



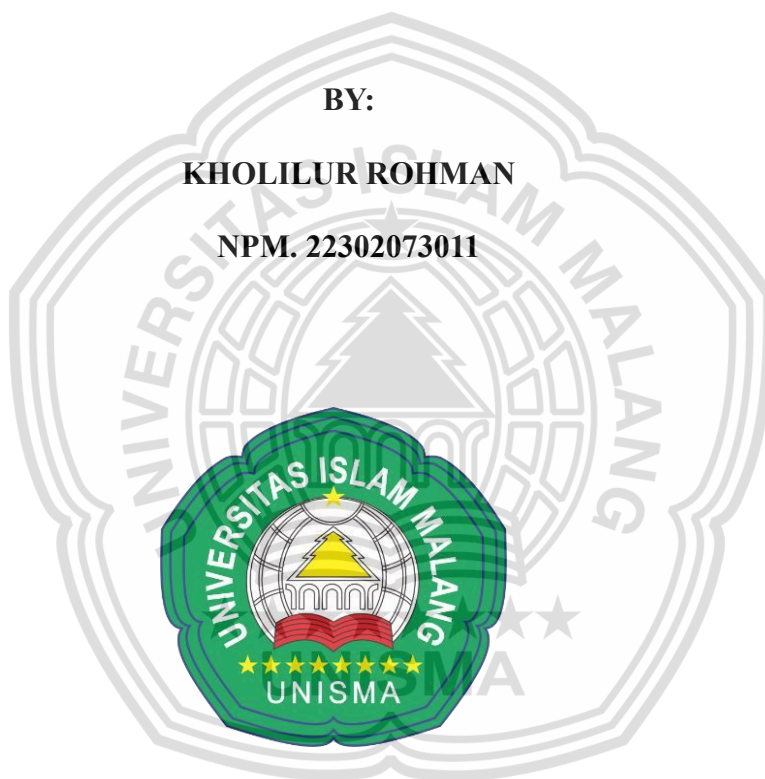
**THE EFFECTIVENESS OF GAMIFICATION-BASED
APPLICATIONS ON STUDENTS' MASTERY OF THE SIMPLE
PAST TENSE.**

THESIS

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ABSTRAK

Rohman, Kholilur 2026. Efektivitas Aplikasi Berbasis Gamifikasi terhadap Penguasaan Siswa terhadap Bentuk Kalimat Simple Past. Thesis, Program Studi Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang, Pembimbing I: Dr. Mutmainnah Mustofa M.Pd, Pembimbing II: Dr. Dzul Fikri, SS., M.Pd

Kata Kunci : Gamifikasi, Kemampuan Grammar, Simple Past, Quizizz dan Wordwall

Penelitian ini mengkaji efektivitas gamifikasi berbasis aplikasi dalam meningkatkan penguasaan siswa terhadap bentuk Simple Past Tense di Sekolah Menengah Atas Islam Raudlatul Ulum II. Pembelajaran tata bahasa sering dianggap monoton dan sulit, sehingga menyebabkan motivasi yang rendah dan keterlibatan yang terbatas. Untuk mengatasi tantangan ini, gamifikasi—yang diterapkan melalui platform seperti Quizizz dan Wordwall—diintegrasikan ke dalam pembelajaran di kelas guna menciptakan lingkungan belajar yang lebih interaktif dan menyenangkan.

Penelitian ini menggunakan desain kuasi-eksperimental dengan kelompok kontrol yang menjalani tes awal dan tes akhir. Peserta penelitian adalah siswa kelas sebelas yang dibagi menjadi dua kelompok: kelompok eksperimen yang diajar menggunakan aplikasi berbasis gamifikasi dan kelompok kontrol yang diajar menggunakan metode konvensional. Tes tata bahasa yang telah tervalidasi digunakan sebagai instrumen utama, dan data dianalisis secara kuantitatif untuk mengukur perbedaan hasil belajar.

Temuan menunjukkan bahwa siswa yang terpapar gamifikasi mencapai skor yang secara signifikan lebih tinggi daripada mereka yang diajar dengan pendekatan tradisional. Selain peningkatan keterampilan tata bahasa yang dapat diukur, gamifikasi menumbuhkan motivasi, kepercayaan diri, dan partisipasi aktif yang lebih besar, sehingga mengubah proses pembelajaran menjadi pengalaman yang lebih nyaman, menarik, dan tidak kaku.

