a fun way. Brewster et al. (2004) stated that games are motivating and fun and can be good practice for improving pronunciation, vocabulary and grammar. Therefore, EFL classroom games are language games that help students experience the language rather than learn it (Wright et al., 2006).

Apart from that, in the book *Language Learning Games*, Wright, Betteridge, and Buckey (2006) argue that games have two functions. Games provide a way to help students not only learn a language, but also experience it. The game involves emotions, so the meaning of the words is clearer. Therefore, absorption may be better than learning based on rote practice.

Apart from that, Brewster et al. (2004) also stated that there are many benefits of using games for learning, including: The first is increasing motivation and reflective learning. The second is complex understanding, feedback, and self-regulation. Third, learning a language requires hard

work, so this game can help encourage students to pay attention, adapt, and try to understand language material. Fourth, instead of learning language, games can provide experience about the language being studied, and games can also help teachers form or create structures that make the language useful or meaningful. Finally, games can provide opportunities for repetition and forming specific language. There are drills and games that can provide high quality practice that is so intensive and valuable that it is considered essential for learning. Game is any fun activity which gives students the opportunity to practice the foreign language in a relaxed and enjoyable way. In doing games, there need only simple preparation. As long as we have common materials which are usually used in playing games, we can do that. Some games may require students to be competitive with team or individuals working towards being the winner. Other games are cooperative, where teams or pairs to achieve a common goal such as drawing a picture or solving a puzzle.

From the explanation above we can conclude that games are one way to help students learn. We can further conclude that learning through games is better than learning in traditional ways, for example where the teacher is central in the teaching and learning process. This means that games are one way for students to have fun and have fun while learning. There are also some disadvantages to using games in EFL classes. According to Stojcovic and Jerotijovic (2011), the use of games in learning has an impact on disciplinary problems because students become very noisy

when using games in learning. This also distracts students from the main purpose of playing the game. Perhaps because of inadequate teaching regulations, students play too much and learn less.

Furthermore, if students are familiar with the games used or if they think the games are boring, then they will naturally become disengaged. Some students, especially teenagers, may find games unnecessary and childish. In addition, argues that in general, when the number of students is very large, all students appear to participate in the game, but students who do not participate disrupt the process. Not all subjects can communicate through games. Games are generally noisy and very educational only use the game part of the time.

Researcher assumes that this game is difficult to use. Because in using games, children need to understand the principles of games and choose appropriate language games. Lessons should be planned to include minimal formal practice and maximum activity.

From the discussion above we can conclude that there are advantages and disadvantages to using games for learning. Games are used to help the students during their language learning. They make the class entertaining and defend efforts and interests. That created a meaningful communication atmosphere where young learners communicate before, for while, and after the game. The atmosphere helps in form understanding which includes what they have understand when they read,listen, and output that can be include writing and speaking. Using games for learning requires

too much instruction from the teacher, making it difficult for students to understand the lesson or the games used may be boring for students. Therefore, it is very important.

3. Types of games

There are hundreds of games that can be used to teach English. Hadfield (1999) describes two ways of classifying language games. First, he classifies language games into two types: language games and communication games. A language game that focuses on accuracy, such as providing the correct antonym. In contrast, communication games focus on the successful exchange of information and ideas, such as when two people identify the differences between two images that are similar but not exactly the same. Correct use of language is still important, but this is secondary to achieving communication goals.

Hadfield (1999) conducted an experimental study on a game-based project in second grade in a Greek experimental elementary school. They were grouped into an experimental group (game-based class) and a control group. Both groups were given a test consisting of word production. However, different approaches have been implemented. The control group was taught using a presentation, practice, production (PPP) context, and the experimental group was taught using games. The results showed that the test scores of the experimental group were higher than those of the control group. Children in the experimental group who learned English in a game context and were taught using game-based projects had lower test scores

than children in the control group who learned English in a PPP (presentation, practice, production) context. Similarly, Azarmi's (2007) experimental study investigated the use of modified indigenous preschool games in two middle school English classes in Tabriz, Iran. His experiments were based on six categories derived from Vygotsky and Piaget's theories: risk-taking, motivation, interest, emotional intelligence, time management, and game cynicism. As a result, students in the experimental group showed better performance in pronunciation, vocabulary and language skills. Grammar, Fluency, and Problem Solving. Students in the experimental group carry out learning more spontaneously and show greater participation and productivity than students in the control group. Through the advantages and disadvantages of using games when teaching English as a foreign language, several researchers highlight how games can be used to alleviate problems that arise. Games should be more than just fun. It includes "friendly" competitions and requires all students to participate and stay interested. This forces students to focus on the use of language rather than the language itself.

The researcher assume that teachers can choose appropriate games based on language type, learning orientation, required resources, classroom management, and type of organization. Some guidelines can help teachers decide what types of games to use. The choice of games is very important for teachers. Teachers must align the game with the goals of the teaching and learning process to maximize its benefits. Children's games require

simple language that is easy to explain, organize and play. It should be fun for everyone to participate. When teaching games to young students, it is best for teachers to invite two or three students to the front of the class to demonstrate the game. This will make it easier for students to understand the rules of the game.

4. The Purposes of Using Games

Certain Perspective Games deserve a place in the language classroom. First of all, it's fun. This is very important. Because it helps activate students who may have been inactive due to lack of interest. Keeping students active is very important because if teachers do not involve students in the learning process, they will not be able to teach them anything.

Orlik (2006) agrees with Hussein, Marouf, and D'Cruz (2001) that if teachers can provide learning communication (games), they can encourage students to learn a language and maintain their interest in language learning. gender), fun, safe and non-threatening, as well as group-oriented, meaningful and stimulating. These activities help increase self-confidence, learning satisfaction, and positive relationships between students and between teachers and students. Wright, Betteridge, and Buckby (2005) stated that learning a language is very difficult and requires effort over a long period of time.

Play has several benefits, and Andrea Bennett (2011) argues that the most productive and engaging learning experiences outside of school are

through play and engagement, and children enjoy learning through play, emphasizing the power of play and play to foster a deep understanding of learning, which is meaningful. They know their progress and know where their learning is relevant and appropriate. Mabasal (2012) states that games are motivating and full of challenges. It provides language practice for various skills such as speaking, writing, listening, and reading. We also encourage students to interact, communicate and create in meaningful contexts. Games allow learners to develop their language skills in a comfortable way, making them an effective way to deliver lessons.

Lavery C (2001) further stated that games help students to participate actively during learning. You may forget that you are studying because you are studying in a fun environment. In fact, games also allow you to participate in group learning, so you can practice more without getting bored. Apart from that, other benefits of games were stated by McCallum (1980). He said the game provides instant feedback to teachers. It can be used to confirm, review and enrich. This also encourages equal participation between late and early childhood children. This game is suitable for students of all language levels.

The use of games in education has many benefits for both teachers and students. Games provide motivation, challenge and active participation to students in the learning process. Games can be used for a variety of target language skills, serving as reinforcement, review, and reinforcement, and can also be modified to suit your students' language levels.

According to Gretchen E. Wade quoted by Amalia (2020), the use of games in language teaching has many goals, including: 1) Physical activity: To increase physical activity by stopping the habit of exercising alertness. 2) Fun: Creating an interesting and enjoyable atmosphere so that students can participate in learning English enthusiastically. Next, you can have fun outside of class by practicing the activities you learned in class. 3) Cultural content: Games can be used to reveal cultural patterns and increase students' understanding of English-speaking society. For example, you can explain the concept of individual competitions with simple games and recognize winners who can receive prizes. 4) Language learning: Games complement the teaching of grammar and pronunciation in language learning, providing a practical background for understanding language forms and sounds.

There are several reasons to use games as a vocabulary learning tool. Games are a fun alternative to traditional learning methods because they eliminate monotonous practice and allow students to have fun while learning. The game can be used inside and outside the classroom. Additionally, games can serve as a competitive activity to determine the winner and can also be an effective way to teach grammar and pronunciation of a new language.

Vogel et al. (2006) stated that there are many benefits of implementing games in the classroom. 1) Games can help and encourage students to pay attention, adapt, and try to understand language. Material

Because learning a language is hard work. 2) This game can give students language experience rather than learning the language. Playing also helps teachers form or create structures that make language useful or meaningful. 3) Games may feature repeating events and be based on a specific language. This allows for quality practice, similar to doing drill drills. 4) Games provide intensive and valuable training and are therefore considered important for learning.

Although some researchers have argued for the benefits of games in teaching English as a foreign language, other researchers have investigated the disadvantages of games in teaching English as a foreign language. Playing games takes time, so using games can be time consuming. Teachers also need time to prepare the content they want to teach. Another weakness was stated that game was tiring and boring. Because games require a lot of participation and time, students may feel tired or bored while playing and find it difficult to concentrate on the serious learning process. One of the previously mentioned disadvantages is that some teachers may find it difficult to manage time and prepare games.

5. Wordwall as the kind of gamification activity in EFL classroom

a. Worldwall

Wordwall is an interesting application that can be accessed at any time, by anyone and in any browser for free. Chil in Margaret, et al., defined “Wordwall.net is an edutainment website where multiple game choices, played interactively or individually, can be created. Teachers either create

their own games out of ready-made templates and add up content (words and images) in the games or they make use of games created by other teachers.

Wordwall is an educational game with a purpose to make it easier for teachers to create online learning media based on educational games without the need to master coding and can adapt to the material being taught. This wordwall website is suitable used to design and review a learning assessment. The wordwall page provides examples of the creations of teachers who have used wordwall before so that especially new users get an idea of how to be creative.

There are some definition of “wordwall” media. Based on (Kurniasih,*et al.*, 2015). “*Wordwall*” is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. Difference from Kurniasih, Kieff (2003:84), stated that “*wordwall*” promote independent work habits by providing a readily available reference as students complete their reading and writing activity.

Wordwall can be used to create both interactive and printable activities at wordwall. Most of templates on this website are available in both an interactive and a printable version (Wordwall.net, 2021). Interactives are played on any web-enabled device, like a computer, tablet, phone or interactive whiteboard. They can be played individually by students, or be teacher-led with students taking turns at the front of the class. Printables can printed out directly or downloaded as a PDF file. They

can be used as a companion to the interactive or as stand-alone activities. There are some activity at wordwall. They are make custom activity for classroom activity, Quizzes, match ups, word games, much more. Teacher can make all the activity be a fun activity for the students.

The setting the activity the teacher need to create using templates. Game activity create on it. These templates include familiar classics like Quiz and Crossword. It also have arcade games like Maze Chese, Airplane, Whack a mole, Balloon Pop, Gameshow Quiz, Hangman, Labelled Diagram, Wordsearch, etc. To make a new activity only start by selecting the template and then enter the content. It's easy and means it can create a fully interactive activity in a only a couple of minutes.

The wordwall application can be interpreted as a fun quiz-based game media. The wordwall application is very easy to access because the wordwall link can be directly shared with other online learning media such as Google Classroom, WhatsApp, email and so on. The types of games found on the wordwall are the classic games Quiz and Crossword, Find the Match, Missing Word, Random cards, True or False (True or false), Match up, Whack a-mole, Group short, Hangman, Anagram, Open the box, Word Search (Search for words), Balloon pop, Unjumble, Labeled diagram, and Gameshow Quiz, Random Wheel (Random wheel).

Wordwall can be access in computer, laptop, smartphone and interactive whiteboard. Teachers use it as an interactive way to build fun learning in classroom activity. When typing wordwall.net to search engine

column of Mozilla or Google Chrome in our devices, it will launch a homepage of wordwall.net that welcomes the users. In homepage, it presents a short advertisement, a simple step how to make an activity and a list of templates that ready used. As a new user, teacher will suggested to sign up automatically by using email or create new account. It becomes the very beginning step for teacher creates activity in this website. After log in the account, there will be show others menu existed in the main bar, Looking to the homepage of wordwall.net which show the huge number of resources created, it can be assume that wordwall.net facilitates many materials from any major of education. Because this website offers interactive games, it influences teachers or education content creator to use it, even the language teachers. Wordwall.net delivers the game templates that support vocabulary learning. It also has similar concept with word wall media strategy in conventional teaching-learning process.

a. Features

In this webpage (www.wordwall.net/features), it shows what wordwall.net has reached out. It includes eighth features; interactive and printables, creating using templates, switching templates, edit any activity, themes and option, sharing with teachers, embedding on a website and students assignment.

b. Community

In this webpage (www.wordwall.net/community), it shows many resources of game. There is a search engine for looking up the materials that have been created and published by other content creators.

c. My Activity

In this webpage (www.wordwall.net/myactivities), it shows the users creation of games. The user can make new games, delete the games, share the game links, edit game content and duplicate game also show the QR code of the game.

d. My Result

In this webpage (www.wordwall.net/myresults), it shows the result of the game. The user can share link the final result of the game to studentss, share assignment, change deadline of the game, export to file, delete the game and show the QR code of the game.

e. Create Activity

In this webpage (www.wordwall.net/create/picktemplate), it shows the templates of interactive games. This webpage is the core of wordwall.net website, because teacher will use it to create some activity. Then after pick the template, user enters the content or materials and clicks done. Next the program will automatically process the game.

b. Steps to Use word wall game

Please note that this Wordwall based media can be accessed via Android or laptop/PC and has a similar display, which is not much different if accessed in both. Here are the steps for using Word-wall:

- 1) The teacher will share the assignment link with the students, and then the students Open the link and fill in the name column provided.
 - 2) Next, students can press the start button.
 - 3) The game starts; fill in according to commands or questions, with a timer that continues to run (if you activate the timer feature).
 - 4) When they have finished working, students can see the score that was obtained.
 - 5) If the teacher activates the repeat button, then the students who do less than optimally can repeat it.
 - 6) Teachers can see the scores obtained by students in their accounts
- Wordwall

c. Advantage and disadvantage

The advantages of the wordwall website in learning are can provide learning that is more meaningful and easy to follow students, with various creations can create meaningful learning not boring and themes that can be adapted to learning styles so that this wordwall web can be used by all students from the class low to high. The assignment model can be implemented in software wordwal, so that students can access it themselves via the device own smartphone at home. There are many advantages to the

wordwall application what can be seen is that this application has many templates that can be changed easily by the instructor or teachers and games that have been designed by teachers or teachers can be printed in PDF form so that makes it easier for students who are constrained by the network.

