

**UNIVERSITY STUDENTS FEELING IN GAMIFIED
LEARNING OF ENGLISH LANGUAGE IN CLASSROOM.**

THESIS



By:

PRABOWO PUTRA ANUGRAH

201910100311036

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2024

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LEARNING OF ENGLISH LANGUAGE IN CLASSROOM.**

THESIS

**This thesis is submitted to meet one of the requirements to achieve
Bachelor Degree in English Language Education Department**



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PRABOWO PUTRA ANUGRAH

201910100311036

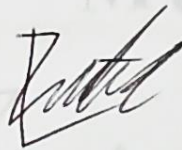
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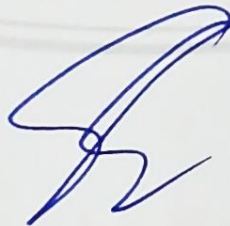
This thesis was written by Prabowo Putra Anugrah and approved on February, 2nd 2024

By:



Prabowo Putra Anugrah

Advisor,



Laela Hikmah Nurbatra, S.Pd., M.A., M. EdLead

APPROVAL PAGE

This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang
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Approved by:

Faculty of Teacher Training and Education
University of Muhammadiyah Malang

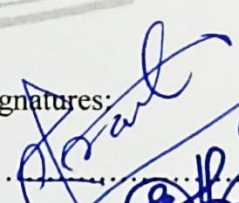
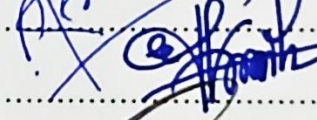
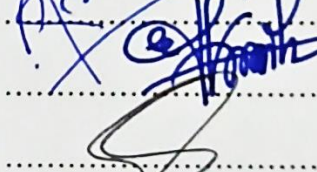


Prof. Dr. Trisakti Handayani, M.M.

Examiners:

1. Drs. Soeparto, M.Pd.
2. Khoiriyah, M.A
3. Laela Hikmah Nurbatra, S.Pd., M.A., M. EdLead

Signatures:

1. 
2. 
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MOTTOS AND DEDICATION

MOTTOS

“It all matter of perspective, the way you see and perceive the world may different with its own spectacle. So, try and understand the world.”

“Fortis Fortuna Adiuvat”

“Semua hal yang kita miliki belum tentu dimiliki orang lain, maka bersyukurlah atas apa yang kamu rasakan dan miliki saat ini.”

DEDICATION:

This thesis is dedicated to:

1. My family, especially parents for their prayers and support.
2. My niece and nephews for helping me in college works.
3. Laela Hikmah Nurbatra, S.Pd., M.A., M. EdLead., as my thesis advisor
4. Triastama Wiraatmaja, S.Pd., M. Si., as my academic advisor
5. All of my game friends, colleagues' friends, and childhood friend.
6. For special someone which I am too shy to put her name here.
7. Myself who have worked hard to complete this thesis.

AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that all content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

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This is a true copy of my thesis, as certified by my thesis committee and the English Language Education Department office of UMM.

Malang, 27 February 2024.



Prabowo Putra Anugrah

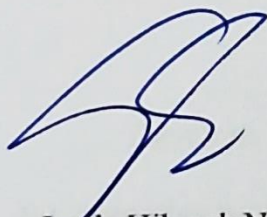
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ABSTRACT

Many studies have discussed about gamification and its effect towards educational context. Yet, very few of them studies about the feeling of the students in gamified learning. This research aims to explain the following research questions, what are the students' feelings towards gamified EFL learning in classroom, and what made them feel in particular. The subjects of this study are UMM's English Language Education Department students in the academic year of 2020. To seek the answer, the researcher used mixed methods with narrative inquiry in the qualitative method. Furthermore, the researcher conducted a close and open-ended questionnaire and a semi-structured interview to identify and validate the student's response. This study findings conveyed, that students were found to in three different feelings in the gamification activity. The feeling of comfort in the classroom was experienced, it was caused by the student's enjoyment in having a clear objectives and meaningful rewards towards the activity. In addition, students feel excited in the middle of activity and it happens as their sense of competitiveness are encouraged by the leaderboards system. Moreover, the student felt none as in feeling ordinary or regular due to having a burnout and due to must prepare for the next lessons. The researcher confident that this study may be useful for educators to consider in teaching gamification to raise student's motivation in EFL activity.