Studi ini menyimpulkan bahwa gamifikasi merupakan strategi pedagogis yang efektif untuk mengajarkan tata bahasa, khususnya bentuk lampau sederhana, serta memberikan implikasi praktis bagi para guru, perancang kurikulum, dan peneliti di masa mendatang. Dengan memanfaatkan aplikasi gamifikasi berbasis teknologi, pendidik dapat merancang lingkungan belajar yang adaptif dan berpusat pada siswa, yang selaras dengan kebutuhan generasi digital.

ABSTRACT

Rohman, Kholilur. 2026. *The Effectiveness of Gamification-Based Applications on Students' Mastery of The Simple Past Tense*. Thesis, English Education Department, Postgraduate Program, Universitas Islam Malang, Advisor I: Dr. Mutmainnah Mustofa M.Pd, Advisor II: Dr. Dzul Fikri, SS., M.Pd

Keywords: Application of Gamification, Grammar Skills, Simple Past, Quizizz, Wordwall, students Motivation

This study investigates the effectiveness of application-based gamification in enhancing students' mastery of the Simple Past Tense at Raudlatul Ulum II Islamic Senior High School. Grammar instruction is often perceived as monotonous and difficult, leading to low motivation and limited engagement. To address this challenge, gamification—implemented through platforms such as Quizizz and Wordwall—was integrated into classroom instruction to create a more interactive and enjoyable learning environment.

The research employed a quasi-experimental design with a pre-test and post-test control group. The participants were eleventh-grade students divided into two groups: an experimental group taught using gamification-based applications and a control group taught using conventional methods. A validated grammar test served as the primary instrument, and data were analyzed quantitatively to measure differences in learning outcomes.

Findings revealed that students exposed to gamification achieved significantly higher scores than those taught with traditional approaches. Beyond measurable improvement in grammar skills, gamification fostered greater motivation, confidence, and active participation, transforming the learning process into a more comfortable, engaging, and less rigid experience.

The study concludes that gamification is an effective pedagogical strategy for teaching grammar, particularly the Simple Past Tense, and offers practical implications for teachers, curriculum developers, and future researchers. By leveraging technology-driven gamified applications, educators can design adaptive and student-centered learning environments that align with the needs of the digital generation.

CHAPTER 1

INTRODUCTION

This chapter introduces the background of study, Research Question, Objective of Research and significance of the study, which investigates the use of gamification as a pedagogical strategy to improve students' grammar skills. In response to the growing need for innovative and engaging instructional models, this research explores how game-based elements can foster motivation, participation, and performance in grammar activities.

1.1 Background of Study

The nature of education is eliminate ignorance and foolishness. Education is a powerful tool for changing the world. Without Education, someone will deceived, oppressed, and marginalized by society. Therefore, education must implemented at several schools in Indonesia especially in Malang Regency. Using digital technology in the classroom can generally improve student learning outcomes (Tamim et al., 2011). In this Modern Era, Teachers must adapt and integrate technology, Artificial Intelligence, and Development Learning Model to Increase skill students in several schools, because the skills of students in the past and skills students right now are different, likewise with curriculum changes and developments over time (Walter, 2024). The current situation and the past situation are different in the learning process. In the pass nothing utilized Gamification in the learning Process and lacked learning Strategies and media, but

Right Now, Gamification, Media and Artificial Intelligence more prevalent than in the past, so that the teacher easier for teachers to teach students. Sinta et al. (2019) stated problem-based mobile learning media is a learning concept that helps teachers create a learning environment that begins with problems that are important and relevant to students, and allows students to gain a more realistic learning experience. Moreover, today's students who are nicknamed Gen Alpha and Gen Z are more literate and more often use information and technology facilities such as laptops, gadgets that are facilitated by the internet so that students' knowledge is easier to receive information from the internet and so on.

In today's digital era, learning has expanded beyond traditional methods, embracing technology to enhance educational experiences. Various tools and platforms now support interactive and engaging learning, making lessons more dynamic and effective. One innovative approach gaining popularity is gamification, which integrates game elements into non-game contexts like education (Lampropoulos, 2024). By incorporating rewards, challenges, and competition, gamification increases motivation and engagement, encouraging students to actively participate in their learning process. Gamification fosters problem-solving skills, collaboration, and creativity. For example, point-based learning systems, educational quests, and interactive simulations help students grasp complex concepts more easily. These elements make lessons enjoyable while reinforcing knowledge retention (Ruiz et al., 2024).

Additionally, gamification personalizes learning experiences. Adaptive learning models powered by artificial intelligence can analyze student

performance and adjust challenges to suit individual progress. This method ensures that students remain motivated and achieve their learning goals effectively. Educators can integrate gamification into various subjects, from mathematics and science to language learning and history (Chiotaki et al., 2023). Platforms offering interactive quizzes, storytelling challenges, and project-based activities help create an engaging learning environment that keeps students invested in their education. As education continues to evolve, gamification stands out as a powerful tool for making learning both effective and enjoyable. By harnessing game-based strategies, teachers can inspire curiosity, encourage active participation, and help students develop essential skills for the future (Diaz et al., 2024).