The disadvantage of the wordwall game website is that its users are at a basic level vulnerable to fraud, the font size and writing size cannot be changed large or small cannot be changed by the user. Beside that, the games design are look simple for word and too small for paragraphs. The product of wordwall.net is game that made entertain, therefore it doesn't serve comprehensive in the high level. When students do a mistake in game, by choosing the wrong word categories for instance, they will remember the mistake and replay the game to win the game. Therefore, the more students do mistake, the more chance students memorize the words.

5. Students' perception

a. Students' perception on using gamification in EFL classroom

Internationally, perception is a process related to the arrangement of messages and information in the human brain (Severin and Tankard, 2014). It knows that humans are always connected with their living environment through perception through sight, hearing, taste and smell. It also states that perception is a process that leads to direct experience of the world. It also added that the most important part of cognition is providing a useful world view, and a useful tool is the ability to interact effectively with the environment.

In the Indonesian environment, perception occurs when someone thinks about something, studies it, and evaluates their attitude in using something, whether they agree with the way they do it or with what they learn. It means that students have their own opinions about what they have learned from the teaching and learning process in class. Student perception is the way students view things that happen during the learning process in class, which results from suggestions and discussions with teachers and classmates to improve the learning process (Hazari, 2014).

The researcher argues that a student's knowledge, work attitudes and teaching skills are completely influenced by whether the student was taught by the teacher and whether the teacher was assessed well. Therefore, their minds are already preoccupied with memories and reactions that are measured by data collection inventories.

Students' perceptions of the use of games in language learning are generally positive. Most students believe that games are a communication tool that facilitates communication between students and teachers. In fact, when using it in class, students feel many positive impacts

Furthermore, students' perceptions regarding the use of games in learning: Students easily express all their opinions and learning difficulties thanks to the games that teachers apply during English learning. They significantly increase their vocabulary and that the use of games increases their motivation to learn. Students' perceptions regarding the use of games

in language learning also state that games can help students learn language and allow them to enjoy class activities (Brianita 2015).

b. Types of Perception in Learning Context

In identifying student perceptions, the types of perceptions are divided into two parts, namely positive perceptions and negative perceptions (Amalia, 2018). Self-actualization requires acting, thinking, and acting on yourself, your abilities, and your body. We are also biased towards other people's reactions to us. This perception influences the behavior each individual acquires and the choices each individual makes in life. Positive perception is a valuable gift that creates self-confidence and the ability to face the world, endure crises, and focus on oneself. Build relationships and increase giving to others. Additionally, negative perceptions are eliminated to focus on one's desires, striving to win and prove one's worth.

Student perceptions include thoughts, beliefs and feelings about people, situations and events that occur in the classroom (Hazari, 2014). Considering that perceptions of the learning process are an important thing that influences student attitudes, it is important to investigate student perceptions. Students tend to form their own perceptions about the quality of their learning and then provide positive or negative feedback based on their own expectations and past experiences.

From the expression *ci-dessus*, the perception of the students depends on the tendency to *voir*. Perception is negative or positive, and

evaluation is impossible.

c. Factors affected students' perception

Walgito (2001) states that perception is influenced by confidential factors. They are external, internal, functional, and structural factors, environments and things that can change a person's view of the world, and that "surround and influence emotions, receptivity, etc." : And environmental factors are factors that exist within the individual, which include several psychological problems, needs, experiences and memories.

Knowing student perceptions is very important because teachers can evaluate based on the results of student perceptions. Hazari (2014) stated that student perceptions are an important determinant of student behavior and learning effectiveness. Knowing students' perceptions allows teachers to know the difficulties students face in the learning process. Teachers can change anything that students do not like.

Santoso (2000) states that student perception is a process where students process information about objects that apply in the school environment, especially the classroom, through sensory observation and allows them to interpret the objects observed. Therefore, students' perceptions make a big difference to their learning. Student perception is an important element for measuring learning outcomes because it is a solution of factors and indicators to describe the classroom situation

d. The Importance of Students' Perception

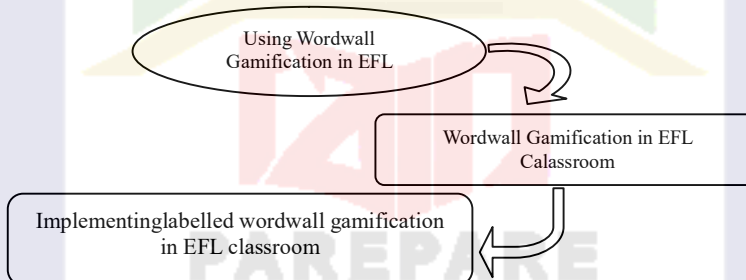
Knowing student perceptions is very important because it means

the teacher or lecturer will evaluate the results of student perceptions after knowing the results of student perceptions. As a student, teacher, or instructor, you can change what you don't like about your students and improve what you do, no matter how you teach or present the material to your students.

Therefore, student perceptions are very important, especially for teachers and lecturers. It showed in their research that student perception is an important factor for measuring learning outcomes because student perception is a solution to factors and indicators to describe classroom situations. Therefore, student awareness is very important not only for forestry activities but also for educational development.

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C. Conceptual Framework



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The research method applied by a qualitative research. It is a method that used and focused on describing teachers' and students' perceptions. It dealt with the purpose of qualitative methodology stated by Marshall & Rossman (2006:33) that qualitative methodology describes three major purposes for research: to explore, to explain, or to describe a phenomenon.

Meanwhile, Gay et.al (2006:175) state that descriptive research determines and describes the way things are. Further, descriptive research involves collecting the data to answer questions about people's opinions on some topic or issue. Referring to the research methodology, therefore, the researcher collected non-numerical data which contributed to the understanding of the subject studied. In this case, interview and document were employed to obtain the data.

The steps of conducting this research through the descriptive qualitative research were basically the same as the other types of research. According to Gay et.al (2006:401) steps of conducting research are identifying the research topic, reviewing the literature, selecting the participants, collecting the data, analyzing and interpreting the data, reporting and evaluating the research.

B. *Research Location and Duration*

This research conducted at ten grade at MA Baytul Mukarramah Bone. This school is located at Kelurahan Bulu Tempe, Kecamatan Tanete Riattang, Kabupaten Bone. The research was conducted about three months it last at the end of May 2024

C. *Research Object*

This research conducted at MA Baytul Mukarramah Bone. It was in one of the school that implementing wordwall gamification at EFL classroom. On the other hand, purposeful sampling used to select the sample of this research. The object of this research were 18 students at tenth grade of MA Baytul Mukarramah Bone.

D. *Research Instrument*

There were two kinds of instrument that the researcher employed to obtain the data related to this research. They were interview, file note, video recording and documents.

1. Questionnaire

The first instrument that the researcher used is a questionnaire. A questionnaire is an instrument of the study to gather information through the respondents' written responses to a list of questions. In this study, the researcher used a close-ended questionnaire. In google form questionnaire is used to make it easier for respondents to fill out the

questionnaire because students only need to choose one of four options in the space provided according to their opinion.

The questionnaire used for this study consisted of 15 items answered by students consisting of 15 positive statements. The questionnaire here used a rating scale questionnaire where the researcher uses a Likert scale to get the information from the participants, the Likert scale is to measure the extent of subjects' agreement with each item. The extent is measured on a four-point scale. They were column 1, which means respondents strongly agree (SA) with statements, column 2, which means they agree (A), column 3, which means they disagree (D), and column 4, which means they strongly disagree (SD). In giving the response, respondents put a checkmark inside the column.

Table 3.1 Questionnaire Blueprint

Indicator	Questions
Emotional response of the use of games in classroom	1,2,3,4
Physical response of the use of games in classroom	5,6,7
Motivational response of the use of games in classroom	8,9,10,11
Advantages of using games	12,13,14,15

2. Interview

The second is interview to all students what they have experienced during the teaching process. Interview in this study aims to provide additional information about the use of labelled wordwall gamification in EFL classroom. Interview on this research is given to all students at the end of learning. The question consists of five questions related to the

learning process that focuses on after applying games in the classroom.

Next, before the interview, the researcher explains the question that will be given and how to answer the given questions and students will understand what they should do next.

Thus, interview will be asked to students. May it will take quite a long time. So, the researcher will give time to students to answer their question of interview. After the interview is carried out, the student's recorded answers will be reduced and transformed by selecting and categorizing the data. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions (Miles and Huberman, 1994:11).

The purpose of interviewing according to Patton (2002:341) is to allow us to enter into the other person's perspective in which qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit. Therefore, the interview was conducted to find out what was in and on someone else's mind to gather their stories.

In relation to interview, Creswell (2012:218) states that the interview provides useful information when the researcher cannot directly observe the participants and it also permit the participants to describe detailed personal information. Moreover, the interviewer also has a better control over the types of information received since the interviewer can ask specific questions to elicit the information. The data collected through

interview in this research was highly appropriate since the process of learning was conducted face to face or one on one teacher.

Gay et.al (2006:418), distinguished interviews by their degree of structure and formality. They are structured interviews that specified a set of questions to be asked and unstructured interviews where questions prompted by the flow of the interview. Regarding to the kinds of interview, the researcher used structure interview to elicit specific information from the participants. It was characterized by the same series of questions that was addressed to the respondents. In order that the respondents gave response unconstrained by any perspective of the researcher, the open ended questions were used.

3. Video recording

The video-camera is not intrinsically a research instrument. Neither are its audio only counterparts, the humble tape-recorder and the more high-tech mini-discrecorder. None of these was invented as a tool with which to conduct research and none was designed with the researcher in mind. Nevertheless, the tape-recorder has been enthusiastically adopted by great swathes of the research community, and the mini-disc-recorder and video-camera are rapidly catching up. Video recording Based on the William Shakespeare at (Birmingham et al. 2002).a cutting-edge storyboarding software tool developed to enhance pupils' engagement with, and understanding of complex literary texts.

E.Procedure of Data Collection

This research collected data by using two instruments to gain information about students' perception of using labelled wordwall gamification in EFL classroom. The researcher used google form questionnaire and students' perception as instruments of the research. The first was a questionnaire. The researcher collected the questionnaire to find out students' perceptions about the use of labelled wordwall gamification in tenth grade especially in learning English. The questionnaire is provide as an online survey and can be accessed via the internet via link address. The researcher will give students the link, after getting the link the students clicked the link provided then the students is available to answer the questionnaire. The participant's answers are automatically recorded into a spreadsheet associated with Google form and the researcher noted and analyzed the result of the online questionnaire.

This research also used interview instruments and were recorded. where eighteen students will be interviewed with five questions. and to make it easier for students to answer questions using Indonesian, so that their train of thought is not hampered by language difficulties. Then, after obtaining the recorded interview results, the researcher will then transcribe the recorded interview in written form.

In the first phase, the researcher l interviewed students by using structured interview with open ended questions. Patton (2002:354) states that open ended question permits those being interviewed to take whatever direction and use whatever words they want to express what they have to say. Moreover, to be truly open ended, a question cannot be phrased as a dichotomy.

They would be interviewed by one-on-one interview. It was a data

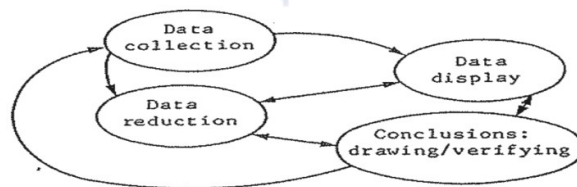
collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (Creswell, 2012:218). Therefore, they interviewed individually to explore and probe their responses to gather more in-depth data about labelled wordwall gamification. In addition, the process of interview was recorded and it probably ranged in a few minutes or a few hours. The interview, however, consisted of a one-time session.

