

THE EFFICACY OF GIMKIT TO INCREASE STUDENT'S READING ACHIEVEMENT OF HORTATORY EXPOSITION TEXT AT SMAN 1 SUTOJAYAN

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Abstract

At First Sutojayan State Senior High School, the purpose of this study is to ascertain whether Gimkit is effective in raising students' reading achievement of a hortatory exposition text. This study employed a pre-experimental, quantitative methodology with a single group pre- and post-testing. Thirty-five students from SMAN 1 Sutojayan's XI MIPA 4 served as the research sample.

A pretest, three treatments, and a posttest were given to the students in order of administration. Pre- and post-test data were collected, and the Paired Samples T-Test in SPSS version 25 was used to analyze the data. The average score for the pre-test was 74.4, while the average score for the post-test was 81.5, according to the researchers' analysis of the pre- and post-test results.

With a significance value of 0.000, the study's findings showed a significant difference between the experimental group's pre- and post-test scores. The t count of 6.583 supports these findings, and since the t table is 1.69092 (t count 6.583 > t table 1.69092), these findings demonstrate that H_a is accepted and H_0 is rejected. This implies that kids' reading achievement is improved when they utilize the Gimkit program. Consequently, it is advised that teachers utilize the Gimkit program when teaching reading in the classroom.

Keywords: Reading Achievement, Hortatory Exposition Text, The Efficacy

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1. INTRODUCTION

In Indonesia, the majority of English instruction takes place in classrooms, schools, and language programs as opposed to in everyday conversations. Indonesian universities offer English to students in elementary, junior, and high school. Accordingly, English is regarded as a foreign language in Indonesia (Maduwu, 2016). The goal of studying English as a foreign language in Indonesia is to give pupils the necessary skills to communicate verbally and in writing (Syamsir et al, 2021).

Proficiency in reading is essential for comprehending academic texts, including textbooks, journals, articles, novels, and so forth. Students who become proficient readers will benefit much in their personal life. As a result, it's imperative to start fostering reading abilities early in life and to keep improving them often. But not every pupil is proficient in reading. Students' troubles with reading are influenced by a variety of circumstances. These include figuring out the primary idea, locating particular information, comprehending language and sentence structure, and recognizing the meaning of words in context (Puspita, 2017). Because Indonesian students' mother tongue differs from English in terms of vocabulary spelling, form, sound, and sentence structure, these issues may seem more serious to them.

The researcher found similar problem during their initial observation at SMAN 1 Sutojayan, where researcher discovered several problems. This statement is supported by the results of an interview from a teacher at SMAN 1 Sutojayan, the researcher made observations and interviews with an English teacher at SMAN 1 Sutojayan with Mrs. IH, an English teacher, on March 30th, 2023. Based on the interview results:

R: "I would like to discuss students' achievements in reading. Would you be willing to share your experience as a teacher?"

T: "Most of the children make mistakes in answering questions related to the main idea or the topic. They tend to just repeat what is mentioned in the text. For instance, if we talk about school, and they are asked, 'What is the topic of the text?' Their answer would be 'the school,' but that's not enough. I tell them, 'Why?' It has to be in the form of a sentence. Even though we are discussing school, they need to elaborate. For example, if the discussion is about a school that strongly emphasizes discipline, the topic is about that not just 'the school,' but rather a sentence that includes other words describing the school."

(INT-T/OFF/APX1 /Q14/Mrs. IH)

Based on the statement above, there is a need to address the difficulties that students face in learning and improving their reading skills, so that they can succeed in understanding texts, particularly hortatory exposition texts. Teachers should be able to create a fun learning environment to teach reading. They can also utilize digital media to enhance students' reading abilities. Researchers propose the use of gamification-based learning media to increase students' reading achievement, particularly in increasing comprehension of hortatory exposition texts.

According to the aforementioned assertion, in order for pupils to successfully comprehend texts—especially hortatory exposition texts—it is necessary to address the challenges they encounter when learning and developing their reading abilities. In order to teach reading, teachers ought to be able to establish an enjoyable learning atmosphere. Teachers can also improve their pupils' reading skills by using digital media. Scholars suggest utilizing gamification in educational materials to enhance

students' reading proficiency, specifically in terms of improving understanding of expository texts.

Hortatory exposition texts are persuasive texts that aim to persuade the reader to believe or behave in a certain way by offering solid arguments and supporting data that indicate whether or not a certain action is appropriate (Wijaya & Puti, 2015). There are four general forms of hortatory explication texts, according to Sari et al. (2015). These include: The text's primary idea or argument is presented in the thesis statement. Arguments are the writer's explanations or grounds for a particular perspective or point of view. A counterargument acknowledges and disproves competing theories or points of view. The final section of the text is the recommendation, in which the author offers a course of action or a call to action.

Gamification is the process of using game-like elements in non-game contexts, such as in education, to enhance motivation, engagement, and participation of students (Alsawaier, 2018). It entails the use of game elements such as points, badges, levels, leaderboards, and rewards to make learning more enjoyable, interactive, and entertaining for students. Gamification can make learning more engaging and interactive by incorporating game-like elements into the learning process, while also providing students with immediate feedback and a feeling of progress and achievement. There are several forms of online gamification that can be leveraged to improve English language teaching. These include: Gimkit, Quizizz, Kahoot!, etc. In this research, researchers will examine the effectiveness of Gimkit to increase the reading achievement of grade XI MIPA 4 students at SMAN 1 Sutojayan.