Considering that middle school students are now predominantly Gen Z, educators and teachers need to create innovative teaching methods that cater to their generation. Gen Z is accustomed to using smartphones, tablets, and laptops, making it easy for them to access various things such as online shopping, beauty apps, fitness apps, and educational applications

Sometimes students feel bored when the teacher conveys the material and lesson with traditional learning like lecture and one-way explanation, tasteless and rigid, so that the teacher must improve learnings model becomes more exciting, fun, accompanied by ice breaking and games that are in accordance with the material being taught so that learning can produce the good Result and Excellent. According to Muslimin (2024) that the applications are applicable to accommodate authentic English language learning materials or contents and

support English language teaching and learning. The majority also showed scientific potential to increase the English language learners' motivation, engagement, learning interest, and learning collaboration therefore Educators or teachers need to implement media-based learning, including audio, visual, and audiovisual elements. Learning using audio involves elements such as music, recordings, and spoken words, while visual learning includes posters, photos, and images. Audiovisual learning, on the other hand, utilizes videos and documentaries on the other hands Smith and Peters (2024) that found Duolingo enjoyable and effective for learning Spanish, retaining a high level of motivation after three months. Participants appreciated Duolingo's gamified, user-friendly, and flexible approach, which helped them improve their Spanish skills through consistent daily practice. Samosa et al. (2021) stated that This study adds to our knowledge of how gamified environment settings affect students on the basis of their qualities and abilities. It led to a better understanding of how gamification promotes student engagement and learning enhancement. Future studies could look into the effects of gamification in different areas over a longer period of time. It could aid in determining whether gamification diminishes its effectiveness over time, as well as identifying potential saturation points and constraints in its utilization.

From some of the arguments above, it can be said that learning by integrating games and learning that uses internet technology can give a positive impression on the enthusiasm of students, besides that gamification-based learning can provide the results expected by educators, of course parents too.

therefore education and learning that applies gamification can be the spirit of students in learning at school.

Meanwhile according to Pradana et al. (2023) The research developed a gamification-based e-learning platform that can increase student motivation and engagement. Students will be more interested in and enjoy learning web design topics using this platform. Saleem et al. (2022) stated that gamification can be a valuable tool for gaining knowledge and can improve necessary capabilities such as decision-making, cooperation, and communication. Besides, gamification in education is an additional technique to keep learning entertaining, interactive, and useful. Also, learning the skills of the twenty-first century provides an effective and appropriate environment for assessment. Cattoni et al. (2024) stated that he innovative form of digital teaching, means gamified activities, holds significant educational benefits for both students and teachers. For instance, students would receive immediate feedback, have clear objectives in their tasks, and learn from their mistakes without fear of judgment. This combination of teaching methods can enhance students' proactivity, motivation, and engagement in the learning process, whereas for teachers gamified applications can serve as an integrative tool.

From the reason above that the writer can make conclusion that gamification in learning and teaching can increase and develop learning and teaching become not rigid, fun and comfortable so that could increase several skills students in the classroom

Gamification in education has proven to be a powerful tool for transforming the learning experience (Erkinovna, 2023). By integrating game elements such as rewards, challenges, and interactive activities, educators can create a more engaging and enjoyable environment that encourages students to actively participate. This approach not only makes learning more dynamic but also helps eliminate rigid and monotonous teaching methods that may hinder student engagement (Jaramillo-Mediavilla et al., 2024).

A well-implemented gamification strategy fosters essential skills such as problem-solving, collaboration, and creativity. When students are motivated through interactive and goal-oriented learning, they develop critical thinking abilities and a deeper understanding of the subject matter. Additionally, gamification helps students build perseverance, adaptability, and teamwork, which are crucial for both academic and real-world success (Oswaldo et al., 2024).

Beyond increasing student motivation, gamification enhances the effectiveness of teaching. Teachers can use adaptive learning models powered by artificial intelligence to personalize challenges based on individual student performance (Bennani et al., 2022). This tailored approach ensures that students receive the right level of difficulty, making learning more productive and enjoyable (Sharma, 2020). As a result, students are more likely to retain knowledge and develop practical skills in various subjects. By incorporating gamification into classrooms, education becomes not just a process of acquiring knowledge but also a dynamic and immersive experience (Jaramillo-Mediavilla et al., 2024). When learning is fun and comfortable, students are more engaged,

confident, and eager to explore new concepts. This transformation in teaching methods prepares them for future challenges and empowers them with the skills needed for lifelong learning.