After the interview sessions of students, the researcher will analyze the results of the interview that has been conducted.

F. Technique of Analyzing Data

The data in the form of interview and document were analyzed through several stages. The data from interview transcribed and several statements translated into English. Marshall & Rossman (2006:112) state that the most important with translating the written word are the processes and procedures that the researcher used to construct meaning through multiple transpositions of the spoken or written word from one language into another. Meanwhile, the technique of data analysis that will use to analyze the data is based on Miles and Huberman (1994) data analysis

**Figure 3.1 Components of Data Analysis
(Adapted from Miles and Huberman, 1994:12)**



1. Data reduction

Data from interview and documents reduced and transformed by selecting and categorizing the data. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions (Miles and Huberman, 1994:11). Meanwhile, categorizing data defined by Gay et.al (2006:471) as a classification of ideas or concepts formed when concepts in the data examined and compared to one another and connections are made. However, in the process of selecting and categorizing would not strip the data at hand from the context in which they occur.

2. Data display

Data display was a continual process of analyzing the data where the information was organized. To organize sizable amount data, it requires a system of organization. Creswell (2012:238) points out several forms of organizing data, one of them is organizing the materials or data by type. Besides, Miles and Huberman (1994:11) state that a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this case, the researcher organized the data into two parts; interviews, and documents.

3. Conclusion drawing and verification

The last stage of analyzing the data conclusion drawing and verification. The final conclusions, however, may not appear until data collection is over. From the start of data collection, the researcher would

begin to decide what things mean then made conclusions. The meanings emerging from the data would be tested for their plausibility whether it made a good sense or not, their sturdiness, and their confirmability to made a valid conclusion. Miles and Huberman (1994:11) states that conclusions are also verified as the analyst proceeds where verification may be thorough and elaborate with lengthy argumentation and review among colleagues to develop extensive efforts to replicate a finding in another data set.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

This chapter present research findings and discussions which provide an answer to the research questions. The findings of this research provide an overview of the effectiveness of implementing labelled wordwall gamification in EFL classroom and how do the students' perception on implemeted labelled wordwall gamification

1. Implementing of labelled wordwall gamification on EFL calssroom.

a. Planning

In this phase, the teacher made a lesson plan, and the teacher selected material and its game.

1. Create a Wordwall.net Account: If you don't have an account, create an account first at <https://wordwall.net/>.
2. Selecting a Game Label Template: Go to Wordwall.net and select "Create" > "Game". Search for "Label the diagram" and choose a template that suits the adjective material you want to teach.
3. Prepare Material: Prepare pictures or diagrams that you want to label with adjectives. Make sure the picture or diagram is appropriate for the student's age and level of understanding.
4. Writing Words: Make a list of words you want to teach students. Make sure the word is relevant to the image or diagram that has been prepared.

b. Preparing

1. The first thing to pay attention to is making sure all the media needed for the game are available, such as a computer, projector, whiteboard, game cards, and so on.
2. Preparing a conducive learning environment
 - Arranging the classroom to suit the game: Arranging the classroom to suit the type of game to be played. Make sure there is enough space for students to move and interact with each other.
 - Minimizing distractions: Making sure the learning environment is free from distractions such as loud noises or other activities that can distract students.
 - Creating a positive and fun atmosphere: Creating a positive and fun atmosphere in the classroom to encourage student participation and enthusiasm in playing games.
3. Managing time well:
 - Estimating time required for the game: Estimating how long it will take to complete the game. Make sure the time allocated is enough to complete the game well, but not so long that students become bored.
 - Having a backup plan: Having a backup plan in case the game takes longer than expected. This can be an alternative activity that can be done if there is still time left.

b. Action

The action of the first meeting started on 19th April 2024. The researcher implemented the teaching learning process based on the lesson plan had been made.

First Meeting (Friday, 19th April 2024)**Opening Activities**

The teacher entered the classroom. Researchers, like teachers, place learning materials on the teacher's desk and prepare the projector. Meanwhile, students become interested in what the teacher have prepared. Maybe they are starting to get excited about learning. The teacher smiled and tried to look at all the students, then stepped forward and greeted them in a friendly manner. After greeting, the teacher calls each student's name one by one.

Main Activities

At the main activity stage, the teacher explained to students the reasons for installing the projector and laptop. The teacher explained that they will use the labelled wordwall game to learn English. After that, the teacher opened a wordwall game that he had prepared. The teacher explained that the wordwall game is a useful game for learning English, and there are many types of wordwall gamesbut the teacher chose the labelled wordwall game. The teacher explained that today we will use the labelled wordwall game to learn vocabulary about someone's characters and personality, and gives an example of how to play the game.

After the teacher showed an example, the teacher asks one of the students to explain how to play a labelled wordwall game. The student confidently came forward and demonstrated the game, even though he did not know how to play it. The teacher guided the students by guiding each letter to the right place. After the demonstration, almost all students raised their hands and asked to play the game, some students even volunteered without being asked by the teacher. The class was less organized because many students wanted to try the game. So the teacher asked who is the most graceful and who will try the game, then the teacher chose several students to try the game. The teacher asked students to write them one by one. Review the in-game vocabulary and say each vocabulary item out loud.

Closing Activities

At the end of the meeting, the teacher reminded students about the vocabulary they had learned so far and encouraged them to study hard at home. If anyone wanted to ask, the teacher asked when student A would use this game to study again, and the teacher answered that he would use this game to study again at the next meeting, and the students were automatically happy. The teacher ended the session by saying, "Wassalam"

This lesson plan can be adjusted to suit student needs and conditions and the teachers can add or subtract learning steps according to the time available. After the lesson is finished, the teacher observes the students' participation and enthusiasm how the students participate and are

enthusiastic about the labelled wordwall game being played and pay them attention to whether they show high interest and engagement in gamification. Then, Collect feedback from students about the games they have played by asking them what they liked and did not like about the game, as well as what could be improved for the future. Beside that, take time to reflect and learn from the experience of playing games in class. And identify what went well and what needs to be improved for future game deployments.

Second Meeting (Friday, 26th April 2024)

Opening Activities

At the second meeting, the researcher entered the classroom. The researchers and fellow researchers prepared the necessary equipment such as a projector and laptop. The research fellow sat right at the back of the class so it was easy to follow the activities of the students and teacher. Even though learning had not yet started, students were very enthusiastic and noisy when the teacher set up the projector and laptop. The teacher begins the lesson by greeting and recording students' attendance. Like last time, all the students were present.

Main activity

At this stage, the teacher began the learning by asking about the vocabulary on labelled wordwall game that was learned at the previous meeting one by one. There were some students who did not remember the

vocabulary they had learned, then the teacher asked, “Did you repeat the lesson at home?” and some students answered “yes, sir,” and some answered “no, sir”. Based on the students' answers, the teacher repeated the vocabulary they had learned by saying the vocabulary together.

After repeating the vocabulary, the teacher explained again, “What is a wordwall game?” and then showed a new game that will be used today. The game used is a labelled wordwall game. The teacher explained how to play using a labelled wordwall game, such as labelling words with the pictures provided. The teacher demonstrated how to play the labelled wordwall game slowly so that students could easily understand what the teacher had explained.

The teacher invited the students to play a game based on attendance, and the students who finished last complain about being last to play, making noise and joking with each other. After students played the game, the teacher asked students to name the vocabulary in the game. They responded to all vocabulary spontaneously and loudly, so the lesson became less relevant. The teacher asked the students to calm down then asked questions randomly, and almost all of them were able to answer the teacher's questions.

Closing Activities

At the end of the meeting, the teacher repeated the vocabulary again and encouraged the students to repeat the lessons they had learned at home. The lesson ended with a prayer, and the teacher said “Wassalam”

Third Meeting (Friday, 3rd May 2024)

The teacher entered the classroom. On the other hand, the students seemed to be looking forward to the start of classes. Seeing the student, the teacher smiled and checked the student's attendance record. The teacher will continue reviewing the vocabulary learned at the previous meeting. By emphasizing the value of vocabulary, teachers encourage the class to be more actively involved in the learning process.

Main Activities

Similar to the second meeting, the teacher began the learning by asking about the vocabulary on labelled wordwall game that was learned at the previous meeting one by one. Based on the students' answers, the teacher repeated the vocabulary they had learned by saying the vocabulary together.

Closing Activities

At the end of the meeting, the teacher repeated the vocabulary again and encouraged the students to repeat the lessons they had learned at home. The lesson ended with a prayer, and the teacher said “Wassalam”

Fourth Meeting (Friday, 17th May 2024)**Opening Activities**

This fourth meeting focused on seeing students' improvement in vocabulary that have learned. The teacher gave the task to the students in in a different format.

Main activities

During the task, the teacher advised the students to complete the task with accuracy and stay away from answering too quickly. The teacher gave 50 minutes to do the task. The teacher went around the class to make sure the students could answer the questions.

Closing Activities

Having done all the activities, the teacher closed the class by saying thanks for the students attending and participating. The teacher never forgot to motivate the students to learn English.

2. Students' perception on implementing labelled wordwall gamification

In this section, the researcher presents findings regarding students' perceptions of the use of games in English classes. Data was obtained by conducting a qualitative review. Presents a discussion of data collection through surveys and reflections to determine students' perceptions.

The research results consist of two parts: The first is the results of interviews, and the second is the results of students' reflections. The results of interviews and students' reflections were categorized into four categories. The first category is the emotional response associated with the use of labelled games in the classroom. The second category is the physical response to the use of labelled game in the classroom. The third category is the motivational response to the use of labelledwordwall gamification in EFL classroom. The fourth category is the benefits of using labelledwordwall gamification on wordwall.net. Below, we

detail all the interview results and students' ideas.

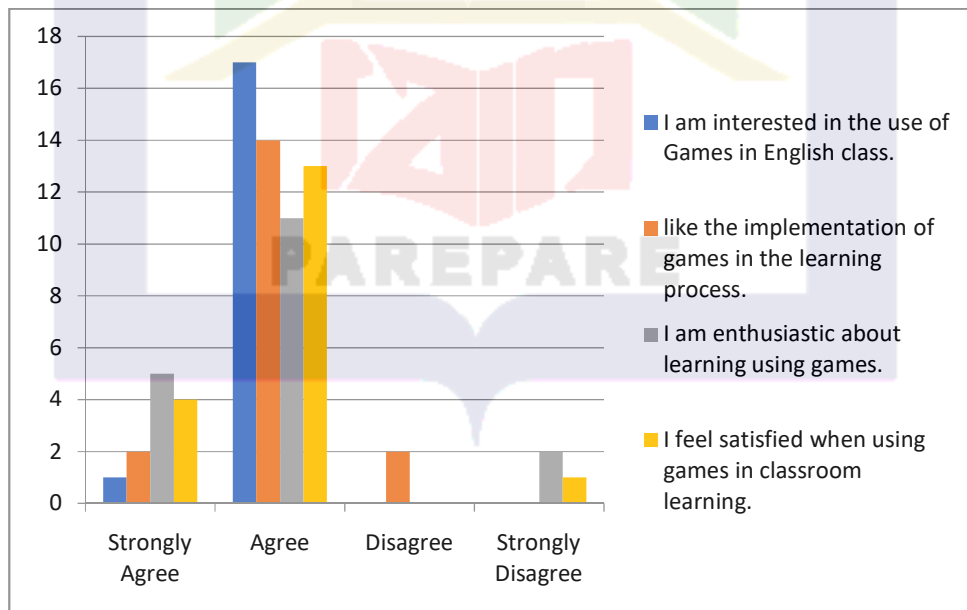
a. Emotional response to the use of labelled wordwall game in EFLclassroom

The results of survey data regarding emotional responses to the use of labelled wordwall game in EFL classroom are discussed below.

Table 4.1 Emotional response to the use of labelled wordwall game In EFL classroom

Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)	Overall
I am interested in the use of Games in English class.	1	17	0	0	18
I like the implementation of games in the learning process	2	14	2	0	18
I am enthusiastic about learning using games.	5	11	0	2	18
I feel satisfied when using games in classroom learning.	4	13	0	1	18

Figure 4.1 Emotional response to the use of labelled wordwall game in EFLclassroom



Based on the graph above, the results of the first statement showed that

students answered “strongly agree” (6%) and students answered “agree” (94%). Then for the second statement there were students who answered “strongly agree” (11%) and there were also answered “agree” (78%), and there were students who answered “disagree” (11%). Therefore, for the third statement, students answered “strongly agree” (28%) and students answered “agree” (61%) and there were students who answered “strongly disagree” (11%). Regarding the fourth statement, students who answered “strongly agree” (22%), students who answered agree (72%), and the remaining students “strongly disagree” (6%).

From the four statements above, it can be seen that 94% of students agree with the first statement which shows that students are interested in using labelled wordwall game in EFL classroom. This means that the strategy of learning English using the games creates a fun atmosphere and allows students to be more active in the learning process. This is supported by students’ statements that the emotional response to using games in class makes them happy and interested in participating in English lessons. Participants stated that using games for learning helped students become more actively involved in learning. Students also said that their English skills improved through the use of games.