Gimkit is an educational digital gaming platform that mixes gameplay features with interactive learning to provide students with a fun and engaging learning experience (Cahya et al., 2023). Teachers can use Gimkit to generate appropriate quizzes or questions based on the subject matter being studied. Students can then play the game by answering these questions on their own devices. Gimkit is a web-based educational platform that enables educators to develop engaging quiz games for their students. Its purpose is to facilitate the creation of an enjoyable and interactive classroom atmosphere, while also promoting students' participation in the learning process. Gimkit has various features that allow students to play individually or in groups. In addition, students can play it directly in class with a look like a simulation game.

There are several related studies for the use of the Gamification in the teaching and learning process. First study from Novita Sari (2022), the title of this study is "The effect of gamification in learning on students' reading comprehension (quasi-experimental research at the Eight grade students of junior high school pancasila bengkulu). This study reveals that enhancing students' reading comprehension using gamification is effective when applied to eighth-grade students. Second, Saari and Varjonen (2021), the title of this study is "Digital games and second language acquisition: the effect of Gimkit! and Kahoot! on upper secondary school students' vocabulary acquisition and motivation". This study reveals that gamification applications such as Gimkit! and Kahoot! are effective for vocabulary acquisition learning and motivating students. Third, Krisbiantoro (2021), "The effectiveness of gamification to improve students' tenses mastery". This study reports that gamification to improve students' mastery of tenses is effective when used. Based on these data, research on gamification for teaching students' reading skills is still limited, especially

for upper secondary school students. Fourth, from Avşar et al., (2023), “The effect of reinforcement using the Gimkit game on learning the subject in nursing students”. The research was designed as a quasi-experimental study utilizing the pretest-posttest control group design with non-randomized groups. In this research involves the integration of Gimkit as an instructional tool in nursing students' subjects. Fifth, Kang & Kusuma (2020), “The effectiveness of personality-based gamification model for foreign vocabulary online learning”. The study used a pre-test and post-test design with a control group and an experimental group. The results of the study, the authors concluded that the personality-based gamification model can increase the effectiveness of online foreign vocabulary learning and provide a more enjoyable and satisfying learning experience for participants. Previous researchers have mostly used this application for teaching general English topics. Therefore, researchers can conduct new studies using Gimkit for teaching reading.

Based on the problems above, the researcher chose to examine “The efficacy of gimkit to increase student’s reading achievement of hortatory exposition text at senior high school”. So far, research using Gimkit has not been widely conducted, particularly to enhance high school students' reading achievement. Thus, the researcher chose to investigate the effectiveness of this Gimkit in enhancing the reading achievement of eleventh-grade students.

2. LITERATURE REVIEW

2.1 Reading

2.1.1 Definition of Reading

In English, reading is one of the empathic skills besides listening, writing and speaking that must be mastered. Reading skills refers to a person's skill at comprehending written text. Reading is an important aspect of literacy, which is the skills to read, write, and understand written communication. The act of reading requires a set of skills that enable the reader to predict text content, identify crucial information, structure and mentally condense data, oversee comprehension, resolve comprehension difficulties, and align comprehension output with their intended objectives, (Suryani, 2015). According to Pradnyadewi & Kristiani (2021) reading is giving students fresh ideas, information and experiences that can increase their understanding of English, this method is effective for students to broaden their knowledge and insights in English.

Reading texts or books provides students with a wealth of knowledge that is highly beneficial for their learning. Books contain a plethora of information that can help students gain a deeper understanding of various subjects. There are different levels of reading skills, and a person's reading skills may change over time as they gain more education and experience. Some people may have advanced reading skills and be able to understand complex texts, while others may struggle with basic reading comprehension. There are many ways to increase reading skills, including reading more, practicing reading comprehension exercises, and seeking help from a tutor or teacher if needed. It is important to continue to work on and increase reading skills throughout life, as reading is an essential part of learning and personal growth.

2.1.2 Types of Reading

According to Patel and Praveen (2008), there are several types of reading, including intensive reading, extensive reading, aloud reading, and silent reading.

2.1.3 The Aspect Of Reading Skill

According to (Point, 2004) that there are five effective reading instructions such as, phonemic awareness, phonics, fluency, vocabulary, and comprehension. First, phonemic awareness refers to the ability to identify and manipulate individual sounds (phonemes) in spoken words. Teaching phonemic awareness helps students understand the relationship between letters and sounds and is a critical foundation for reading. Second phonics, this refers to the understanding that letters and letter patterns represent specific sounds.

Teaching phonics helps students decode words they encounter in text and is crucial for developing reading fluency. Third fluency, this refers to the ability to read accurately, quickly, and with expression. Fluency is important because it allows readers to focus on comprehension rather than decoding individual words. Fourth vocabulary, it refers to the words students know and use in spoken and written language. Vocabulary instruction is important because it helps students understand what they are reading and express themselves more effectively. Fifth, Comprehension refers to the ability to understand what is being read. Effective reading instruction should help students learn strategies for understanding and remembering what they read.