Gamification in learning has become an effective method for enhancing students' writing skills. By integrating game elements such as challenges, points, rewards, and ranking systems, students are encouraged to actively participate in writing exercises (Jayanti et al., 2024). This strategy not only increases their motivation but also creates a more engaging and interactive learning environment. In traditional education, writing is often perceived as a tedious and stressful task. Gamification changes this perception by introducing a competitive and enjoyable aspect to the learning process. For example, students can be given progressive writing challenges, such as composing short stories, drafting opinion articles, or participating in digital writing competitions based on level systems. This approach helps them develop critical thinking skills, creativity, and better language structure (Nur et al., 2024). Gamification refers to the use of game elements in non-game contexts, such as education. These elements may include point systems, leaderboards, achievement badges, missions, challenges, and interactive narratives that are systematically designed to enhance students' motivation and participation (Riwayatiningsih et al., 2025). In the context of writing instruction, gamification functions not only as a strategy to capture attention but also as a medium for gradually developing writing skills through enjoyable and meaningful activities

The implementation of gamification in writing instruction can yield several positive outcomes. First, this strategy enhances students' intrinsic

motivation as they encounter challenges that can be progressively overcome. Second, gamification provides immediate and continuous feedback, enabling students to recognize their strengths and weaknesses in writing. Third, through well-designed game structures, students experience a sense of personal achievement that boosts their confidence (Nilubol and Sitthitikul, 2025). On the other hand Teachers observed a positive student experience with gamification, marked by heightened enthusiasm and motivation. They additionally reported increased student engagement, confidence, and a greater willingness to ask questions within game based activities. The implementation of score tracking, individualized feedback, and rewards for achieving specific objectives collectively enhanced the enjoyment of the learning process. Educators also highly valued the feedback loop, incorporating student opinions to further optimize the learning experience (Azhar et al., 2025).

A teacher who can organize the class well and incorporate gamification into learning is expected to produce an effective and enjoyable learning process, convey the material well, and ensure that learning does not feel boring and rigid. This is in line with several articles stating that gamification can improve the quality of learning in a fun and enjoyable way. Gamification is a modern and innovative technology that has gained significant attention in various fields including education. The technique involves integrating game-based elements, such as feedback systems, leaderboards, and point-scoring mechanisms, to enhance engagement and participation in non-gaming activities. The primary goal of gamification is to inspire and motivate users to play an active role in their

learning or other activities by making them more enjoyable and rewarding (Rahmi et al., 2025). By leveraging our innate desire for competition, achievement, and recognition, gamification has become a potent tool for enhancing user motivation and driving better outcomes across a wide range of scenarios (Dixon, et al., 2011).

Recently, the application of gamification in the learning process has received increased attention and intensity, as its implementation in various educational institutions has yielded positive results in creating a fun and engaging learning environment where material is conveyed effectively. Gamification uses technology to create learning that is not boring and rigid (O'Hara, et al., 2011). Gamification represents a paradigm shift in education, introducing an innovative approach to teaching and learning that goes beyond traditional methodologies. Integrating game-based elements into educational practices has the potential to revolutionize student engagement, fostering deeper understanding, enhanced collaboration, and sustained motivation (Celasun, 2025).

Moreover, gamification enables personalized learning through artificial intelligence-based technology (Azirah et al., 2024). Adaptive learning systems can provide automatic feedback on students' writing, helping them identify errors and gradually improve their writing quality. With this mechanism, students not only learn to write better but also develop essential revision and editing skills that are crucial for literacy proficiency. Through the application of gamification, writing education becomes not only more enjoyable but also more effective (Chiotaki et al., 2023). Students gain confidence in their writing, become more interested in exploring different writing styles, and feel more motivated to continuously

enhance their skills. With this approach, gamification can play a significant role in shaping a generation with strong written communication skills that are relevant to evolving times. This combination of teaching methods can enhance students' proactivity, motivation, and engagement in the learning process, whereas for teachers gamified applications can serve as an integrative tool (Cattoni et al., 2024).

English language instruction at the senior secondary level plays a strategic role in shaping students' global communication competencies. One of the fundamental aspects of mastering English is grammar, which serves as the foundation for the four core language skills: reading, writing, speaking, and listening. However, grammar instruction is often perceived as monotonous and difficult to grasp, particularly when delivered through conventional and decontextualized methods. This perception contributes to low learning motivation and limited student engagement in the classroom. Therefore, innovative approaches are needed to enhance students' involvement and comprehension of grammar materials in a more enjoyable and meaningful way.