S :“Menurut pendapat saya, saya sangat senang dengan permainan di kelas bahasa Inggris”

S :“Saya suka dan senang karena permainan yang digunakan di kelas sangat bagus dan seru”

S :“Menurut saya penggunaan permainan di dalam kelas lebih menarik karena pembelajaran dengan permainan terasa lebih santai dan membuat

siswa lebih tertarik dalam proses pembelajaran”

S:“Penggunaan permainan di kelas membuat saya lebih aktif dalam bertindak dan bersemangat dalam belajar”

S :“Dengan permainan saya lebih semangat dan aktif dalam belajar”

From the statement above, students’ reactions to the use of labelled wordwall game in EFL classroom is positive. We can see that games make students very happy and enthusiastic about learning. Not only that, games make students feel more comfortable, interested and enthusiastic in participating in the learning process.

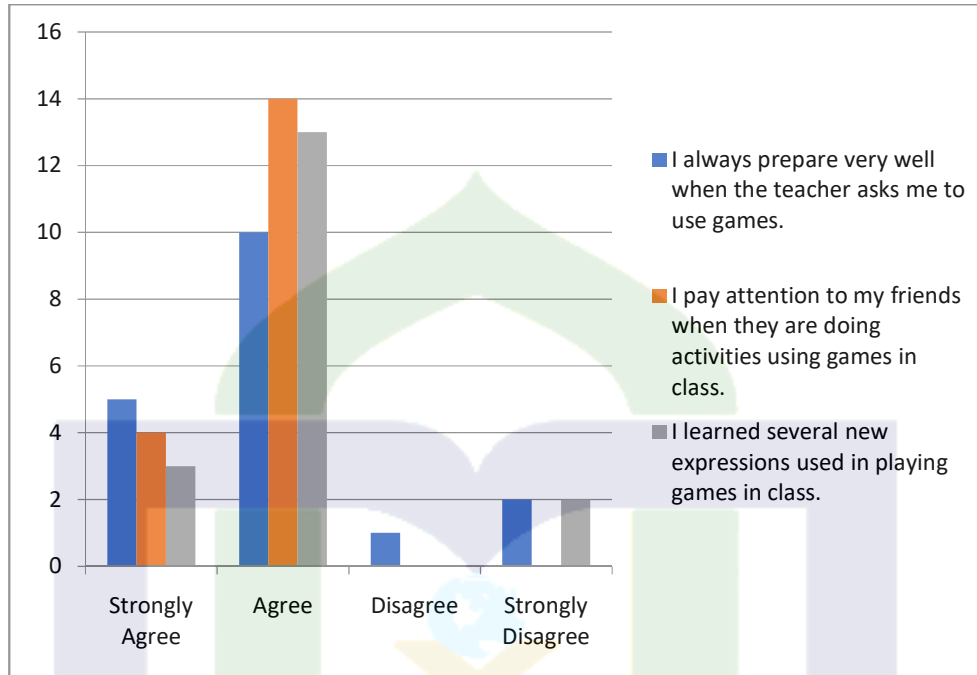
b. Physical reactions when using labelled wordwall game games in EFL classroom

The results of the survey data on physical response categories to the use of labelled wordwall game in EFL classroom are discussed below.

Table 4.2 Physical reactions when using labelled wordwall game in EFL classroom

Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)	Overall
I always prepare very well when the teacher asks me to use games.	5	10	1	2	18
I pay attention to my friends when they are doing activities using games in class.	4	14	0	0	18
I learned several new expressions used in playing games in class.	3	13	0	2	18

Figure 4.2 Physical reactions when using labelled wordwall game games in EFL classroom



Based on the graph above, the results of the first statement showed that students answered “strongly agree” (28%) and students answered “agree” (56%) and there were students who answered “disagree” (5%) and “strongly disagree” (11%). Then for the second statement there were students who answered “strongly agree” (22%) and there were also answered “agree” (78%), then for the third statement, students answered “strongly agree” (17%) and students answered “agree” (72%) and there were students who answered “strongly disagree” (11%).

In addition, 72% of students agree with the fourth statement above that students learn new expressions by using games as a learning strategy in English class. This means that using games not only increases students’ enthusiasm for learning, but also learns new expressions that can be used in the learning process.

Therefore, after using games in the classroom, you will see many changes in your students, including: Once the learning process begins, students are always ready and alert. The results of student reflection also support the above conclusions. It is clear from students' reflections that students have multiple answers when learning English through games. Some of them said:

S :“Menurut saya, dengan adanya permainan dalam setiap pelajaran bahasa Inggris, saya selalu belajar beberapa ekspresi baru”.

S :“Saya lebih memperhatikan kegiatan di kelas karena tidak membosankan.

S :“Penggunaan permainan di kelas membuat saya lebih memperhatikan saat guru menjelaskan materi pembelajaran”

S :“Saya juga belajar banyak ekspresi baru sehingga saya lebih bersemangat untuk belajar bahasa Inggris”

From the data above, we can conclude that the use of game got a good response from the participant. This means the use of games in the classroom not only helps students improve their English. However, from each game that the teacher uses in the classroom, students learn some new expressions that make them more enthusiastic in learning.

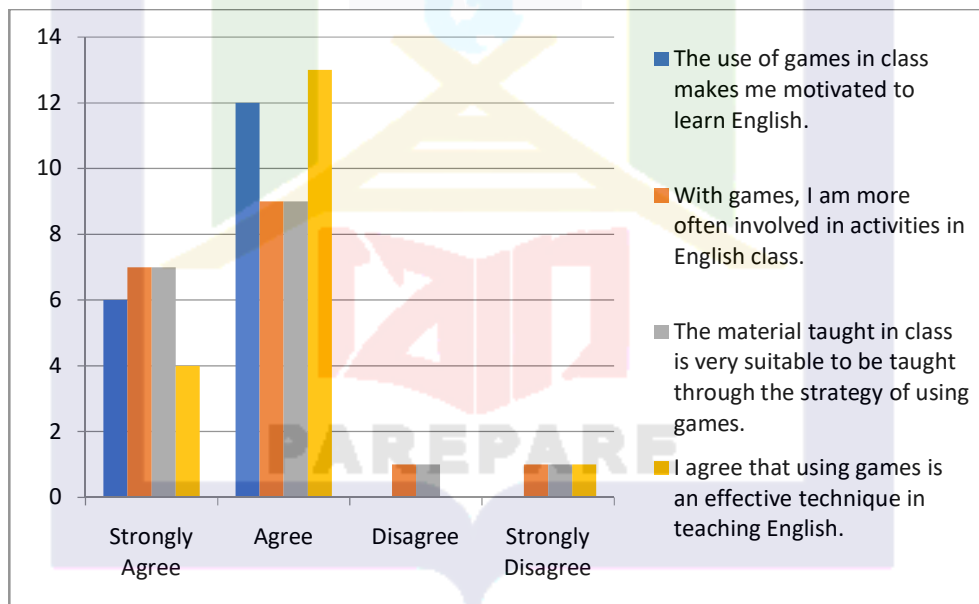
c. Motivational response to the use of labelled wordwall in EFL classroom

Below we will explain the results of a survey regarding motivation for using labelled wordwallgame in EFL classroom.

Table 4.3 Motivational response to the use of labelled wordwall in EFL classroom

Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)	Overall
The use of games in class makes me motivated to learn English.	6	12	0	0	18
With games, I am more often involved in activities in English class.	7	9	1	1	18
The material taught in class is very suitable to be taught through the strategy of using games.	7	9	1	1	18
I agree that using games is an effective technique in teaching English.	4	13	0	1	18

Figure 4.3 Motivational response to the use of labelled wordwall in EFL classroom



Based on the graph above, the results of the first statement showed that students answered “strongly agree” (33%) and students answered “agree” (67%). Then for the second statement there were students who answered “strongly

agree”(39%) and there were also answered “agree” (50%), and there were students who answered “disagree” (5%) and “strongly disagree” (6%). Then, for the third statement is similar with the second statement that who students answered “strongly agree” (39%) and students answered “agree” (50%) and there were students who answered “strongly disagree” (5%)and “strongly disagree” (6%). Regarding the fourth statement, students who answered“strongly agree” (22%), students who answered agree (72%), and the remaining students “strongly disagree” (6%).

Of the four statements above, it turns out that the first statement is the most influential. 33% of students strongly agree and 67% of students agree that the use of games in class increases students’ motivation to learn English. This means that the use of games as a learning strategy in the classroom has a positive impact on students. Indeed, teaching using games is very practical for teachers. Therefore, students often participate in class activities. Therefore, games can be said to be an effective learning method. And through student reflection, there is a positive response to the use of games in class, and the use of games allows students to understand the material and class atmosphere more effectively.

”Penggunaan permainan dalam proses pembelajaran membuat materi yang diajarkan lebih mudah dipahami”

”Dengan permainan kita bisa lebih semangat dalam belajar dan bisa termotivasi untuk belajar”

”Dengan permainan, saya lebih sering terlibat dan lebih semangat dalam belajar”

”Dengan adanya permainan di kelas, suasana belajar menjadi lebih efektif” Previous opinions found that the use of games as a strategy in English classes increases students’ motivation to learn English. Not only that, participants not only understand the content more easily, but can also be more involved in the learning process. Therefore, the use of games is also more effective in the learning process in the classroom.

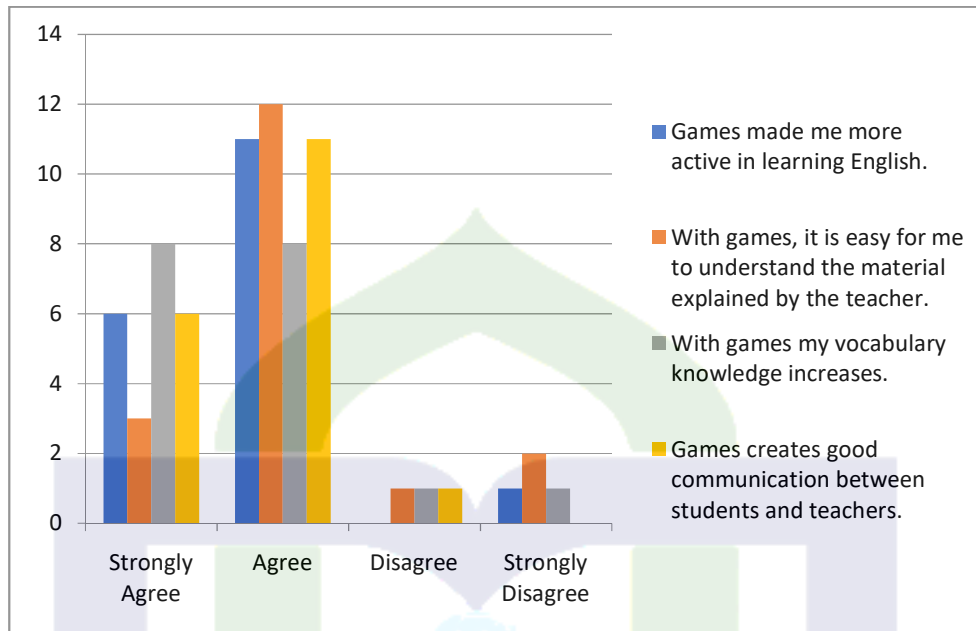
d. Benefits of using labelled wordwall game in EFL classroom

The data results in the category of benefits of using labelled wordwall game in EFL classroom have many benefits. The details of the results are as follows.

Figure 4.4 Benefits of using labelled wordwall game in EFL classroom

Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)	Overall
Games made me more active in learning English.	6	11	0	1	18
With games, it is easy for me to understand the material explained by the teacher.	3	12	1	2	18
With games my vocabulary knowledge increases.	8	8	1	1	18
Games creates good communication between students and teachers.	6	11	1	0	18

Figure 4.4 Benefits of using labelled wordwall game in EFL classroom



Based on the graph above, the results of the first statement showed that students answered “strongly agree” (33%) and students answered “agree” (61%) and there were students who answered “strongly disagree” (6%). Then for the second statement there were students who answered “strongly agree” (17%) and there were also answered “agree” (67%), and there were student who answered “disagree” (5%) and “strongly disagree” (11%). Next, for the third statement, students answered “strongly agree” (17%) and students answered “agree” (72%) and there were students who answered “strongly disagree” (11%). The last, for the fourth statement, there were students who answered “strongly agree” (44%), students who answered agree (44%), and the remaining students “agree” (6%) and “strongly disagree” (6%)

Based on the graph above, among the four statements, the one that has the greatest impact is the first statement. In this category, it can be seen that some

students (33%) strongly agree and 61% agree that games make them more active in learning English. This is also reinforced by students' beliefs that by learning English through games, students can gain many benefits from using games in class. Among them are increased self-confidence, increased vocabulary, faster understanding of content, increased understanding of English, ease of memorization, and speaking boldly. Some of them said:

"Dengan adanya permainan di dalam kelas, saya merasa percaya diri karena saya terbiasa berbicara ketika berperan dalam permainan"

"Manfaat yang saya rasakan dengan adanya permainan di kelas adalah materinya sangat sulit dihafal, menjadi lebih mudah dihafal"

"Dengan adanya permainan di kelas, saya dapat dengan cepat memahami materi yang dijelaskan"

"Manfaat yang saya dapatkan adalah game dapat menambah wawasan saya dalam berbahasa Inggris"

"Siapa bilang "Saya mendapat banyak kosa kata baru dalam penggunaan permainan di kelas"

"Game membuat saya berani berbicara di depan teman dan tidak merasa malu"

"Kesulitan yang saya alami dalam penggunaan game di kelas adalah saya belum bisa menguasai materi"

From the statement above, it is clear that the use of games in the classroom will get a positive response from students. Seen from some of the student responses above, we can conclude that this game is not only fun, but also gives

students confidence and makes it easier to memorize. Then from using the games, students will acquire a lot of new vocabulary and encourage them to speak boldly. In addition, by using games in English classes, students can deepen their understanding of English and more easily understand what the teacher explains.

