

**THE IMPLEMENTATION OF GAMIFICATION BASED ON
BALINESE LOCAL STORIES AS A TEACHING MEDIA
TOWARD STUDENT'S READING COMPREHENSION
ON 5TH GRADE STUDENTS**

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ABSTRACT

This research aimed to investigate the implementation of gamification based on Balinese local stories as a teaching media which could increase 5th grade students' reading comprehension. Gamification develops the mechanics of the games and engages people using the game thinking. Gamification also encourages action, learning and problems solving to the user. The design of this research was classroom action research (CAR) that focused on collecting the data using pre-test and post-test in every cycle. The total of cycle in this study are three cycles and to finish each cycle, it takes four days. The form of the test used in this research was in the form of multiple choice. The subject of this research was the 5th grade of SD 3 Banjar Jawa which consisted of 30 students. The result showed that there was an improvement from the first cycle to the final cycle that was proved by the result of pre-test and post-test from each cycle. The first cycle showed that 36.6% of the students passed the first test on the first cycle. Meanwhile, in the final post-test, it showed that all of the students could pass the post-test given. The results of the final cycle proved that Gamification could improve the 5th grade students' reading comprehension by providing joyful learning environment for the students.

Keyword: Gamification, Reading Comprehension, Young Learner

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Penelitian ini bertujuan untuk meneliti penerapan gamifikasi berbasis cerita lokal Bali sebagai media pembelajaran untuk meningkatkan pemahaman bacaan siswa kelas V. Desain penelitian ini adalah penelitian tindakan kelas (PTK) yang difokuskan pada pengumpulan data menggunakan pre-test dan post-test di setiap siklus. Bentuk tes yang digunakan dalam penelitian ini adalah dalam bentuk pilihan ganda. Subjek penelitian ini adalah siswa kelas V SD 3 Banjar Jawa yang berjumlah 30 siswa. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan dari siklus I ke siklus akhir yang dibuktikan dengan hasil pre-test dan post- tes dari masing-masing siklus. Hasil siklus pertama menunjukkan bahwa 36,6% siswa lulus tes pertama pada siklus pertama. Sedangkan pada post-test akhir menunjukkan bahwa semua siswa dapat lulus pada post-test yang diberikan. Hasil akhir siklus membuktikan bahwa gamifikasi dapat meningkatkan pemahaman bacaan siswa kelas V dengan memberikan lingkungan belajar yang menyenangkan bagi siswa.

Kata Kunci: Gamifikasi, Pemahaman Membaca, Siswa