Based on the information provided in the references mentioned (Point, 2004), there are five effective reading skills, namely: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Incorporating these five important areas into learning to read can help students become confident and successful readers. Phonemic awareness and phonics are important to help students understand the relationship between letters and sounds, while fluency is important to help students understand the text as a whole. Understanding vocabulary and appropriate comprehension strategies also help students to better understand and express themselves in English. By developing the five effective reading skills, students can increase their understanding of texts and become more skilled and effective readers. Therefore, it is important for teachers to integrate the five reading skills in learning to read so that students can become successful readers.

2.1.4 The Difficulty in Reading

Difficulties in learning occur when an individual encounters challenges or barriers in comprehending or mastering a particular subject matter or learning skill. These difficulties can arise at various stages, whether in the initial phases of learning a topic or when it reaches a more advanced level. It is the same with difficulties in reading skill. According to Pais (2020), difficulty in reading can be caused by a variety of factors, including:

2.1.4.1 Learner's Background

The learner's background can also contribute to difficulties in reading skill. For instance, if a learner has a negative attitude towards reading or lacks interest and motivation, it can hinder their ability to comprehend and retain information from the text. Additionally, a learner's prior knowledge and experiences can affect their reading comprehension. If a learner lacks the necessary background knowledge or vocabulary to understand the text, they may struggle with reading comprehension. Thus, it is essential to identify any underlying issues that may be hindering a learner's reading skills and provide appropriate support and intervention to address these difficulties.

2.1.4.2 Teaching Technique

The teacher is a crucial factor in a student's academic success as they are responsible for imparting knowledge. Their role is especially significant in teaching

reading, as they can greatly influence a student's reading ability. It is important for the teacher to use effective techniques to teach the material and avoid becoming a source of learning difficulties for the students.

2.1.4.3 Learner's Environment.

Environment is a significant factor influencing students' ability to learn and master English. This environment impacts not only reading but also learning English, as practice outside of the classroom is necessary for full language comprehension. Home and school environment play an important role in students' reading achievement.

2.1.5 Reading Comprehension Base on Barret Taxonomy

Comprehension is the ability to understand and make meaning of what is being read or heard. Reading comprehension is a complex process that involves interaction between the reader and the writer through the act of reading a text (Sari et al., 2015). According to Nirwana (2017), reading comprehension is the ability to understand a written text and extract the information that the reader wants or needs.

The meaning of this statement is that reading comprehension ability is the ability to understand written text and extract the information that the reader wants or needs. This involves various cognitive processes, such as understanding the meaning of words, understanding sentence structure, and making inferences based on information contained in the text.

In reading comprehension, the reader must be able to understand the words used and the context in which those words are used. In addition, readers must also have adequate vocabulary to understand unfamiliar words and be able to understand the structure of sentences and paragraphs as a whole.

Barrett Taxonomy is a framework or classification system used to evaluate the level of understanding and complexity of thoughts expressed in writing or orally (Junika, 2018). Barrett Taxonomy system was developed by Thomas F. Barrett in 1968 and has since been used by researchers, teachers, and test givers to measure a person's level of understanding of a topic (Purnamasari & Trisno, 2022). From the statement, it can be concluded, Barrett's Taxonomy can be used to measure a person's ability to read, write, speak, and listen, as well as to develop curriculum and appropriate teaching strategies to increase understanding and critical thinking skills. According to Krismadayanti & Zainil (2022), there are five levels of Barret Taxonomy, those are:

2.1.5.1 Literal Comprehension

Literal Comprehension focuses on ideas and information that are clearly expressed. Simple tasks in literal understanding may involve identifying or remembering a single fact or event. Literal Comprehension requires recognition or recall ideas, information, sequence, comparison, and explicit causes and effects of events.

2.1.5.2 Reorganisation

Reorganisation understanding involves the ability to process ideas or information that students have in texts by analyzing, synthesizing, and organizing. This is done by focusing on the information conveyed clearly in the text. Students can use techniques such as direct quoting or summarizing in their own words. Reorganisation tasks might include establishing key points, determining the order in which events or ideas are explained, or creating diagrams or concept maps to help visualize the relationships

between ideas in a text. This ability allows students to understand text better and remember important information in a systematic and organized manner.

2.1.5.3 Inferential

Inferential comprehension is the ability of the student to use their intuition and personal experience, along with the ideas and information explicitly stated in the text, to make hypotheses and conjectures. This means that the student uses their prior knowledge, regardless of where it came from, to draw conclusions about the text. Inference is not only limited to the information explicitly stated in the text but also involves the ability to make connections and draw conclusions based on prior knowledge and personal experience. The use of prior knowledge is an integral part of inference, as it allows the student to make educated guesses and predictions about the text. Therefore, inferential comprehension requires the student to use a combination of their intuition, personal experience, and prior knowledge to interpret the text beyond its explicit meaning.