B. Discussion

This section presents a discussion of the research results of the implementing labelled wordwall game in EFL Classroom. Implementing labelled wordwall game in EFL classroom is a good learning strategy because games can not only stimulate students' interest in learning, but also make them active in class activities. Therefore, implementing labelled wordwall game in the learning process allows teachers to use interesting games to provide material, and the way the game is played is very simple so that students can understand the teacher's explanation so that the material is easier to understand. Become. The results obtained from student reflections and surveys show a positive response to the implementing labelled wordwall game in EFL classroom, games implemented in English classes are proven to increase students' understanding. The teaching and learning process through observation notes. After incorporating the labelled wordwall game as a learning tool, the classroom environment is very good. A few students keep breaking the rules, such as when they argue over how to utilize the labelled wordwall game. All students became active in the activities given by the teacher, so the class atmosphere made the students interested to participate in learning.

In addition, the labelled wordwall game creates good communication between teachers and students. The learning process in class became more effective and all students in the class seemed very enthusiastic beside that, the game can enrich students' vocabulary. Labelled wordwall is important in teaching vocabulary because games highlight words that are necessary and important to achieve the goals of the game. Implementing labelled wordwall creates a fun and relaxed atmosphere, which helps students learn faster and remember words better.

Students' improvement can be seen from student enthusiasm, activity and attitudes in paying attention to the teaching and learning process in class. Although there are still a few problems in the class, such as students being too enthusiastic so the class is less organized and a bit noisy. Besides that, all activities in the class showed satisfactory results. In line with this research conducted by Maulidina (2022) in her research found that implementing games can positively improve high school students' motivation to learn English

Beside that, this research also described students' perceptions of the use of games in English classes. Data were obtained using two tools: surveys and student feedback. From the results of the questionnaire and discussion, several experts expressed similar opinions and supported each other. The findings of this research indicate that students have a positive perception of the application of games in learning. Most students agree that using games is an effective way to improve their English. In this context, using games to teach English is a good method and helps students develop their English.

Furthermore, based on questionnaires and students' perceptions of

implementing labelled wordwall in EFL classroom investigates four categories related to the use of games in the classroom: emotional reactions, physical reactions, motivational reactions, and affective reactions. This can be seen from students' reactions and reflections on the survey results. The first category relates to emotional responses to game use, and from the data presented, it is apparent that students have varying reactions to game use. Some students find learning through games enjoyable and become interested in them.

Therefore, the implementing of labelled wordwall game in EFL classroom can arouse students' enthusiasm for learning. The researcher stated that when games were used in EFL classroom, students seemed willing and enthusiastic to practice directly. Additionally, students also find satisfaction in using labelled wordwall in class.

The second category concerns physical reactions. The data presented shows that students receive different responses when games are used as a strategy in English classes. There is always a student answer ready. Researcher found that the use of games in learning has a positive effect. In addition, in the labelled wordwall game, the teacher does not explain much. The game makes students pay attention to their friends at all times. After the game is finished, students concentrate more on the lesson. They also learn new expressions by learning through play.

The third category is motivational responses to the use of labelled wordwall gamification in EFL classroom. Based on the data provided, students seem to have various answers. Some students believe that using games in class

increases their motivation to learn English. And almost students were enthusiastic about following the lesson.

Also, the subjects taught are very suitable for teaching in a fun way. Therefore, using games in English classes can help students to participate more deeply in class activities. These results relate to the field situation when teachers use “observe and remember” games as a strategy. It is not difficult to play Observe and Remember because the Observe and Remember game has been proven to be consistent with what was taught in class. This encourages students to engage in their learning more frequently.

Apart from that, using games is also an effective teaching method and effective learning technique that makes the classroom atmosphere more effective and makes it easier for teachers to convey the content to students. Games are an effective tool in English education because learning through games increases students' willingness to participate and enjoying the games used in class increases students' attention.

The final category concerns the benefits of using games in the classroom. The use of games in the classroom has been proven to provide benefits for students. In this category, we found four statements about students becoming more active in learning English. This research found that implementing game-based strategies in English classes can help students become more actively involved in the learning process.

Based on research that has been conducted, it can be seen that the class ran effectively and conducive because there was an emphasis on students not being

noisy, even though there were still noisy students in the class. The researcher observed that almost all students were enthusiastic about following the lesson, especially when the researcher used new topic. The researcher compared student activities before using labelled wordwall games in the classroom. Here, there was a lot of significant increase in student activity, such as the class being lively and the students being more active, also the students felt . Before the use of labelled wordwall games, the classroom situation was very passive; only a few students were enthusiastic about learning English, even the students felt that learning English was very short and felt very fast, so some students asked to increase the learning time. After using wordwall games, students began to be interested and motivated in learning English.. The results can be seen the first meeting, students are interested, even though there are still many students who don not understand how to learn to use labelled wordwall games. And the next meeting, the researcher observed that students were very interested in learning using labelled wordwall games. It was proven by students who were impatient with learning English. Therefore, the researcher concluded that the use of labelled wordwall games can increase student interest, motivation and student activity in the classroom.

This research is accordance with researchers Hollingsworth and Lewis (2006) who found that the use of games in EFL classroom made students more interested and willing to teach the learning process, increasing students' understanding of the material presented by the teacher. The statement is in line with the statement of Goscu and Caganaga (2016) who found that the use of

games for learning can increase students' understanding and motivation in learning activities and make them more active in carrying out learning activities in class.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research is to identify and describe students' perceptions of the use of games in English classes. Data was collected through questionnaires and student reflections after the learning process. The researcher asked students to fill out a survey on Google Forms and respond with their opinions on WhatsApp.

As a learning strategy, games facilitate learning and provide richer knowledge to students. Another benefit of games is that they make teaching and learning activities better and more effective, increasing students' understanding of the subject matter. After that, students become more active and communicative, and less embarrassed if they answer incorrectly. Because it feels like a competitive game while playing, and the teacher finds out the students' learning strengths and weaknesses. Knowing this allows teachers to evaluate learning plans and methods to determine whether they result in positive or negative improvements in student learning outcomes. Interaction between students and teachers can be improved in the teaching and learning process by using games.

The implementing of labelled wordwall game in EFL classroom brings many benefits to students. Students interact more in class, are more motivated to complete homework, can share ideas with their friends, and are more enthusiastic about learning.

However, there are drawbacks to using games in the classroom. Additional tools and support are required, and the classroom atmosphere is often inappropriate.

B. Suggestion

The researcher suggests the following:

1. The educational institutions particularly Junior High School and senior high school are suggested to use wordwall gamification to design the EFL classroom it can give a better result in teaching and learning process.
2. It is suggested to English teachers to know students' academic achievement in EFL classroom by implementing wordwall gamification
3. For further research, the researcher recommends another study to be conducted in relation to the use oflabelled wordwall gamification in other aspect of learning.

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APPENDICES



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PASCASARJANA

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PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-24/In.39/PP.00.09/PPS.05/03/2024
Lampiran : -
Perihal : Permohonan Rekomendasi Izin Penelitian

7 Maret 2024

Yth. **Bapak Bupati Bone**
Cq. **Dinas Penanaman Modal Dan Pelayanan**
Terpadu Satu Pintu

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : AHMAD JAFAR
NIM : 2120203879102013
Program Studi : Tadris Bahasa Inggris
Judul Tesis : **The Implementing of Gamification in EFL Classroom at MA Baytul Mukarramah Bone (Critical Analysis on Student Academic Achievement).**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Maret s/d Mei Tahun 2024**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.



Direktur,
Dr. Hj. Darmawati, S.Ag., M.Pd
NIP. 19720703 199803 2 001



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

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Makassar 90231

Nomor : **5823/S.01/PTSP/2024** Kepada Yth.
Lampiran : - Bupati Bone
Perihal : **Izin penelitian**

di-
Tempat

Berdasarkan surat Direktur PPs Institut Agama Islam Negeri Parepare Nomor :
B.239/In.39/PP.00.9/PPS.05/03/2024 tanggal 07 Maret 2024 perihal tersebut diatas,
mahasiswa/peneliti dibawah ini:

N a m a : **AHMAD JAFAR**
Nomor Pokok : **2120203879102013**
Program Studi : **Pend. Bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa (S2)**
Alamat : **Jl. Amal Bakti No. 08 Soreang Parepare**

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun Tesis,
dengan judul :

**" The Implementing of Gamification in EFL Classroom at MA Baytul Mukarramah Bone (Critical
Analysis on Student Academic Achievement) "**

Yang akan dilaksanakan dari : Tgl. **20 Maret s.d 20 Mei 2024**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud
dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 09 Maret 2024

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
Pangkat : **PEMBINA TINGKAT I**
Nip : **19750321 200312 1 008**

Tembusan Yth
1. Direktur PPs Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

Nomor: 5823/S.01/PTSP/2024

KETENTUAN PEMEGANG IZIN PENELITIAN :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota C q. Kepala Bappelitbangda Prov. Sulsel, apabila kegiatan dilaksanakan di Kab/Kota
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) eksamplar hardcopy dan softcopy kepada Gubernur Sulsel. Cq. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Prov. Sulsel
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

REGISTRASI ONLINE IZIN PENELITIAN DI WEBSITE :
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NOMOR REGISTRASI 20240309362023



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 'Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.'
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PEMERINTAH KABUPATEN BONE
**DINAS PENANAMAN MODAL DAN
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Jalan Petta Ponggawae No. 4, Watampone, Bone, Sulawesi Selatan,
Telepon (0481) 25056, Faximile (0481) 25056,
Laman <https://dpmptsp.bone.go.id/>, pos-el dpmptspbhone@gmail.com

IZIN PENELITIAN

Nomor: 070/12.334/IV/IP/DPMPTSP/2024

DASAR HUKUM :

1. Undang-Undang Republik Indonesia Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

Dengan ini memberikan Izin Penelitian Kepada :

N a m a : AHMAD JAFAR
NIP/Nim/Nomor Pokok : 2120203879102013
Jenis Kelamin : Laki-Laki
Alamat : Desa Jaling Kec. Awangpone
Pekerjaan : Mahasiswa Pascasarjana Institut Agama Islam Negeri Parepare

Maksud dan Tujuan mengadakan penelitian dalam rangka Penulisan Tesis dengan Judul :
"THE IMPLEMENTING OF GAMIFICATION IN EFL CLASSROOM AT MA BAYTUL MUKARRAMAH BONE (CRITICAL ANALYSIS ON STUDENT ACADEMIC ACHIEVEMENT)"
Lamanya Penelitian : 01 April 2024 s/d 20 Mei 2024

Dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Kepala Madrasah Aliyah Baytul Mukarramah Welalange Kabupaten Bone
2. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar Foto Copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Bone.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Watampone, 01 April 2024
KEPALA DINAS,



Drs. ANDI AMRAN, M. Si
Pembina Utama Muda, IV/c
NIP. 19681122 198908 1 001

Rp.0,-

Tembusan Kepada Yth.:

1. Kepala Badan Penelitian dan Pengembangan Daerah Kabupaten Bone di Watampone.
2. Arsip.



**MADRASAH ALIYAH ILMU QUR'AN
BAYTUL MUKARROMAH**

Jalan Welalange Kel.Bulu Tempe Kec.TaneteRiattang Barat Kab.Bone
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SURAT IZIN PENELITIAN
Nomor : 017/MA.BM/3/2024

Yang bertanda tangan di bawah ini:

Nama : Nurdin,S.PdI,M.PdI.,MA
NIK : 197512312007101 003
Jabatan : Kepala Madrasah MA Baytul Mukarromah

Dengan ini menerangkan bahwa :

Nama : AHMAD JAFAR
Nomor : 2120203879102013
Program Studi : Pend.Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S2)

Diberikan izin untuk melaksanakan penelitian yang berjudul “ **The Implementing of Gamification in EFL Classroom at MA Baytul Mukarromah Bone (Critical Analysis on Student Academic Achievement)**” di MA Baytul Mukarromah yang akan dilaksanakan pada tanggal 20 Maret s/d 20 Mei 2024.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bone, 11 Maret 2024

Kepala Madrasah

Nurdin.S.PdI.M.PdI.,MA
NIP. 197512312007101 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
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SURAT KETERANGAN

Nomor: /ln.39/UPB.10/PP.00.9/06/2024

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Ahmad Jafar
Nim : 212020387910201
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 21 Juni 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 24 Juni 2024
Kepala,



Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

Student Guide Line Questinare (google form)

EFL students' Perceptions of the Implementation labelledwordwall gamification in EFL classroom

Time of Interview :

Date :

Place :

Interviewer :

Interviewee :

Position of Interviewee :

Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)
I am interested in the use of Games in English class.				
I like the implementation of games in the learning process				
I am enthusiastic about learning using games.				
I feel satisfied when using games in classroom learning.				
Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)
I always prepare very well when the teacher asks me to use games.				
I pay attention to my friends when they are doing activities using games in class.				
I learned several new expressions used in playing games in class.				
Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)
The use of games in class makes me motivated to learn English.				
With games, I am more often involved in activities in English class.				
The material taught in class is very suitable to be taught through the strategy of using games.				
I agree that using games is an effective technique in teaching English.				
Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)
Games made me more active in learning English.				
With games, it is easy for me to understand the material explained by the teacher.				
With games my vocabulary knowledge increases.				
Games creates good communication between students and teachers.				