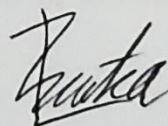
Keywords: *Gamification, Feelings, Narrative Inquiry*

Advisor



Laela Hikmah Nurbatra,
S.Pd., M.A., M. EdLead.

The Researcher



Prabowo Putra Anugrah

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4. All my supportive friends, game friends, childhood friends and to my college friends who have helped me to continue my progress.

Therefore, this thesis may not yet reach perfections but as life teaches us, the researcher is open to any feedback regarding this thesis. Thus, the researcher hope that this thesis may be useful for the reader.

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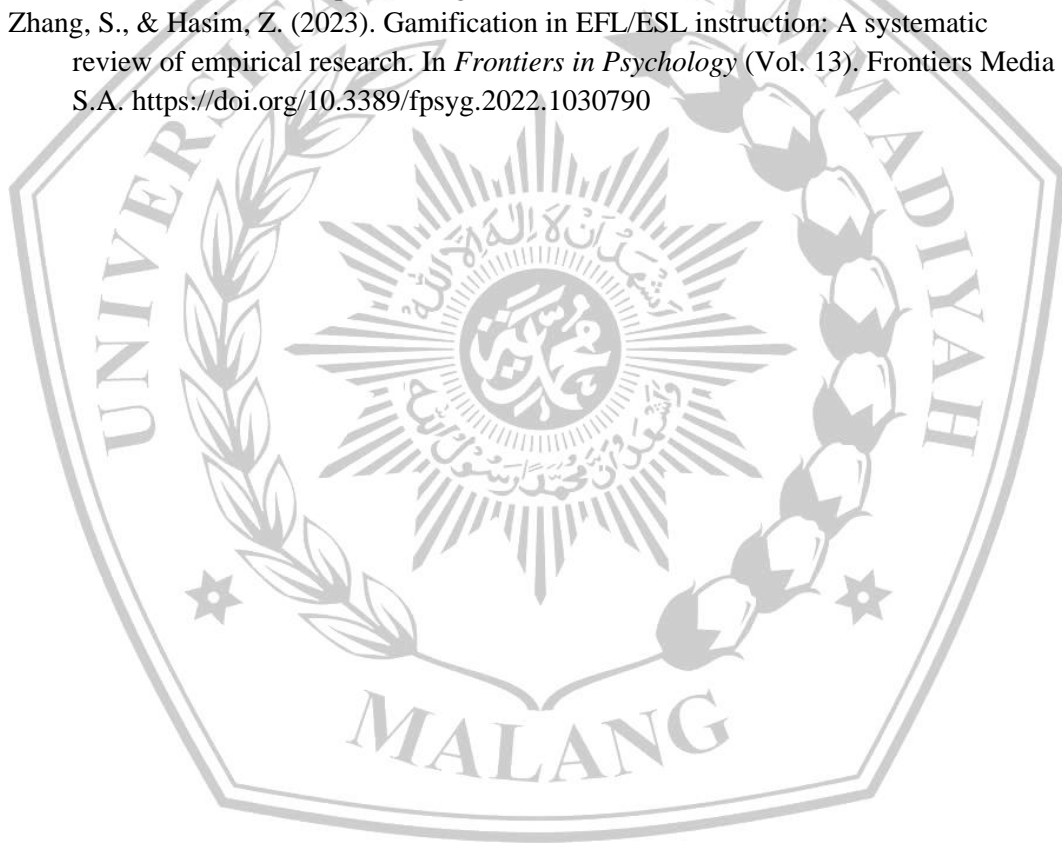
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LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

*Nama : Prabowo Putra Anugrah

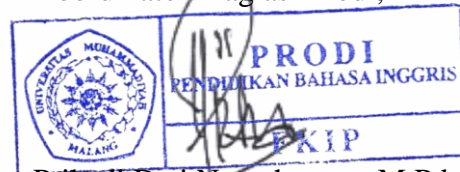
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Visi: Menyelenggarakan pendidikan dan pengajaran Bahasa Inggris yang berbasis pada teori pembelajaran constructivism dan intercultural communication

Kampus I

Jl. Bandung 1 Malang, Jawa Timur
P: +62 341 551 253 (Hunting)
F: +62 341 460 435

Kampus II

Jl. Bendungan Sutami No.188 Malang, Jawa Timur
P: +62 341 551 149 (Hunting)
F: +62 341 582 060

Kampus III

Jl. Raya Tlogomas No.246 Malang, Jawa Timur
P: +62 341 464 318 (Hunting)
F: +62 341 460 435
E: webmaster@umm.ac.id