Grammar refers to the system of rules used to construct and comprehend sentences accurately within a given language. In the context of English language instruction, grammar encompasses the conventions governing the use of verbs, nouns, adjectives, prepositions, conjunctions, and sentence structures that collectively convey meaning in a logical and communicative manner. Meanwhile, sentence structure refers to the arrangement of words within a sentence, such as the Subject–Verb–Object (SVO) pattern, which serves as the foundation for

constructing grammatically correct English sentences. A sound understanding of grammar and sentence structure is essential, as it underpins both spoken and written language proficiency.

English grammar comprises a broad range of components, including parts of speech (nouns, verbs, adjectives, adverbs, etc.), sentence structure, tenses, modals, prepositions, conjunctions, and punctuation. One of the core elements of grammar is tense, which indicates the time at which an action occurs. There are sixteen recognized tenses in English, each with distinct functions and usage patterns. The scope of grammar extends beyond the mastery of sentence formulas; it also involves the ability to interpret context, meaning, and communicative intent. Consequently, grammar proficiency is a critical indicator in standardized English assessments such as TOEFL and IELTS, reflecting a learner's ability to use the language effectively and appropriately.

Gamification is the concept of employing game mechanics to engage and stimulate students in learning. In other words, games nowadays are an essential part of a student's everyday life. They consume a lot of time performing games. To further enhance student learning, the gamification method was applied, which included game components and game design methods in a non-game context. Furthermore, practicing this method can help develop learning engagement, accommodate learning style and present more adaptive education (Samosa et al., 2021)

The Simple Past Tense is one of the fundamental tense forms used to express actions or events that occurred in the past. The basic sentence structure in

Simple Past Tense follows the pattern: Subject + Verb (past form) + Object. For example, “She visited the museum yesterday.” In this sentence, the verb “visited” signifies that the action has been completed. According to Azar (2002), the use of the simple past tense is particularly important in narrative writing and event reporting, as it provides clarity regarding the timing and sequence of actions. A study conducted by Asifayanti et al. (2021) found that the integration of gamification in grammar instruction—specifically in teaching the Simple Past Tense—significantly enhanced students’ engagement and comprehension. Similarly, research by Nur Irfani (2023) revealed that students were better able to grasp verb transformation patterns in the Simple Past Tense through interactive quizzes and game-based simulations.

All theories explaining the urgency and benefits of gamification in English language learning provide researchers with information that gamification is one of the learning methods and strategies for English language subjects in the 21st century and for Generation Z. However, there has been no implementation of gamification in grammar and structured lessons, especially simple past material for students in secondary schools, namely high schools and Islamic high schools.

This study was conducted to determine whether there are any influences, impacts, and consequences in teaching English, especially in the field of Structure and Grammar, using and Implement gamification in learning. So that the researchers should be doing research in Senior Islamic School of Raudlatul Ulum II, and the Titles of Research is **“THE EFFECTIVENESS OF**

GAMIFICATION-BASED APPLICATIONS ON STUDENTS' MASTERY OF THE SIMPLE .

1.2 Research Problem

Through research problem readers can understand what variables are to be involved. the problem can be formulated as follows :

1. Do the students taught using gamification based on application achieve betters simple past mastery scores than those taught by traditional method?
2. Do students exposed to gamification based on application show significantly greater improvement in Grammar and Structure's Skill Students especially Simple Past compared to students in a non-gamified classroom at MA Raudlatul Ulum II

1.3 Research Objectives

The purpose of this study is to determine whether there is an effect on learning by Implementation and integrating gamification into English language materials, particularly Grammar and Structure's Skill Students especially Simple Past. On the other hand the objectives of research are :

1. To find out whether using gamification based on application achieve betters simple past mastery scores than the students taught by traditional methods
2. To know whether that exposed to application-based gamification show significantly greater improvement in simple past mastery, students in a non-gamified classroom at Senior High school

Through these research objectives, this study aims to provide practical recommendations for educators, academics, and policymakers in creating a more supportive learning environment and developing more effective teaching strategies to improve students' motivation in learning English especially in Grammar and Structure's Skill Students especially Simple Past.

1.4 Hypothesis

In response to the research questions stated above, the following hypotheses are proposed:

1. The students who were taught with application based on gamification in grammar and structure skills especially simple past get better scores than the students were taught with traditional and conventional learning in grammar and structure skills especially simple past.
2. The students who were taught with application based on gamification in grammar and structure skills especially simple past make the learning more comfortable, fun, cheerful and not boring

1.5 Significant of Study

This study holds critical importance for educational innovation, particularly in addressing writing skill development through gamified learning. Its contributions span theoretical, practical, and institutional dimensions:

1.5.1 For Teaching Practices at Senior Islamic High School Schools of Raudlatul Ulum II

1. Evidence-Based Learning Model:

Provides a validated gamification framework designed explicitly to improve student Structure and Grammar especially Simple Past outcomes, offering teachers a structured alternative to conventional methods.

