

BAB V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of research conducted on the application of gamification strategies in English language learning to improve the vocabulary mastery of X grade students at SMAN 13 Banda Aceh, the following conclusions can be drawn:

1. The application of gamification strategies in English language learning for 10th grade students at SMAN 13 Banda Aceh has been proven to significantly improve students' vocabulary mastery. This is evidenced by the results of hypothesis testing analysis using the SPSS version 31 application, where the results of the Wilcoxon Signed-Rank Test showed an Asymp. Sig. (2-tailed) value of < 0.001 , which is less than the significance level of 0.05. Therefore, H_0 is rejected and H_a is accepted, leading to the conclusion that there is a significant difference between students' pre-test and post-test scores after the implementation of gamification strategies. This means that this strategy is effective in improving students' vocabulary mastery. The increase in students' average scores from 53.33 on the pre-test to 90.00 on the post-test indicates a strong influence of gamification-based learning on students' learning outcomes.
2. Student responses to the implementation of gamification strategies in English language learning were also very positive. This was evident from the results of the questionnaire analysis distributed to 15 respondents, in which 13 students (86.7%) responded with the category "Excellent" and 2

students (13.3%) responded with the category “Good.” No students provided negative feedback on this learning strategy. Thus, gamification strategies not only enhance students' cognitive abilities but also have a positive impact on their affective aspects, such as learning motivation, interest, active participation, and a pleasant learning environment. Game elements such as points, challenges, level systems, and leaderboards in the learning process have proven effective in stimulating students' enthusiasm and overall engagement.

3. Based on these findings, it can be concluded that gamification strategies are effective and innovative learning methods, particularly in improving students' vocabulary mastery in English language subjects. The implementation of this strategy creates learning that is not only academic in nature but also considers the psychological and social aspects of students. With engaging challenges, students become more motivated to learn and show better progress compared to conventional learning. Therefore, this strategy is highly recommended as an alternative in English language learning activities at schools, particularly in terms of vocabulary mastery.

5.2 Suggestion

Based on the results of the research obtained, as well as observing the positive impact of the application of gamification strategies on vocabulary mastery and student responses in the learning process, the author offers the following suggestions:

1. For English teachers are expected to apply gamification strategies in vocabulary learning as one of the methods that can be used to increase

student engagement and vocabulary mastery. This strategy can create a more enjoyable learning atmosphere and foster students' enthusiasm for learning.

2. For students are encouraged to actively engage in learning activities that involve gamification strategies, such as quizzes, competitions, and interactive vocabulary games, because these can increase their motivation and make vocabulary learning more enjoyable.
3. For future researchers, it is recommended to conduct further research by applying gamification strategies to other English language skills, such as writing, reading, or speaking, in order to obtain a broader picture of the effectiveness of this strategy in English language learning as a whole.