Information :

1 = Strongly agree

2 = Agree

3 = Disagree

4 = Strongly disagree

Results :

Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)	Jumlah
I am interested in the use of Games in English class.	1	17	0	0	18
I like the implementation of games in the learning process	2	14	2	0	18
I am enthusiastic about learning using games.	5	11	0	2	18
I feel satisfied when using games in classroom learning.	4	13	0	1	18
Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)	Jumlah
I always prepare very well when the teacher asks me to use games.	5	10	1	2	18
I pay attention to my friends when they are doing activities using games in class.	4	14	0	0	18
I learned several new expressions used in playing games in class.	3	13	0	2	18
Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)	Jumlah
The use of games in class makes me motivated to learn English.	6	12	0	0	18
With games, I am more often involved in activities in English class.	7	9	1	1	18
The material taught in class is very suitable to be taught through the strategy of using games.	7	9	1	1	18
I agree that using games is an effective technique in teaching English.	4	13	0	1	18
Questions	Strongly agree (1)	Agree (3)	Disagre (2)	Strongly Disagree (4)	Jumlah
Games made me more active in learning English.	6	11	0	1	18
With games, it is easy for me to understand the material explained by the teacher.	3	12	1	2	18
With games my vocabulary knowledge increases.	8	8	1	1	18
Games creates good communication between students and teachers.	6	11	1	0	18

Student Guide Line Interview

EFL students' Perceptions of the Implementation labelledwordwall gamification in EFL classroom

Time of Interview :

Date :

Place :

Interviewer :

Interviewee :

Position of Interviewee :

1. How do you feel when teachers use games in the classroom in learning English?
Why
2. Are the game usage activities carried out today motivating? are you going to take lessons? Why?
3. What benefits do you get from using the games you use? does the teacher do in the classroom? Why

Result :

Siswa 1

1. Perasaan saya ketika ada games di kelas yaitu senang karena dengan adanya games sayamenjadi lebih aktif berinteraksi dan lebih semangatkarena keseruannya dan selain seru saya menjadi lebih mudah memahami. Dengan adanya games juga sy lebih sering terlibat dan lebih bersemangat dalam belajar.
2. Ya, karena dengan games ini saya dan teman-teman lebih percaya diri dan penuh rasa semangat serta berlombalomba untuk menyelesaikan games tersebut. Dan dengan itu saya berinteraksi tanpa harus merasa canggung lagi.
3. Manfaat yang saya dapatkan ialah games dapat menambah wawasan saya dalam bahasa Inggris, serta menambah kosakata saya dan saya juga lebih percaya diri.

PAREPARE

Siswa 2

1. Perasaan saya saat menggunakan games di dalam kelas sangat senang, bahagia, bagus dan seru karena dengan penggunaan games di kelas saya tidak merasa bosan dan tidak tegang dalam melakukan pembelajaran.
2. Iya, karena penggunaan games di kelas sangat memotivasi saya untuk belajar. Dan juga saya sangat termotivasi untuk menyelesaikan gamenya dengan cepat dan benar.
3. Manfaatnya yaitu kita bisa memahami dengan cepat materi yang di berikan hari ini.

Siswa 3

1. Menurut saya, sy senang dan suka dengan adanya games dalam pembelajaran bahasa inggris. Karena Dengan menggunakan metode games dalam proses pembelajaran sangatlah membantu siswa dan dengan adanya games dalam proses pembelajaran membuat materi yang disampaikan dapat dengan mudah di pahami dan juga membuat kita semangat dalam belajar.
2. Iya, ini sangat memotivasi saya untuk belajar. Dengan adanya ini juga membuat saya lebih percaya diri dan kami saling menghargai adanya pendapat yang berbeda-beda dan saling menghargai pendapat masing-masing.
3. Saya lebih percaya diri dan saya juga memahami materi hari ini dengan cepat

Siswa 4

1. Saya senang sekali karena penggunaan games dalam kelas akan membangunkan suasana di dalam kelas selain akan membangun suasana didalam kelas dan prosesnya yang menarik ini juga akan membangkitkan semangat para murid.
2. Iya, sangat memotivasi saya karena dengan adanya kerja sama dalam kelompok itu akan membuat pekerjaan kita lebih mudah terselesaikan.
3. Manfaatnya yaitu saya semangat untuk belajar dan mengerjakan tugas yang diberikan.

Siswa 5

1. Saya suka dan merasa senang belajar dengan games karena penggunaan games di dalam kelas sangat menarik, seru, dan membuat semangat dalam belajar. Karena dengan games saya bisa aktif dalam belajar.
2. Iyah. Karena kegiatan hari ini sangat seru dan membuat saya cepat mengerti akan materi yang diberikan oleh guru.
3. Manfaatnya adalah games bisa membuat saya lebih semangat dan percaya diri untuk melakukan komunikasi dan menyelesaikan games tersebut.

Siswa 6

1. Perasaan Saya senang, karena menggunakan games dalam proses ajar mengajar didalam kelas dapat membuat saya lebih semangat belajar, aktif dan tidak merasa bosan, juga dapat menambah keakraban dan berinteraksi dengan yang lainnya.
2. Iya. karena dengan materi yang telah diberikan oleh guru itu sangat bermanfaat, sehingga untuk membuat saya lebih paham lagi dan menguasai materi, saya harus sering mengasah materi yang telah diberikan dalam artian sering berkomunikasi

dengan kelompok atau partner saya untuk meningkatkan kemampuan saya berbahasa Inggris.

3. Penggunaan game didalam kelas sangat bermanfaat sekali buat saya selain merasa senang juga dapat melatih mental dan percaya diri saya untuk berbicara /berkomunikasi dengan menggunakan bahasa Inggris.

Siswa 7

1. Penggunaan games di dalam kelas adalah sebuah ide yang bagus dan membuat saya merasa senang , karena dengan menggunakan games para siswa akan lebih rileks dalam belajar dan akan memberikan semangat lebih dalam belajar. Dengan games saya menjadi lebih memperhatikan saat gurumenjelaskan.
2. Ya. Karena kami harus saling berbagi pengetahuan tentang apa yang kami tahu kepada teman lainnya yang belum mengerti.
3. Manfaatnya, saya jadi terbantu ketika ada materi yang belum saya mengerti, kami pun lebih sering berkomunikasi ketika brunding serta bertukar pendapat. Dengan adanya games di kelas sy merasa percaya dirikarena sy terbiasa berbicara ketika dalam bermain game.

Siswa 8

1. Saya suka dan senang karna permainan yg di lakukan dalam kelas sangat bagus,karena dgn begitu Pelajar tidak terlalu tertekan dalam melangsungkan ajar mengajar dan biasanya dengan melakukan game pembelajaran lebih mudah di pahami.
2. Iya. Sangat memotivasi sy untuk berkomunikasi dgn tmn2 sy karena dgn adanya game itu z lebih yakin akan diri saya untuk melakukan komunikasi tersebut
3. Manfaat yg saya rasakan adalah dengan di adakan nya game dalam kls pelajaran yg tadinya sangat Sulit untuk z pahami menjadi mudah dan pelajaran yg sangat sulit untuk z hafal dengan seketika z menghapalnya

Siswa 9

1. Penggunaan games di dalam kelas sangatlah menarik dan menyenangkan sehingga dapat membuat suasana ruangan menjadi terhibur dan tidak membosankan.
2. Iya. Karena saya dan temanteman saya bisa saling membantu jika ada kesulitan dan bisa mejalin hubungan pertemanan dengan baik.
3. Dengan penggunaan games dikelas saya bisa cepat paham dengan materi yang dijelaskan. Oleh guru dan dengan adanya games membuat saya tidak tegang dan canggung saat proses pelajaran berlangsung.

Siswa 10

1. Saya merasa senang saat menggunakan games di dalam kelas selain menarik dan seru, juga membuat kita tidak mudah sedikit-dikit mengantuk atau bosan bahkan malas. kerana dengan games kita dapat lebih semangat dan aktif dalam belajar. Dengan adanya games saya mempelajari beberapa ekspresi baru

2. Iya, sangat memotivasi saya untuk melakukankomunikasi dengan kelompok karena dengan adanya games, kitamenjadi semangat serta aktif dalam melakukan kegiatan
3. Manfaat yang saya dapatkan dari penggunaan games ialah saya lebih percaya diri karenadengan games dapat menghiangkan rasa gugup. Dan juga saya mendapat banyak kosa kata baru di dalam penggunaan games.

Siswa 11

1. Saya senang belajar dengan games karena game sangatlah menarik dan seru,karena atas adanya games dalam kelas sangat membuat para siswa menjadi bersemangat dalam belajar.
2. Ya, karena dengan kelompok kita dapat saling berkomunikasi dan saling bekerjasama.
3. Manfaat yang saya rasakan membuat kami dengan adanya games di dalam kelas adalah materi yang sangat susah untuk dipahami, menjadi mudah untuk di pahami. lebih antusias dan bersemangat dalam belajar serta mudah dipahami.

Siswa 12

1. Bermain games didalam kelas sangatlah menyenangkan karena bersama teman" yg lain. Tetapi jgn main games saat jam pembelajaran karena itu akan membuat siswa lebih semaangat dalam belajar
2. Ya. Karena jika kita tdk berkomunikasi kepada kelompok/patner, kami akan mengalami kesulitan dalam bermain game tertentu
3. Manfaatnya ialah pengetahuan kosakatabertambah dan lebih percaya diri

Siswa 13

1. Menurut saya, penggunaan games di dalam kelas ini menyenangkan dan sangat seru, karena bisa menambah semangat siswa dalam belajar. Selain itu, saya juga lebih memperhatikan kegiatan dalam kelas karena tidak membosankan.
2. Ya, memotivasi karena dengan adanya kelompok dalam penggunaan games ini kita bisa berkomunikasi sehingga memiliki banyak pendapat dari siswa.
3. Menurut saya, manfaat yang saya dapatkan yaitu menambah pengetahuan dan melakukan kerja sama yang baik dalam games ini.

Siswa 14

1. Saya suka dengan adanya games dikelas karena dengan adanya games dikelas, suasana dlkelas menjadi lebih efektif karena kita juga sebagai siswa pasti bosan liat rumus sama materi terus jadi otaknya kita perlu refresing dengan game.
2. Iyasangat memotivasi saya untuk berkomunikasi dengan teman-teman lain.
3. Manfaat ketika belajar dengan game yaitu materi bisa dengan mudah masuk di otak saya. Pengetahuan kosakata lumayan bertambah

Siswa 15

1. Saya merasa senang karena penggunaan games di dalam kelas lebih menarik karena belajar menggunakan games terasa lebih santai dan mudah untuk di pahami.
2. Ya, karena kegiatan hari ini sangat menarik dan membuat saya mudah memahami
3. Manfaat yang saya dapatkan dari game yaitu, kita bisa lebih aktif dalam belajardibanding sebelumnya.

Siswa 16

1. Penggunaan games membuat saya merasa senang karena saat ini sangat memotivasi karena saat saya bermain game saya dengan adanya game membuat saya berani.
2. Iya, sangat memotivasi karena saat saya bermain game saya dapat melancarkan komunikasi sy dgn teman saya yang awalnya ragu untuk berbicara satu sama lain dan sekarang menjadi tidak malu atau ragu lagi
3. Dengan adanya game membuat saya berani berbicara di hadapan teman temansayaa dan tidak merasa malu lagi

Siswa 17

1. Saat saya bermain game saya dengan adanya game membuat saya berani.
2. Saya yang awalnya ragu untuk berbicara satu sama lain dan sekarang menjadi tidak malu atau ragu lagi
3. Saya berani berbicara di hadapan teman temansayaa

Siswa 18

1. Karena dengan adanya games di kelas, suasana di kelas menjadi lebih efektif
2. Saya lebih paham lagi dan menguasai materi, saya harus sering mengasah materi yang telah diberikan
3. Saya selain merasa senang juga dapat melatih mental dan percaya diri saya untuk berbicara berkomunikasi dengan menggunakan bahasa Inggris.