2. Effectiveness Comparison:

Empirically tests whether gamification outperforms traditional pedagogy enabling data-driven decisions about resource allocation and instructional design.

3. Implementation Roadmap:

Identifies success factors and potential barriers to gamification, equipping educators with strategies for sustainable adoption.

1.5.2 For Educational Theory

1. Advancing Gamification Research

It Addresses a gap in empirical literature on gamification's efficacy in writing instruction, particularly in understudied contexts like Indonesian schools.

2. Theoretical Integration

It Validates motivational theories (e.g., Self-Determination Theory) and active learning principles within gamified environments, strengthening pedagogical foundations.

1.5.3 For Students

1. Enhanced Engagement & Motivation

Transforms Grammar and Structures practice into interactive experiences using rewards, progression systems, and healthy competition, reducing anxiety and fostering creativity.

2. 21st-Century Skill Development

Cultivates digital literacy, collaborative problem-solving, and critical thinking alongside core writing competencies.

1.5.4 For Future Researchers

1. Replicable Framework

Provides a adaptable model for gamifying other subjects or educational levels.

2. Methodological Reference

Validated instruments and experimental designs serve as templates for similar studies.

1.6 Scope and Limitation

This Research focused on implementation of Gamification for Structure and Grammar especially Simple Past material in Senior islamic Senior School of Raudlatul Ulum II. Is There an impact after implementation gamification for Structure and Grammar especially Simple Past in Senior islamic Senior School of Raudlatul Ulum II and learners' responses after the implementation of learning to apply gamification in writing materials. This study This research was conducted in

Eleventh grade MA Raudlatul Ulum II Gondanglegi. The material writing is used of this Research is Simple Past. Although this study provides important insights into the effect of gamification Simple Past, there are some limitations that need to be noted.

First the development and implementation of the gamification-based model occurred within a limited academic period. Long-term impacts on Structure and grammar especially Simple Past, such as retention or progression, were not evaluated. Secondly differences in digital infrastructure among classrooms—such as device availability or internet stability—may have affected students' experiences with the gamification elements and resulted in inconsistent engagement. Third only Grammar themes were tested in this study, namely Simple Past, so it does not include all possible themes which may have different levels of difficulty or ease in Writing Teaching. Fourth Differences in digital infrastructure among classrooms—such as device availability or internet stability may have affected students' experiences with the gamification elements and resulted in inconsistent engagement. Fifth the sample of this research is twenty students in gamification and twenty in traditional learning so that this research have a weakness in the research because normal sample in the research more than thirty sample.

1.7 Definition of Key Terms

This section discusses various important points, which are listed in the title. These terms must be clearly understood by the readers, as they relate to the participant criteria and the scope of the study

1. **Gamification-Based Learning Model** refers to an instructional approach that integrates game elements such as points, levels, badges, and challenges into the learning process to increase student engagement and motivation. In this research, the model is specifically designed to improve Grammar Skill Especially Simple Past in an educational setting.
2. **Grammar Skills Especially** Encompasses the ability to effectively communicate ideas in written form, including aspects such as grammar, vocabulary, coherence, structure, and creativity. Writing skills here are measured through student performance on tasks and teacher assessments.
3. **Senior Islamic School of Raudlatul Ulum II** A specific educational institution or network of schools that serves as the setting for this research. All interventions, data collection, and model implementation are conducted within the schools governed by this School

CHAPTER V

DISCUSSION

Based on the data analysis described in the previous chapter, the results of the present study are discussed. Two parts of the research finding respectively cover the discussion. The first part of the discussion is concerned with the students' Grammar and Structures Especially Simple Past score in the pretest and posttest both of the experimental and control group. The second part of the discussion deal with the interpretation of the result of the data analysis and in relation with the existing theories and previous studies

The final result of data analysis presented in Chapter IV, which had been derived from the analysis of Independent Sample T-Test by which H_0 is rejected, revealed that there is any difference in the students' Grammar Skill Especially Simple Past achievement between students taught by Gamification and those with the Traditional Learning.

From the average calculation in the Experiment class, which is the class that uses Gamification in simple past learning, the average pre-test score is 57.2 and the average post-test score is 88.0, resulting in a difference of 30.8 points. while the average in the Control class, which used Traditional learning in teaching the simple past tense, was 42.8 for the pre-test and 57.6 for the post-test, a difference of 14.8. This proves that there is an effect of the treatment in the gamification class.