2.1.5.4 Evaluation

To demonstrate evaluative thinking skills, students can be asked to make judgments or decisions about a particular thing or situation based on qualities related to accuracy, acceptability, desirability, value, or likelihood of occurrence. The statement introduces the concept of evaluation which involves the process of making judgments or decisions regarding a particular matter or situation based on qualities related to accuracy, acceptability, desirability, value, or likelihood of occurrence.

2.1.5.5 Appreciation

In the context of education, appreciation can be defined as a student's ability to appreciate and evaluate a work in terms of its psychological and aesthetic aspects. This ability involves all the cognitive dimensions of reading, including comprehension, interpretation, evaluation, and synthesis. The statement above outlines four types of responses or reactions that students can demonstrate in appreciation, namely: a) Emotional response to the content, b) Identification with characters and incidents, c) Reactions to the author's use of language, and d) Imagery.

2.1.6 Teaching Reading

Teaching reading skill involves a variety of strategies and techniques aimed at helping students develop their ability to comprehend written text effectively. Effective teaching requires guidance and direction, as teachers are unable to perform these activities in isolation (Indahyanti, 2018). In order to enhance student learning, teachers must employ innovative techniques, including unconventional approaches and unique methods of instruction. According to Fajria (2019), There are two primary approaches to teaching reading: the bottom-up approach and the top-down approach. The bottom-up approach concentrates on building the foundational elements of the text, such as focusing on words and phrases. Meanwhile, the top-down approach prioritizes the background knowledge about the text and attends to the overall meaning.

Based on this understanding it can be interpreted that, the approach of teaching reading from the bottom-up concentrates on the foundational components of language, including letters, sounds, and words. In this method, teachers teach students to decode individual words and phrases, then gradually help them understand longer texts. Initially, teachers focus on teaching students how to identify letters and their corresponding sounds, followed by teaching them basic sight words and phonics rules. Conversely, the top-down approach to teaching reading prioritizes the significance of background

knowledge and context in comprehension. This approach promotes students to utilize their prior knowledge and experiences to comprehend the meaning of a text. Teachers using this approach may commence by discussing the topic or theme of the text with their students, followed by aiding them in making predictions and drawing connections to their own lives.

2.1.7 Strategies in Teaching Reading

According to Audina et al., (2020) strategies are employed in learning, they can help make the learning process more active and engaging for the learner. Teaching Strategy is a comprehensive plan for a lesson, which includes organization, expected student behavior, and a summary of the methods needed to achieve the goals anticipated in the teaching and learning experience (Arian, 2020). To engage students in reading, it is important for teachers to use a variety of strategies such as employing different approaches, using various forms of media, and incorporating games or other interactive activities to maintain students' interest (Dwiningtiyas et al., 2020).

Based on this statement it can be concluded that teaching strategies are plans or methods used by teachers to achieve learning objectives and facilitate student learning. Teaching strategies include various actions or steps taken by teachers to organize and deliver learning materials, as well as to help students understand and apply the concepts and skills learned. In teaching reading comprehension, teachers need to use a variety of effective strategies in each teaching. These strategies aim to help students develop reading skills and better understand text content. Teachers can use various strategies and techniques in teaching reading skills, both using digital and non-digital media. Media refers to the tools and resources used by teachers in teaching and learning materials (Cahyono & Megawati, 2013). One of the media that teachers can use in learning is digital media such as gamification. The choice of the right teaching strategy must be adjusted to the learning objectives, the material being studied, the characteristics of the students, and the classroom environment. Effective teaching strategies will help students gain a better understanding and increase their motivation to learn.

2.1.8 Teaching Reading with Media

Learning media refers to any materials or tools utilized to disseminate information, arouse emotions, or enhance the learning process (Sari, P D, 2019). In the context of education, learning media can take various forms such as books, images, audio, video, interactive software, or even online platforms. Its purpose is to help students understand lesson concepts in a more engaging and easily digestible manner.

By using learning media, the intended message can be presented visually, auditorily, or even involve direct interaction. These media can stimulate students' minds, evoke emotions, and enhance their motivation to learn. Thus, learning media plays a crucial role in facilitating the learning process, making it more engaging, interactive, and effective for students.

Teaching reading with media can be a highly effective and engaging way to enhance literacy skills in students. Integrating various forms of media into the reading curriculum can help students develop critical thinking, comprehension, and analytical skills while also improving their digital literacy.

One of the media that can be used for teaching reading is Gimkit. Teaching reading with Gimkit involves incorporating this interactive learning platform into literacy lessons to enhance students' reading skills. By integrating Gimkit into reading

lessons, educators can create dynamic, interactive, and enjoyable learning experiences that enhance students' reading achievement and comprehension abilities.

2.1.9 Reading Assessment

Reading assessment is the process of evaluating a person's reading skills and abilities (Eva, S, 2021). It is essential in education to understand a student's reading proficiency, track their progress, and identify areas that need improvement. Reading assessments can take various forms and serve different purposes: Diagnostic Assessments, Formative Assessments, Summative Assessments, Reading Fluency Assessments, and Reading Comprehension Assessment.