LESSON PLAN

Meeting 1

Day/Date : Friday, 19th April 2024

Topic :Describing someone's character and personality

Class : 10th grade MA BaytulMukarramah Bone

Opening (10 Minutes):

1. The teacher starts the lesson by greeting the students and asking about their condition.

Example :

T :Asslamu 'alaikumWr. Wb.

S :Walaikum salamWr. Wb.

T: (smile) Good morning, class! How are you all today?

S: (cheer up) Good morning, sir! We are fine, thank you.

T: Ok. I hope you are ready for today's English lesson.

S: Yes sir. We are ready.

T: Excellent! Before we get started, let me check your homework.

S: Here you go, sir.

T: Good job,

S: Thank you, sir

2. The teacher conducts apperception by asking students what they know about describing character and personality.
3. The teacher shows several examples of pictures of people with various characters and personalities.
4. The teacher asks students to describe the characters and personalities of the people in the picture.

Main Activities (30 Minutes):

1. The teacher explains the concept of describing character and personality, including vocabulary that can be used to describe a person's character and personality.

2. The teacher introduces a labelledwordwall game

The teacher took the time to explain the rules of the game to students in a clear and easy-to-understand way. Make sure all students understand how to play and what is expected of them. When possible, the teacher used examples and demonstrations to help students understand the rules of the game. This can help them visualize how to play and avoid misunderstandings. give students the opportunity to ask if they have questions about the rules of the game. Make sure all doubts are answered before starting the game.

3. The teacher divides the students into several small groups.
4. The teacher asks each group to choose one of the pictures of the person shown previously.
5. The teacher asks each group to make a labelledwordwall to describe the character and personality of the person in the picture they chose.
6. The teacher facilitates students in making labelledwordwall.
7. The teacher asks each group to present their labelledwordwall in front of the class.
8. Teacher and students discuss the labelledwordwall that has been presented.

Closing (5 Minutes):

1. The teacher concludes the learning material about describing character and personality.
2. The teacher gives awards to students who actively participate in learning.

3. The teacher gives students the task of making a labelled wordwall to describe the character and personality of one of their friends.

Evaluation:

1. Student activity in participating in learning.
2. Quality labelled wordwall created by students.
3. Students' ability to describe a person's character and personality.

Variation:

- Teacher can use other media besides pictures, such as videos or articles, to introduce describing character and personality.
- Teacher can use other games on Wordwall.net to practice students' abilities in describing a person's character and personality.
- Teacher can give assignments to students to write paragraphs about describing character and personality.



Meeting 2Day/Date : Friday, 26th April 2024

Topic :Health and sports

Class : 10th grade MA BaytulMukarramah Bone

Opening (10 Minutes):

1. The teacher starts the lesson by greeting the students and asking about their condition.

Example :

T :Asslamu 'alaikumWr. Wb.

S :WalaikumsalamWr. Wb.

T: (smile) Good morning, class! How are you all today?

S: (cheer up) Good morning, sir! We are fine, thank you.

T: Ok. I hope you are ready for today's English lesson.

S: Yes sir. We are ready.

T: Excellent! Before we get started, let me check your homework.

S: Here you go, sir.

T: Good job,

S: Thank you, sir

2. The teacher conducts apperception by asking students what they know about health and sports
3. The teacher shows several examples of pictures about health and sports
4. The teacher asks students to adjective that they memorize

Main Activities (30 Minutes):

1. The teacher explains the concept of health and sports, including vocabulary that can be used to describe about health and sports.
2. The teacher introduces a labelledwordwall game
3. The teacher divides the students into several small groups.
4. The teacher asks each group to choose one of the pictures of the person shown previously.
5. The teacher asks each group to make a labelledwordwall to dmemorize the adjective of the person in the picture they chose.
6. The teacher facilitates students in making labelledwordwall.
7. The teacher asks each group to present their labelledwordwall in front of the class.
8. Teacher and students discuss the labelledwordwall that has been presented.

Closing (5 Minutes):

1. The teacher concludes the learning material about adjectives.
2. The teacher gives awards to students who actively participate in learning.
3. The teacher gives students the task of making a labelledwordwall to describe the adjective of one of their friends.

Evaluation:

1. Student activity in participating in learning.
2. Students' ability to describe about adjectives

Meeting 3Day/Date : Friday,3rdMay 2024

Topic :Adjective

Class : 10th grade MA BaytulMukarramah Bone

Opening (10 Minutes):

1. The teacher starts the lesson by greeting the students and asking about their condition.

Example :

T :Asslamu 'alaikumWr. Wb.

S :WalaikumsalamWr. Wb.

T: (smile) Good morning, class! How are you all today?
 S: (cheer up) Good morning, sir! We are fine, thank you.
 T: Ok. I hope you are ready for today's English lesson.
 S: Yes sir. We are ready.
 T: Excellent! Before we get started, let me check your homework.
 S: Here you go, sir.
 T: Good job,
 S: Thank you, sir

2. The teacher conducts apperception by asking students what they know about adjective.
3. The teacher shows several examples of pictures about adjective.
4. The teacher asks students to mention and describe some adjectives.

Main Activities (30 Minutes):

1. The teacher explains about adjectives, including vocabulary that categorized in adjective group.
2. The teacher introduces a labelledwordwall game
3. The teacher divides the students into several small groups.
4. The teacher asks each group to choose one of the pictures of the person shown previously.
5. The teacher asks each group to make a labelledwordwall to describe the sdjective of the person in the picture they chose.
6. The teacher facilitates students in making labelledwordwall.
7. The teacher asks each group to present their labelledwordwall in front of the class.
8. Teacher and students discuss the labelledwordwall that has been presented.

Closing (5 Minutes):

1. The teacher concludes the learning material about health and sports
2. The teacher gives awards to students who actively participate in learning.
3. The teacher gives students the task of making a labelledwordwall to health and sport of one of their friends.

Evaluation:

1. Student activity in participating in learning.
2. Students' ability to describe about health and sports

Meeting 4

Day/Date :Wednesday,17thMay 2024

Topic :Hobby and Occupation

Class : 10th grade MA BaytulMukarramah Bone

Opening (10 Minutes):

1. The teacher starts the lesson by greeting the students and asking about their condition.

Example :

T :Asslamu 'alaikumWr. Wb.

S :WaalaikumsalamWr. Wb.

T: (smile) Good morning, class! How are you all today?

S: (cheer up) Good morning, sir! We are fine, thank you.

T: Ok. I hope you are ready for today's English lesson.

S: Yes sir. We are ready.

T: Excellent! Before we get started, let me check your homework.

S: Here you go, sir.

T: Good job,

S: Thank you, sir

2. The teacher conducts apperception by asking students what they know about hobby and occupation.

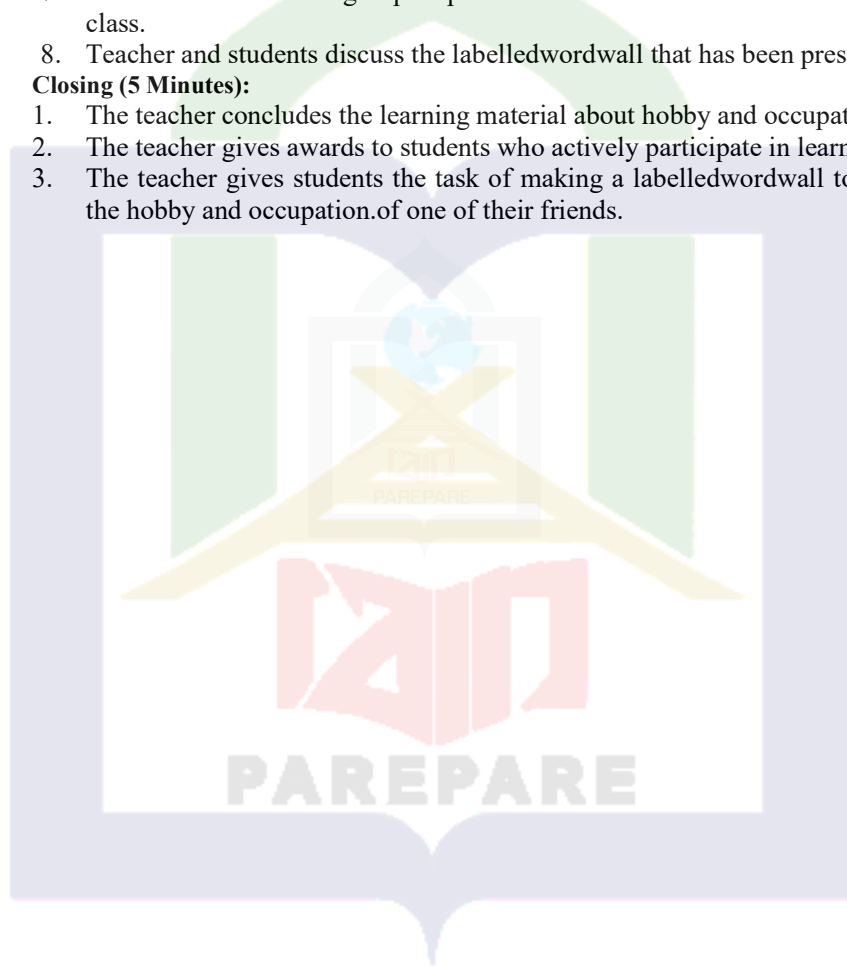
3. The teacher shows several examples of pictures about hobby and occupation.
4. The teacher asks students to mention and describe hobby and occupation.

Main Activities (30 Minutes):

1. The teacher explains about hobby and occupation
2. The teacher introduces a labelledwordwall game
3. The teacher divides the students into several small groups.
4. The teacher asks each group to choose one of the pictures of the person shown previously.
5. The teacher asks each group to make a labelledwordwall to describe the sdjective of the person in the picture they chose.
6. The teacher facilitates students in making labelledwordwall.
7. The teacher asks each group to present their labelledwordwall in front of the class.
8. Teacher and students discuss the labelledwordwall that has been presented.

Closing (5 Minutes):

1. The teacher concludes the learning material about hobby and occupation.
2. The teacher gives awards to students who actively participate in learning.
3. The teacher gives students the task of making a labelledwordwall to describe the hobby and occupation.of one of their friends.



Evaluation:

1. Student activity in participating in learning.
2. Quality labelled wordwall created by students.
3. Students' ability to describe about hobby and occupation.



Labelled Wordwall Game

The screenshot shows a web browser window displaying a Wordwall game. The game is titled "Adjectives to describe character and personality" and features a central illustration of a person with various personality traits labeled around them. The traits include: Attentive, Calm, Cheeky, Intelligent, Faithful, Pessimistic, Friendly, Good tempered, Happy, Hard-working, Honest, Nervous, Humble, Lively, Obedient, and Optimistic. The game is set against a timer of 0:04. On the left side, there are social media sharing icons for Facebook, X, and a link icon. On the right side, there is a "Switch template" menu with options: Labelled diagram (selected), Anagram, Flash cards, Flip tiles, Hangman, and Show all. At the bottom of the game area, there is a "Submit Answers" button and a "Share" button. The browser address bar shows the URL: wordwall.net/resource/4451592/describing-people-character-and-personality. A small circular video feed of a person is visible in the top right corner of the browser window.



DOCUMENTATION





ATTENDANCE LIST

No	Nama Guru Yang Mengajar	Mata Pelajaran	Pokok Pembahasan	Jumlah Jam	TTD
1					
2					
3					
4					
5					
6					
7	Mastan, S.Pd	Ilmu Hadis	Pembahasan ke-1 - ke-2	2 JP	Mastan
8	"	"	"	"	"
9	U. ASTHA, S.Pd	Al-Quran Hadis	Pembahasan ke-1 - ke-2	2 JP	U. Astha
10	"	"	"	"	"
11					
12					

No	NIS	Nama Siswa	L/P	JAM KE												JUMLAH	
				1	2	3	4	5	6	7	8	9	10	11	12	S	I
				TAHFIDZ													
	230002	AINUR ZAHWA	P														
	230003	ARDIAN ARMAN	L							✓	✓	✓					
	230004	FALLAH AZZAHRA	P							✓	✓	✓					
	230005	NIHLA REZKY AMALIAH	P							✓	✓	✓					
	230006	NI'MAH REZKY AULIAH	P							✓	✓	✓					
	230023	ARYA SAPUTRA	L							✓	✓	✓					
	(7) (8) SMW KASYID									✓	✓	✓					
	230007	ANISA RAMADANI	P														
	230008	ASTI JUNI ARWINI	P														
	230009	AULIA PEBRIANA	P														
	230010	CANDRA PRATAMA	L														
	230011	MELYANI	P														
	230012	MEY SHILA AMALIA	P														
	230013	MUH. FAIZ	L														
	230014	MUH. FAUZI ILHAM	L														
	230015	MUH. EL FAYYAD ZAINAL	L														
	230016	NABILA ZAHRA ISHAD	P														
	230017	NUR FADILLAH	P														
	230018	SARIANTI	P														
	230019	SRI MULYANI	P														



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Benar telah diterima pada Jurnal **Jurnal Kolaboratif Sains Volume 7, No. 1, Tahun 2024** yang telah terakreditasi **SINTA 5**.