This result confirms that gamification not only enhances students' motivation but also strengthens their cognitive attainment in grammar learning. The success of this approach can be explained through several key factors First, "Enhancing Motivation and Student Engagement", Gamification introduces elements such as points, badges, and leaderboards that stimulate students' enthusiasm in participating in classroom activities. The sense of healthy competition encourages active involvement, which in turn increases the frequency and quality of practice in using the Simple Past Tense. Second, "Providing Meaningful and Enjoyable Contexts", Through gamification, grammar practice is no longer perceived as abstract or monotonous. For instance, students are asked to construct sentences in the Simple Past Tense within game scenarios, such as narrating a character's past experiences. This contextualization makes learning more meaningful and relevant to real-life communication. Third, "Facilitating Immediate Feedback", Gamification allows students to receive instant feedback regarding the accuracy of their responses. This immediate correction helps them to identify and rectify errors in verb forms or sentence structures, thereby accelerating the internalization of grammatical rules. Fourth, "Promoting Collaboration and Social Interaction", Many gamified activities are designed to be collaborative, requiring teamwork and peer interaction. Students practice the Simple Past Tense in authentic communication while completing missions or quizzes together. Such interaction not only reinforces language skills but also fosters a sense of community within the classroom. Fifth, "Reducing Anxiety in Grammar Learning" Grammar is often perceived as difficult and intimidating.

Gamification transforms the learning atmosphere into one that is more relaxed and enjoyable. The playful environment reduces psychological pressure, enabling students to experiment with the Simple Past Tense more confidently without fear of making mistakes. Sixth, “Improving Retention and Memory Recall”, Game-based activities are more memorable compared to conventional drills. Students who practice the Simple Past Tense through gamification tend to retain sentence patterns and grammatical rules longer, as the interactive and emotionally engaging experiences strengthen memory consolidation.

In conclusion, the success of gamification in teaching the Simple Past Tense can be attributed to its ability to enhance motivation, provide meaningful contexts, deliver immediate feedback, foster collaboration, reduce learning anxiety, and improve retention. These findings support the theoretical perspective that integrating technology and game elements into language instruction bridges the gap between abstract grammar concepts and practical communication skills.

The findings of this study demonstrate that the application of gamification through Wordwall has a significant impact on students’ mastery of the Simple Past Tense. This result is consistent with previous research that emphasizes gamification as an effective pedagogical strategy in language learning. Several theoretical and empirical considerations explain why gamification, particularly through Wordwall, contributes to successful grammar instruction.

Rahman (2023) stated that Positive feedback obtained from this study serves as supportive evidence that Quizizz should be constantly and broadly used

at the university level for low-proficient students to learn and practice grammar lessons and ultimately level up their comprehension of English grammar.

The gamified features of Quizizz, such as leaderboards, instant feedback, and multimedia integration, can be effectively employed in diverse educational contexts, including online, blended, and face-to-face classrooms. Educators worldwide can adopt Quizizz not only for grammar practice but also for broader language skills, such as vocabulary building, reading comprehension, and listening exercises. (Technologies, 2025). While Elsani (2024) stated that This platform was found to be effective in enhancing students' interest in learning and their comprehension during English grammar lessons. Moreover, quizzes provide several features that help teachers assess and monitor students effectively. For instance, its interactive quizzes and gamified elements capture students' attention and make learning more engaging. Additionally, Quizizz provides teachers with tools to create customized quizzes, track student performance in real time, and generate detailed reports.

Here's the English translation of your text:

From the three perspectives, it can be concluded that Quizizz is an effective and flexible gamified learning platform. It not only enhances students' motivation and engagement but also strengthens their understanding of grammar as well as other language skills. On the other hand, Quizizz provides significant support for teachers through monitoring features, performance reports, and interactive quizzes that can be customized to meet classroom needs.

According to Mustaqim and Info (2024) considering to use Gamification method that integrated with ICT such as using Quizizz, Kahoot!. Quizlet and many more in grammar classes as we know it helps to make the learning process enjoyable, easy to understand, fun, but still serious. Quizizz application can be stated to be effective in improving students' grammar achievement in MTs Al Musihuun Tlogo Blitar. Quizizz application is suitable in classroom activity for Assessment, and Quizizz is effective and enjoyable media (Aziz et al., 2021). Quizizz provides an analytical picture of the answers of the student tests so that they can be used as learning evaluation materials for future improvement. From the student side, they are so enthusiastic about using Quizizz as a means of carrying out exams (Handoko et al., 2021).

