

The Effect of Gamification on English Language Anxiety and Grammar Achievement

A Thesis



By

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Surabaya
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APPROVAL SHEET

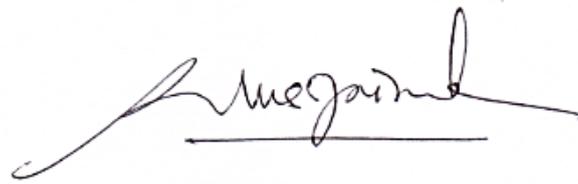
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Abstract

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The contrasting nature of English language proficiency test which has been regarded to be anxiety-provoking by most students in English proficiency test preparation classes and the digital games which have successfully appealed and stimulated the players for the fun, pleasure and entertainment they offer has inspired the researcher to investigate the possibility of integrating the digital game concept into the non-game context which is called *gamification* (Deterding et al., 2011) to reduce the students' foreign language anxiety. This gamification intervention is aligned with one of five points suggested by Young (1990) for reducing the students' anxiety in the classroom--playing language games with emphasis on problem solving-- which would fit the nature of English proficiency test preparation class that have more focus on solving the test problems. This quasi-experimental non-randomized pretest-posttest research design was conducted in two English proficiency test preparation classes to see the effect of gamified activities on the students' foreign language anxiety and grammar performance which resulted in positive outcomes that gamified grammar activities have a significant effect on the students' foreign language anxiety and grammar performance.

Keywords: gamification, foreign language anxiety, English proficiency test preparation, quasi-experimental,

Table of Contents

Chapter 1 Introduction	1
Background of the Study	1
The Research Problem	6
The Objectives of the Study	6
Theoretical Framework	6
Scope and Limitation of the Study	7
The Hypotheses	7
The Assumptions	8
The Significance of the Study	9
Definition of Key Terms	10
 Chapter 2 Review of Related Literature	 12
Theory of Language Classroom Anxiety	12
Major Sources of Foreign Language Anxiety	14
Anxiety and Language Learning	14
Anxiety and Language Skills	15
Anxiety and Achievement	16
The Alleviation of Foreign Language Anxiety	17
Foreign Language Classroom Anxiety Scale	18
Theory of Gamification	20
Pros and Cons about Digital Games and Learning	20
Gamification Theory and Framework	23
Gamification and Anxiety	26
 Chapter 3 Method	 28
Research Design	28
The Form	28
The Variables	29
Time Allocation	30
Teachers	30
Instructional Materials	30
Population and Sample	32
Data Collection	33
The Research Instruments	33
<i>FLCAS Questionnaire</i>	33
<i>English Grammar Test</i>	34
<i>English Grammar Pretest</i>	34
<i>English Grammar Post-test</i>	34

Teacher	34
The Procedure of Data Collection	34
Pretest	35
Treatment	35
<i>Experimental Group</i>	35
<i>Control Group</i>	36
Posttest	37
Data Analysis Technique	39
Chapter 4 Data Analysis and Findings	43
Normality Test	43
Homogeneity of Variance Test	44
Data Analysis for Hypothesis 1 Testing	45
Paired-Sample Test of FLA Scores (Pretest-Posttest)	45
<i>Control Group FLA Scores (Pretest-Posttest)</i>	46
<i>Experimental Group FLA Scores (Pretest-Posttest)</i>	46
Independent-Sample Test : FLA Posttest Scores (Experimental & Control Group)	46
The Contributing Components of Anxiety	47
Students' Perception	50
Data Analysis for Hypothesis 2 Testing	54
Paired-Sample Test of Grammar Scores (Pretest-Posttest)	54
<i>Control Group Grammar Scores (Pretest-Posttest)</i>	54
<i>Experimental Group Grammar Scores (Pretest-Posttest)</i>	54
Independent-Sample Test of Grammar Scores (Posttest)	55
Students' Progress Report	56
Findings and Discussion	57
Chapter 5 Conclusions and Suggestions	64
Conclusions	64
Suggestions	66
Suggestions for Pedagogical Purpose	66
Suggestions for Further Research	68
References	70
Appendices	78
A. Foreign Language Anxiety Scale.....	78
B. FLA Score – Control Group	79
C. FLA Score – Experimental Group.....	80
D. Grammar Score – Control and Experimental Group.....	81

E. Normality Test.....	82
1. FLA & Grammar Scores	82
2. Components of FLA Scores.....	83
F. Normality Test Histogram.....	84
G. Paired Sample Test.....	96
1. FLA & Grammar Scores.....	96
2. Components of FLA Scores (Control group).....	97
3. Components of FLA Scores (Experimental group).....	98
H. Homogeneity of Variance Test (Independent-Sample Test).....	99
1. FLA and Grammar Scores.....	99
2. Components of FLA Scores (Control Group).....	100
I. Perception Questionnaire.....	101
J. Students’ Practice Scores	102
K. English’ Grammar Tests	104
L. Lesson Plan	108

LIST OF TABLES

Table 1 The Treatment Difference between the Gamified Model and Non-Gamified Model	25
Table 2 The Research Design	28
Table 3 Data Collection Timetable.....	37
Table 4 Students’ Reasons of Their Perception about the Program (Control Group)....	51
Table 5 Students’ Reasons of Their Perception about the Program (Experimental Group).....	52
Table 6 Normality Test of FLA and Grammar Scores.....	82
Table 7 Normality Test of FLA Component Scores.....	83
Table 8 Paired-Sample Statistics of FLA and Grammar Scores.....	96
Table 9 Paired-Sample Test of FLA and Grammar Scores.....	96
Table 10 Paired-Sample Statistics of FLA Component Scores (Control Group).....	97
Table 11 Paired-Sample Test of FLA Component Scores (Control Group).....	97
Table 12 Paired-Samples Statistics of FLA & Component Scores (Experimental Group)	98
Table 13 Paired Samples Test of FLA Component Scores (Experimental Group).....	98
Table 14 Independent-Sample Test: Group Statistics of FLA and Grammar Scores.....	99
Table 15 Independent-Sample Test of FLA and Grammar Scores.....	99
Table 16 Independent-Sample Test: Group Statistics of FLA Component Scores.....	100
Table 17 Independent-Sample Test of FLA Component Scores.....	100

LIST OF FIGURES

Figure 1 Foreign Language Classroom Anxiety Scale	19
Figure 2 MDA Framework.....	24
Figure 3 The Flow State.....	27
Figure 4 The Relationship of the Variables.....	29
Figure 5 The Instructional Materials.....	32
Figure 6 The Components of FLA Score (Control Group)	48

Figure 7 The Components of FLA Score (Experimental Group)	48
Figure 8 Students' Perception about the Program	51
Figure 9 Students' Perception about Gamified Activities and Their FLA	53
Figure 10 Students' Preference about Gamification Elements	53
Figure 11 Students' Progress Score (Experimental Group)	57