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Thank you for submitting the manuscript, "The Implementing of Gamification in EFL Classroom at MA Baytul Mukarramah Bone (Critical Analysis On Student Academic Achievement)" to International Journal of Health, Economics, and Social Sciences (JHES). With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

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Dear Author(s)

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It's my pleasure to inform you that, after the peer review, your paper **The Implementing of Gamification in EFL Classroom at MA Baytul Mukarramah Bone (Critical Analysis on Student Academic Achievement)** has been **ACCEPTED** with content unaltered to publish with **International Journal of Health, Economics, and Social Sciences (IJHES)** in **Volume 7 Issue 1 (January 2025)**.

Thank you for making the journal a vehicle for your research interests

With regards
Yours sincerely



Dr. Ahmad Yani
Editor in Chief

The Implementing of Gamification in EFL Classroom at MA Baytul Mukarramah Bone (Critical Analysis On Student Academic Achievement)

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ABSTRACT

This research examines the impact of implementing gamification in learning English as a Foreign Language (EFL) at MA Baytul Mukarramah Bone. This research aims to answer the main research question regarding the effect of using wordwall gamification on student learning achievement. This research uses a qualitative approach with data collection methods through observation and interviews. Data analysis was carried out qualitatively with stages of data collection, data reduction, data presentation, and verification and conclusions. Data was obtained through observations of English teachers and interviews with students X MA Baytul Mukarramah Bone students. The research results showed that the application of wordwall.net gamification to class X MA Baytul Mukarramah Bone students was proven to be able to improve their learning achievement. This is evidenced by an increase in average exam scores and active participation of students in learning. This finding is also strengthened by the positive responses of students who show high interest in using wordwall gamification in English learning. This research provides evidence that wordwall gamification can be an effective learning strategy to improve EFL students' learning achievement at MA Baytul Mukarramah Bone. It is hoped that these findings can contribute to the development of English learning practices that are more interesting and meaningful for students..

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INTRODUCTION

Nowadays the students are surrounded by technology, where the access of information is only a fingertip away (Egbert, 2009). From a pedagogical point of view, the integration of internet is useful, meaningful and necessary for a successful school. In modern era, it goes without saying that modern EFL classroom will reflect what is seen in society. It can add significant value to the learning process, and increase interest in motivation.

In recent years, gamification has emerged as an innovative pedagogical approach that incorporates elements of game design into non-game contexts such as classrooms (Deterding et al., 2022). The existing body of literature provides evidence regarding the potential benefits of gamification in terms of increased student engagement and motivation (Barata et al., 2023; Dichev & Dicheva, 2023), enhanced academic achievement (Bicen & Kocakoyun, 2021; Ortiz et al., 2020), and improved social interactions (Kingsley & Grabner-Hagen, 2023; Rodriguez & Colognesi, 2022)

Several studies have investigated the implementation of gamification in English as a Foreign Language (EFL) classrooms specifically. A mixed methods study by Dale (2021) in a tertiary EFL classroom in Thailand demonstrated statistically significant increases in student participation, motivation, peer collaboration, and exam scores after a badging system was introduced. Similarly, qualitative findings by

Rahimi and Yadollahi (2022) highlighted improved vocabulary gains, student autonomy, and classroom vitality through the use of Kahoot and Quizizz gamified platforms within an Iranian EFL context.

While existing studies provide promising evidence, most have focused only on one or two outcome factors without providing a more comprehensive evaluation across key aspects affected by gamification. As Daum and Busch (2023), argue that the further critical analysis is needed to elucidate the precise mechanisms and specific design factors which contribute to successful gamification implementations. Moreover, much of the research has centered on tertiary EFL students within Asian contexts, with limited investigation in Indonesian schools and colleges specificall.

Learning English is not an easy task. The language teaching method has also changed significantly, and everyone is instructed to teach the student. Traditional teaching methods were supported by such spirits as radio, television, and ultimately information technology. Technical work was considered important in the study of English, and the importance of technical knowledge of the English language was accepted in many parts of the world, which has facilitated and augmented English learning to a great extent.

Implementation of Gamification in EFL classroom is one of the trends off active learning strategies (Ricardus Eko Indrajit, 2020), the aim of the current work is to study and present the nature and benefits of gamification and to provide some ideas how to implement it in EFL classroom. It because today's learners are digital natives and have new profile. They grew up with digital technologies and have different learning styles, new attitude to the learning process and higher requirements for teaching and learning. Teachers are facing new challenges and have to solve important issues related to the adaptation of the learning process towards students' needs, preferences and requirements.

The idea of using gamification in the teaching process has been spread in schools nowadays. Many teachers have not utilize games as their teaching and learning methodology. Learning from a book or material is not only the main point of school. Teachers only focus on the material that should be thought to the student. In order to have an effective EFL classroom. One of the ways to make it effective is the teacher should be creative to choose games that may gain the students more enthusiastic. Moreover, games make students more interactive and communicative.

This research tries to analyse student academic achievement by implementing game in EFL classroom for ten grade students. The kind of gamification will use is wordwall online at wordwall.net. To analyse the students academic achievement the researcher will use the theory of Bloom's Taxonomy, which was coined by Benjamin Bloom at every stage of a child's development in education, several factors need to be considered because it becomes a reference for assessing the extent of the child's development progress. The important factors are cognitive, affective, and psychomotor aspects.

METHODOLOGY

This research uses a qualitative approach with data collection methods through observation and interviews. Data analysis was carried out qualitatively with stages of data collection, data reduction, data presentation, and verification and conclusions. Data was obtained through observations of English teachers and interviews with students X MA Baytul Mukarramah Bone students.

RESULTS AND DISCUSSION

This part discusses the analysis of the data presentations from the research questions addressed. The discussion is divided into three parts based on the research questions of this research; teachers' perception of the wordwall game implementation, students respond on the implementation of wordwall gamification and students' academic achievements on three aspect through the implementation of wordwall gamification. Wordwall aims to make it easier for teachers to create online learning environments based on educational games without having to master coding and be able to adapt to the taught material. This wordwall website is suitable for designing and evaluating a learning assessment. The wordwall page provides examples of creations by teachers who have used wordwall before so that especially new users can get an idea of how to be creative.

Teacher perception of the wordwall game implementation

Based on the findings presented previously, Teachers has a positive response to implementation of wordwall gamification on EFL learning. They stated that wordwall game is good, effective and highly appropriate to be used as an approach to design learning materials. It is because the teacher need to prepare an set up the learning based on the student need and make them enjoy the learning. By the EFL classroom setting like a game environment the classroom look like casual class, make the classroom interesting and enjoyable.

According to teachers opinion in the previous findings, wordwall gamification is appropriate in teaching language because the learners have different environment on their learning. Therefore, by the use of wordwall gamification the result in teaching and learning is much better and faster. It is also supported by the report of the students' progress where the average of students' score is classified as good. Meanwhile, the

teacher reason in implementation of the wordwall gamification is making the students interesting and happy to the EFL learning activity and based on implementation of it is easy to set up the content of lesson. In regarding the student focus and enjoy the game while they study and increase student independence when reading and writing. Word wall activities can be used to improve literacy in all curriculum areas by helping students build vocabulary, improve spelling in written work, and explain ideas through oral communication.

The advantage of implementing wordwall game in EFL learning based on the other teacher's point of view is that the teacher is easy to control the students activity when they play the game by how the report of the student result at the leader board by EFL. Refer advantage of the implementation of wordwall gamification, it can't be denied that there are some disadvantages of wordwall game. One of the problems faced by teacher by the use of wordwall games is IT tools that the student use and the students internet connection.

Students' respond on the wordwall game implementation

Based on the findings presented previously, students have a positive response to implementing of wordwall game. They stated that wordwall game is good. It shows that wordwall game is helpful for the students because what they want and what they need to know are given to them to be learned and they fell enjoy because they look like play the game application. In this case the students feel that they don't have to fell been watched by the teacher to learn all the materials that set up like play game. The most importing thing by implementing the wordwall game make the students focus and enjoy the learning.

Many purpose of using wardwall gamification that have explained before, so that it can be argued that games ate an alternative to help students have fun and enjoy their selves when they are learning, and it also can do it freely and offers benefits such as enhancing vocabulary learning, increasing student engagement, improving learning skills, boosting motivation, and diversifying the educational process through interactive activities.

Students' academic achievement through wordwall gamification implementation

The academic achievement of students based on the research findings shows a good progress. Based on the affective score of students progress has a greater improvement than other elements of of academic achievement. It is supported by the chart of the students progress and student session history where the teachers' remarks are mostly state that the student progress in all element of the affective domain. It means that the learners have good improvement in their behaviour at EFL learning. in affective domain it self student show that their enthusiasm on joining the EFL learning. Student behaviour such as student responding to participate into any activity and their responding to the teacher instruction. The students are in EFL learning by the implementation of wordwall gamification they have a sensitivity to receive a stimuli. Such as teacher motivation and teacher talk. Beside that student student' valuing or the ability to give value or appreciation to every one during the learning showing the good enough improvement.

On the other hand, students' psychomotoric domain also has a good improvement because the students were intensively attending the meeting. It can be seen from the student session history where the students interest to attend the class regularly. It is also supported by the teacher statement that teaching students based on their own interest help the learners to understand the materials. Based on the report of students' progress on psycomotoric domain, writing short paragraph, speaking session, write short sentence, write a short dialogue and rewrite a jumble sentence are classified as very good.

In different aspect of academic achievement, after affective and psycomotoric, it was followed by cognitive that has a good improvement in the process of teaching and learning. The improvement of learners' academic achievement in implementation of wordwall game was influenced by some factors. Firstly, the students were happy and enjoy their English in the EFL classroom so that they feel free in joining classroom. The next factor was because the materials given to the students were setted up like play the game so that they were easily to contribute and doing something activity. It was supported by students' respond where the students in learning gave their idea and contributions to the all class room

CONCLUSION

In reality the learning outcomes are not yet in line with expectations. There are so many obstacles that need to be resolved so that the purpose of teaching English meets community expectations. In this case students often have difficulty expressing English words, due to lack of training activities. Therefore an English teacher must be able to motivate the importance of English in the real world, especially after graduating and seeking or continuing to higher education. So that the English language skills of students can be improved through a form of learning with a variety of material so that they are interested in learning English. Giving game is one way to arouse learning passion because the contents of interesting material to be listened to.

The perception of the teachers of wordwall game as an approach in teaching and learning English have positive effect to facilitate the student in learning. Wordwall gamification is highly appropriate to

students who want to learn and focus EFL classroom. It is good since students focus, feel happy and enjoy the lesson so that the result in teaching and learning are better and effective.

During the implementation of students have a positive response to the implementing of wordwall game. They stated that wordwall game is good. It is helpful for the students because what they want and what they need to know are given to them to be learned and they fell enjoy because they look like play the game application

The academic achievement of student in the implementation of wordwall gamification is in their cognitive, psicomotoric and affective domain since the students were given materials based on gamification environment so that the students were motivated to know and understand the content of the lesson that they haven't known yet. Besides, the comprehension in the score of students also have a good improvement since the students join the lesson with the implementing of wordwall game in EFL classroom. However, it doesn't mean that the other aspects of academic achievement were not improved. On the contrary, all aspects of students achievement in their speaking ability have a good improvement since the teachers always evaluate their students' progress by giving remarks on the students' session history.

RECOMMENDATION

The educational institutions particularly Junior High School and senior high school are suggested to use wordwall gamification to design the EFL classroom it can give a better result in teaching and learning process.

It is suggested to English teachers to know students' academic achievement in EFL classroom by implementing wordwall gamification

For further research, the researcher recommends another study to be conducted in relation to the use of wordwall gamification in other aspect of learning.

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2. Pelatihan Muballigh-Muballighah Angkatan XIV Se-Sulawesi Selatan di Bone oleh Yayasan Islamic Centre Masjid Al Markaz Al Islami Jenderal M. Yusuf tahun 2019
3. Program Penguatan Kompetensi Penceramah Agama oleh Kantor Wilayah Kementerian Agama Propinsi Sulawesi Selatan tahun 2020
4. Madrasah Kader Nahdlatul Ulama (MKNU) di Bone oleh Pengurus Besar Nahdlatul Ulama (PBNU) tahun 2021
5. Pendidikan Kader Penggerak Nahdlatul Ulama (PKPNU) di Bone oleh Pengurus Besar Nahdlatul Ulama (PBNU) tahun 2022
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