Effective reading assessments are crucial for teachers to tailor their instruction to meet students' needs effectively. By using a combination of these assessment methods, educators can gain a comprehensive understanding of their students' reading abilities and provide targeted support to foster literacy development.

2.2 Hortatory Exposition Text

2.2.1 Definition of Hortatory Exposition Text

Hortatory exposition text is an effective way to persuade the reader to take a particular action or believe in a certain idea (Hellen & Al-Hafizh, 2014). By presenting strong and convincing arguments and evidence, the author can help the reader to make an informed decision and take action based on their beliefs (Wijaya & Puti, 2015). Therefore, hortatory exposition text is considered a type of argumentative text. Overall, hortatory exposition text is a powerful means of persuasion that utilizes evidence and well-crafted arguments to influence the reader's opinion or behavior. This piece of writing is widely circulated among academic circles and can be found in various forms such as scientific books, school textbooks, journals, magazines, newspapers, research reports, and academic presentations.

2.2.2 Generic Structure of the Hortatory Exposition Text

Sari et al. (2015), have identified four common structures of hortatory exposition text. These structures include a thesis statement, arguments, counterarguments, and recommendations.

- 1) Thesis statement, which is the main idea or argument presented in the text.
Smoking should be banned in public places because it harms the health of both smokers and non-smokers.
- 2) Arguments, which provide reasons or justifications to support the writer's viewpoint.
First, smoking is harmful to the health of the smoker, as it can cause lung cancer, heart disease, and other health problems. Second, secondhand smoke is also harmful to the health of non-smokers, and can cause lung cancer and other respiratory diseases. Third, banning smoking in public places can reduce the number of people who smoke and encourage smokers to quit, which can increase their health and reduce the burden on the healthcare system. Fourth, banning smoking in public places can also reduce the risk of fires caused by cigarettes, which can save lives and property.
- 3) Counterargument, where the writer acknowledges and refutes opposing viewpoints or arguments.
Some people argue that smoking is a personal choice and that individuals should have the right to smoke wherever they want.

- 4) Recommendation, which is the concluding part of the text where the writer presents a suggested course of action or a call to action for the reader.

However, the negative impacts of smoking on public health and safety outweigh the rights of individuals to smoke in public places. Therefore, smoking should be banned in all public places to protect the health and well-being of everyone.

2.2.3 Language Features in Hortatory Exposition Text

There are language feature in hortatory exposition text according to Fajria (2019). These features include a focus on generic human and non-human participants, the use of mental processes to express the writer's thoughts or feelings about an issue, the use of material processes to describe what happens or should be done, the use of relational processes to describe what is or should be, the use of Simple Present Tense to express habitual actions or situations, and the use of temporal conjunctions such as firstly, secondly, thirdly, and finally. These features are often used to convey persuasive arguments and opinions on a particular issue, such as smoking in public places or the importance of recycling.

2.3 Gimkit

2.3.1 Definition of Gimkit

According to Alsawaier (2018), Gamification is a technique that involves incorporating game-like elements, such as points, badges, and leaderboards, into non-game contexts to motivate and engage participants. In the context of education, gamification is used to enhance the learning experience and encourage active participation among students. By applying game mechanics, teachers aim to make learning more enjoyable and stimulating, while also encouraging students to take ownership of their learning process. The ultimate goal is to increase motivation and engagement, leading to better learning outcomes. There are multiple forms of online gamification that can be utilized to increase English language teaching. These include: Gimkit, Quizizz, Kahoot!, etc.

Dichev & Dicheva (2017) explain that gamification in education is based on the principle that game-like elements can stimulate intrinsic motivation in learners, making learning more enjoyable and effective. When learning becomes more engaging, students are more likely to be actively involved in the learning process, which can lead to deeper learning and improved academic performance. Gamification in education can also help to create a positive learning environment, where students feel encouraged to take risks, make mistakes, and persist in their efforts to learn.

Gimkit is an educational digital gaming platform that blends gaming elements with interactive learning to create an enjoyable and captivating learning experience that actively engages students (Cahya et al., 2023). In Gimkit, teachers can create quizzes or questions relevant to the subject matter being taught. Students can then participate in the game by answering these questions using their own devices. Each correct answer earns points for the students, which they can use to acquire rewards within the game, such as purchasing additional powers or boosting their scores. The platform's interactive nature and rewards system motivate students to actively participate and excel in their learning.

Gimkit has advantages and disadvantages based on Krisbiantoro (2021). Gamification provides several advantages in the context of education, including enhancing student learning experiences, addressing emotional needs, increasing engagement, and facilitating the development of cognitive and physical aspects. It also

makes learning more enjoyable, encourages completion of activities, helps learners understand the material, and increase user interest in software. Gamification also has some weaknesses, such as the potential for games to become predictable. The effectiveness of gamification also depends on the clarity and achievement of learning objectives. Additionally, relying on external rewards as motivation may not be as effective as cultivating internal motivation in students. The application of games to learning may also result in experiences that still feel similar to traditional learning in schools. Finally, excessive game playing can also have psychological effects.