Overall, experts agree that Quizizz is a gamified learning medium that is effective, enjoyable, and supportive of evaluation. The platform not only enhances students' grammar achievement but also makes the learning process more engaging, while at the same time providing teachers with analytical data for instructional improvement.

Meanwhile Pegarro and Maghuyop (2025) digital Wordwall is an effective tool for enhancing students' vocabulary skills, particularly in word meanings and usage. Its gamified and interactive formats foster engagements, improve retention, and support contextualized vocabulary learning in literature classes. Six game-based media were utilized, including Random Card Games, Crossword Games, True or False Tasks, Translation Tasks, Construct Word Tasks, and Anagram Tasks. The research findings indicate that using WordWall games as

a learning tool effectively improves students' pronunciation, memorization, and sentence construction skills. Wordwall has a significant impact on students' mastery of the Simple Past Tense. This result is consistent with previous research that emphasizes gamification as an effective pedagogical strategy in language learning.

(Implementation et al., 2023). One of the Theories explain Panis et al. (2025) gamification-based learning design using Wordwall increases student motivation and engagement, leading to improved learning outcomes. In the context of grammar, this heightened motivation encourages students to practice the Simple Past Tense more actively and consistently.

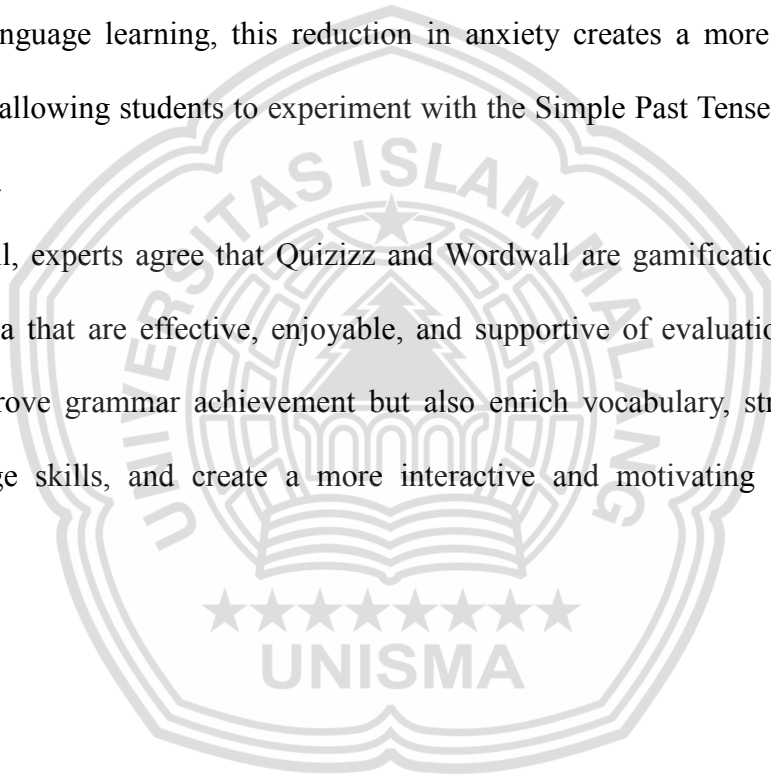
Therefore, the researcher conclude from reason above that Wordwall is a gamification-based learning medium that has been proven to enhance students' language skills comprehensively. Its interactive and enjoyable format helps enrich vocabulary, strengthen understanding of word meanings, and support retention through contextual engagement in learning. Various game activities such as random cards, crosswords, translation, and anagrams not only train pronunciation and memory but also improve sentence construction skills and mastery of grammar, particularly in the simple past tense. In addition, the gamified design fosters student motivation and engagement, enabling them to practice more consistently and ultimately achieve more optimal learning outcomes.

While the expert Triana and Taufiq (2025) stated that Wordwall was effective in improving students' vocabulary, with a higher average post-test score compared to the average pre-test score. By using Wordwall, students can actively

participate in the learning process and acquire good vocabulary. This can be seen directly in the treatment results. In addition, the use of Wordwall as a teaching and learning medium related to vocabulary can be used as a more effective way of teaching.

According to Maasah et al. (2025) Wordwall gamification in social studies classes shows that gamified media reduces learning anxiety and increases student interest. In language learning, this reduction in anxiety creates a more relaxed environment, allowing students to experiment with the Simple Past Tense without fear of failure.

Overall, experts agree that Quizizz and Wordwall are gamification-based learning media that are effective, enjoyable, and supportive of evaluation. Both not only improve grammar achievement but also enrich vocabulary, strengthen other language skills, and create a more interactive and motivating learning environment.



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