3. METHODS

The research approach used in this study is quantitative research. Sugiyono (2016) defines the quantitative approach as a research methodology that relies on numerical or statistical data to answer research questions. In this approach, researchers followed a systematic data collection process using validated and reliable measurement tools, followed by statistical analysis to achieve objective and measurable results.

The researchers conducted this study to examine the effectiveness of a gamification model for increasing reading skills in students and to see if the model can enhance students' reading skill and provide a more enjoyable learning experience. Therefore, the researchers used pretest (before treatment) and posttest (after treatment) assessments to measure the participants' improvement in reading skills after using the gamification model. Thus, the use of pretest and posttest aimed to ensure that the research results obtained are accurate and reliable. Moreover, the design of this study is as follows

Population and Sample OR Subject

From this explanation, the researcher determined that the population in this study were eleventh grade students of MIPA 4 at SMAN 1 Sutojayan with a total of 35 students. And based on this statement, researchers used the population on the recommendation of cross-interest English teachers at SMAN 1 Sutojayan.

A sample can be defined as a portion of the population under study. The sample is randomly or systematically selected from the population and then used to represent the entire population in the research, Arikunto (2013). Based on that opinion, it can be concluded that a sample is a randomly selected subset of a larger population that represents the population as a whole in the research. The sample is chosen to obtain results that can be used as a reference for the entire population. Proper sampling is crucial to ensure the validity of research results and the generalization of those results to a larger population. In this study, the sample was students of grade XI MIPA 4 SMAN 1 Sutojayan. Therefore, this study used a Saturated Sampling Technique for sampling.

Instruments

To find out the effectiveness of gamification to increase student's reading skills of hortatory exposition text, The researchers used a test consisting of 50 multiple-choice questions on hortatory exposition text, based on the guidelines of basic competencies 3.9 in the 2013 Curriculum. To obtain valid and reliable results, the test needed to be pre-tested before being administered to the students.

Data Analysis

In this research, the researcher used paired sample t-test to test the effectiveness of the data. The paired sample t-test is a statistical test that is used to compare the mean scores of two related groups. In this case, the related groups are the pre-test and post-test scores of the participants. The paired sample t-test allows researchers to determine whether the intervention has had a significant impact on the participants' scores by comparing the mean differences between the pre-test and post-test scores. If the mean difference is statistically significant, this suggests that the intervention has had a positive effect on the participants' learning outcomes. To conduct a t-test, both normality of variance assumptions must be met. Therefore, it is necessary to perform tests for normality. To test for normality in this research, the researcher conducts test using SPSS 25. The researcher performed various procedures to analyze the data, which involved utilizing statistical techniques to assess the efficacy of the intervention. These procedures encompassed the following:

The score of students' achievement can be calculated by using this following formula:

Score : (The number of righ answer)/(The number of questios) x 100

Mean

Mean = $(\sum FX) / N$

M = Mean

F = Frequency

\sum = The sum

X = The scores

N = The total number of respondents

Standard Deviations

s = sample standard deviation

\bar{x} = average value (mean)

f_i = sum of the ith data frequencies, where $i = 1, 2, 3, ..$

n = the total number of data

x_i = data i, where $i = 1, 2, 3, ..$

Normality Test

A normality test is used to determine the normality of the data to be analyzed whether it is normally distributed or not. This can be done using a formula derived from the normality test, with the help of SPSS version 25. All formulas are entered into the paired sample T-test formula with the following formula:

Paired T-Test Formula:

t = calculated t value

\bar{D} = Mean of sample 1 and 2 measurements

SD = Standard deviation of sample 1 and 2 measurements

N = Number of samples

To interpret the Paired sample t-test, you must first determined:

α value

df (degrees of freedom) = N-k

For paired sample t-test df = N-1

Compare t-count values with t-table values

Furthermore, the t count is compared with the t table with levels 95% significance. The decision making criteria are:

- T table > T count = Ho is accepted or Ha is rejected
- T table < T count = Ho is rejected or Ha is accepted

4. RESULTS AND DISCUSSION

In this stage, researchers analyze the data that has been obtained. The data were analyzed using statistical methods. In this section, the data obtained is analyzed to answer the researcher's questions. The Gimkit application is effective for improving students' reading skills in class XI MIPA 4. The first data analysis is trial data using validity and reliability tests. Furthermore, the data obtained from the pre-test and post-test were analyzed with three tests, normality test, homogeneity test, and t-test. The data analysis is used to find out whether the hypothesis is proven or not by testing using SPSS version 25.

The tests are as follows:

Pre-Test and Post-Test

The descriptive statistics data for the pre-test and post-test can be described in the table below:

Table 4. 7 Descriptive Statistics

Descriptive Statistics

N	Minimum	Maximum	Means	std. Deviation
Pre-Test	35	49.00 91.00	74.4571	9.35679
Post-Test	35	64.00 94.00	81.5429	7.55506
Valid N (listwise)	35			

As shown in table 4.5, the mean post-test score is 81.5. This suggests that the use of Gimkit has led to an increase in student scores, but it is important to note that these conclusions are only descriptive. Testing is needed to ensure these advances have any significance. Therefore, the researcher examined the results of the pre-test and post-test using the Paired Sample Test to compare the mean of a variable using SPSS version 25

Normality Test

After obtaining the data from the pretest and posttest results, analyze the data in the form of normality tests and homogeneity tests of the pretest and posttest data. Data analysis was carried out, namely testing the normality of the data using the SPSS version 25 application. The normality test aims to check whether the observed data comes from a normal distribution or not. If the normality test uses sig. Kolmogorov-Smirnov > 0.05, then the data is normally distributed. The normality test results obtained can be seen in the following table:

Table 4. 8 One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residuals

N	35	
Normal Parameters a,b	Means	.0000000
std. Deviation	5.11348209	
Most Extreme Differences	absolute	.132

Positive .132
 Negative -.121
 Test Statistics .132
 asymp. Sig. (2-tailed) .125 c
 a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.

The basis for decision making in the Normality Test is:

- 1) If the significance value (Sig.) > 0.05 then the research data is normally distributed.
- 2) Conversely, if the significance value (Sig.) < 0.05, the research data is not normally distributed.

Based on the results in table 4.8 above it can be concluded that, the significance value of Asymp. Sig. (2-tailed) of 0.125 > 0.05. So according to the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed. Thus, the assumption or requirement of normality in the regression model has been fulfilled.

Homogeneity Test

After obtaining the normality test results, data analysis tests were carried out in the form of pretest and posttest data homogeneity tests. Data analysis was carried out, namely testing the homogeneity of the data using the SPSS version 25 application. The homogeneity test results obtained can be seen in the following table:

Table 4. 9 Test of Homogeneity of Variance

Test of Homogeneity of Variance

Levene Statistics	df1	df2	Sig.
Test results Based on Means	1891	1	68 .174
Based on Median	1,192	1	68 .279
Based on Median and with adjusted df	1,192	1	65,181 .279
Based on trimmed mean	1924	1	68 .170

The criteria in homogeneity testing are:

- 1) If sig > 0.05 then the data is homogeneous and
- 2) If sig < 0.05 then the data is not homogeneous.

Based on the data from table 4.9 above, the results of the analysis in the test table of homogeneity of variance based on mean obtained level statistic = 1.891, df1 = 1, df2 = 68, and sig = 0.174. Because the sig value is 0.174 > 0.05, it can be concluded that the variance of the data in the pre-test and post-test values is homogeneous.

4.1.3.4 Hypothesis Test

The hypothesis testing was carried out, namely the Paired Sample Test. This test was carried out to find out whether the effectiveness of students' reading achievement was treated using the Gimkit application. To find out the results of the Paired Sample Test there are two references that can be used as a basis for decision making, first by looking at the significance value (Sig), and secondly by comparing the calculated tvalue with ttable.

The results of the hypothesis testing that has been done can be seen in the following table:

Table 4. 10 Paired Samples Statistics

Paired Samples Statistics

Means	N	std. Deviation	std. Error	Means
Pair 1 Pre-test	35	74.46	9,357	1,582
Posttest	35	81.54	7,555	1,277

In the Paired Samples Test output table, the Pre-Test value obtained an mean of 74.46, while the Post-Test value obtained an mean value of 81.54. It can be concluded that the average score on the Pre-Test is $74.46 < \text{Post-Test } 81.54$, so that means that descriptively there is a difference in the average learning outcomes between the Pre-Test and the Post-Test results.

Table 4. 11 Paired Sample Correlations

Paired Samples Correlations

N	Correlation	Sig.
Pair 1 Pretest & Posttest	.736	.000

Based on the data in table 4.11 above, it shows the results of the correlation test or the relationship between the two data or the relationship between the Pre-Test variable and the Post-Test variable. It is known that the correlation coefficient (Correlation) is 0.736 with a significance value (Sig.) of 0.000. Because the value of Sig. $0.736 > \text{probability } 0.05$, it can be said that there is no relationship between the Pre-Test variables and the Post-Test variables.

Table 4. 12 Paired Samples T-Test

Paired Samples T-Test

Paired Differences	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference				
Means	std. Deviation	std. Error	Means	Lower	Upper			
Pair 1 Pretest - Posttest	-7,086	6,368	1,076	-9,273	-4,898	-6,583	34	.000

The guidelines or basis for decision making are as follows:

First, based on Significance Value (Sig.):

- a) If the value is Significant (Sig). $< \text{probability } 0.05$ then H_0 is rejected and H_a is accepted.
- b) If the value is Significant (Sig). $> \text{probability } 0.05$ then H_0 is accepted and H_a is rejected.

Based on the results of the Paired Samples Test in table 4.12, the Sig. (2-tailed) of 0.000 < 0.05 , which means H_0 is rejected and H_a is accepted. This shows that there is an average difference between the results of the Pre-Test and Post-Test in class XI MIPA 4 students after using the Gimkit application.

Second, based on a comparison of the calculated t value with t table

- a) If $t_{\text{count}} > t_{\text{table}}$, then the alternative hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. This means that the use of the Gimkit application has an

effect on increasing the reading achievement of XI MIPA 4 students at SMAN 1 Sutojayan.

b) If $t_{count} < t_{table}$, then the alternative hypothesis (H_a) is rejected and the Null Hypothesis (H_0) is accepted. This means that the use of the Gimkit application has no effect on increasing the reading achievement of XI MIPA 4 students at SMAN 1 Sutojayan.

Based on table 4.10, the results of the Paired Simple T Test, pre-test values and post-test values obtained $t_{count} = 6.583$, $df = 34$ results from 35-1, and $sig.(2-tailed) = 0.000$. From these data it shows a significant value of 0.000 and t_{count} of 6.583 while t_{table} is 1.69092 ($t_{count} 6.583 > t_{table} 1.69092$) which means H_0 is rejected and H_a is accepted. In other words, there is a significant difference between the pre-test and post-test scores in the experimental group. These results indicate that the treatment given to the experimental group has a positive effect on increasing scores. It can be said that the gimkit application is effective in increasing the reading achievement of class XI MIPA 4 students at SMAN 1 Sutojayan.

This research is experimental research where the purpose of this research is to find out the increase in students' achievement in reading by using the Gimkit application in class XI MIPA 4 SMAN 1 Sutojayan. The research design used was one group with pre-test and post-test taking. This research has revealed that the use of the Gimkit application in teaching reading is very effective.

This statement can be proven from the results of a significant increase in student scores from the pre-test to the post-test. In other words, the increase in student achievement in reading hortstory exposition text has increased after being given treatment using the gimkit application. This can be seen from the results of the pre-test and post-test scores that the researchers did, namely the average pre-test score was 74.4 and the post-test average was 81.5. The average post-test score is greater than the pre-test average score and is able to achieve KKM.

In addition, the data results are strengthened by the results of the t-test which obtained a $sig(2-tailed)$ of $0.000 < 0.05$, where H_a is accepted and H_0 is rejected. By testing using t_{table} and t_{count} is the pre-test value and post-test value obtained $t_{count} = 6.583$, $df = 34$ results from 35-1, and $sig.(2-tailed) = 0.000$. From these data it shows a significant value of 0.000 and t_{count} of 6.583 while t_{table} is 1.69092 ($t_{count} 6.583 > t_{table} 1.69092$) which means H_0 is rejected and H_a is accepted.

In addition, the results of this study are supported by several previous related studies. There are similarities and differences between this study and old research. The first is research from Saari and Varjonen (2021), entitled "Digital games and second language acquisition: the effect of Gimkit! and Kahoot! on upper secondary school students' vocabulary acquisition and motivation". The similarity in this study is in the use of the Gimkit application. In this study, researchers stated that digital games are primarily for Gimkit and Kahoot! can be an effective teaching strategy to encourage vocabulary acquisition and motivation in learning a second language. The next researcher from Avşar, Gülçin Ozan, Ceyhun Aydın, and Esra (2023), with the title "The effect of reinforcement using the Gimkit game on learning the subject in nursing students". In this study, the difference is in different research objects but using the same application. The study states that using Gimkit games to study subjects is more effective than

traditional question-and-answer methods in influencing nursing student achievement test scores.

Thus, the conclusion from the results of these data can be obtained that the use of the Gimkit application in increasing students' reading achievement in hortatory exposition text is effectively used in class XI MIPA 4 SMAN 1 Sutojayan. Thus, the conclusion of this explanation can be obtained that the use of the Gimkit application in improving student reading achievement in hortatory exposition texts is effective for use in class XI MIPA 4 SMAN 1 Sutojayan. Based on the results of the data calculations described in the description above, the results proved that Gimkit was effective in improving student reading achievement in hortatory exposition texts effectively for use in class XI MIPA 4 SMAN 1 Sutojayan.

5. CONCLUSION

It can be concluded that the application of Gimkit in teaching reading of hortatory exposition texts significantly increases student achievement. This can be seen from the results of the average pre-test score of 74.4 and the average post-test is 81.5. The pre-test and post-test scores showed a significant increase, indicating that Gimkit was effective in improving students' reading comprehension skills in this type of text. These results are corroborated based on the results of the t-test obtained, it is found that the significance value (sig) is 0.000, which is smaller than the specified level of significance (0.05). This indicates that there is a significant difference between the pre-test and post-test scores. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In testing using the t table and the calculated t value of 6.583, with a degree of freedom (df) of 34 (35-1), it was also found that the calculated tvalue is greater than the ttable value (1.69092). This shows that H_0 is rejected and H_a is accepted.

Thus, the results of these data obtained answers to the question "how is the efficacy of gimkit to increase student's reading achievement of hortatory exposition text at the eleventh-grade students in SMAN 1 Sutojayan?". The findings revealed that students who were exposed to the Gimkit intervention showed improvements in their reading achievement when dealing with hortatory exposition texts. By comparing the pretest and posttest scores of the same group, it was evident that the students' reading proficiency increased after utilizing the Gimkit application. The positive outcomes support the conclusion that Gimkit can be considered an effective tool for enhancing students' reading achievement in hortatory exposition texts among the eleventh-grade students in SMAN 1 Sutojayan. In other words, it can be concluded that the gimkit application is effective in increasing the reading achievement of class XI MIPA 4 students of SMAN 1 Sutojayan.

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