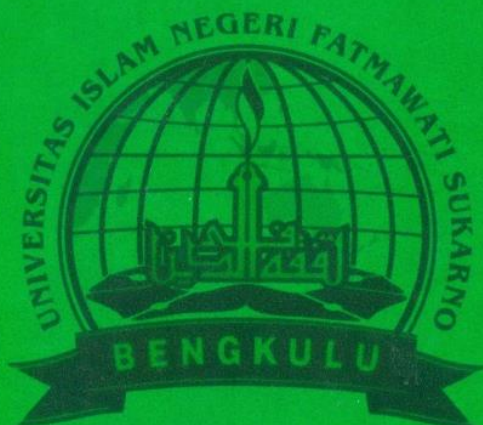


THE EFFECT OF USING GAMIFICATION BASED STIMULER APPLICATION ON EFL STUDENTS' SPEAKING ABILITY

**(A Quasi-Experimental Research at Eighth-Grade
Students in SMP Negeri 11 Bengkulu Tengah).**

THESIS

*Submitted as a Particular Requirement for the
Degree of Sarjana Pendidikan (S.Pd.)
In English Education Study Program*



Arranged By:

QOFIFAH NURAZIZA

SRN. 2223230023

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
FATMAWATI SUKARNO STATE ISLAMIC UNIVERSITY
OF BENGKULU**

2026

**THE EFFECT OF USING GAMIFICATION BASED
STIMULER APPLICATION ON EFL STUDENTS'
SPEAKING ABILITY**

**(A Quasi-Experimental Research at Eighth-Grade
Students in SMP Negeri 11 Bengkulu Tengah).**

THESIS

*Submitted as a Particular Requirement for the
Degree of Sarjana Pendidikan (S.Pd.)
In English Education Study Program*



Arranged By:

QOFIFAH NURAZIZA

SRN. 2223230023

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
FATMAWATI SUKARNO STATE ISLAMIC UNIVERSITY
OF BENGKULU
2026**



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172

Website: www.uinfasbengkulu.ac.id

RETRIFICATION

This is to certify the thesis entitled “The Effect of Using Gamification Based *Stimuler* Application on EFL Students' Speaking Ability. (A Quasi-Experimental Research at Eighth-Grade Students in SMP Negeri 11 Bengkulu Tengah)” by Qofifah Nuraziza (2223230023) has been approved by the board of Thesis Examiners as the requirement for degree of *Sarjana pendidikan* (S. Pd.) in English Education Program.

Chairman

Prof. Dr. Hj. Asiyah, M.Pd.

NIP. 196510272003122001

Secretary

Ikke Wulandari, M.Pd.I

NIP. 199111262019032013

Examiner I

Dr. Ferri Susanto, M.Pd

NIP. 197512082014111001

Examiner II

Dr. Hanura Febriani, M.Pd

NIP. 199002142020122004

Bengkulu, August 2026

Approved by

Dean of Tarbiyah and Tadris Faculty

Dr. Hj. Khairiah, M.Pd.

NIP. 196805151997032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

STATEMENT OF AUTHENTICITY

Name : Qofifah Nuraziza
NIM : 2223230023
Study Program : Tadris Bahasa Inggris
Fakulty : Tarbiyah and Tadris

I hereby declare that the thesis Entitled “The Effect of Using Gamification Based *Stimuler* Application on EFL Students' Speaking Ability. (A Quasi-Experimental Research at Eighth-Grade Students in SMP Negeri 11 Bengkulu Tengah).” is my own work and research and is not a plagiarism of the work of others. If in the future it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

Bengkulu, August 2026
Stated By,


Qofifah Nuraziza
NIM. 2223230023



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

THESIS APPROVAL

Name : Qofifah Nuraziza
NIM : 2223230023
Study : Tadris Bahasa Inggris
Program :
Fakulty : Tarbiyah and Tadris
Thesis Tittle : "The Effect of Using Gamification Based *Stimuler* Application on EFL Students' Speaking Ability. (A Quasi-Experimental Research at Eighth-Grade Students in SMP Negeri 11 Bengkulu Tengah)."

Bengkulu, August 2026

Advisor I

Advisor II


Dr. Risnawati, M.Pd
NIP. 197405231999032002


Dr. Dedi Efrizal, M.Pd
NIP. 199012132020121008

Mengetahui,
Koordinator Prodi Tadris Bahasa Inggris


Pebri Prandika Putra, M.Hum.
NIP.198902032019031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

ADVISOR SHEET

Name : Qofifah Nuraziza
NIM : 2223230023
Study : Tadris Bahasa Inggris
Program :
Fakulty : Tarbiyah and Tadris
To : The Dean of Faculty of Tarbiyah dan Tadris UINFAS
Bengkulu

The thesis entitled **"The Effect of Using Gamification Based Stimuler Application on EFL Students' Speaking Ability. (A Quasi-Experimental Research at Eighth-Grade Students in SMP Negeri 11 Bengkulu Tengah)"** has been guided, examined, and corrected in accordance with the suggestions of Supervisors I and II. Therefore, the thesis has fulfilled the requirements for the munaqosyah examination.

Bengkulu, August 2026

Advisor I

Advisor II


Dr. Risnawati, M.Pd
NIP. 197405231999032002


Dr. Dedi Efrizal, M.Pd
NIP. 199012132020121008

MOTTO

“Maka Apabila Engkau Telah Selesai Dari Suatu Urusan, Tetaplah Bekerja Keras Untuk Urusan Yang Lain, Dan Hanya Kepada Tuhanmulah Engkau Berharap”

- (QS. Ash-Sharh: 7-8)

“Live As If You Were to Die Tomorrow.
Learn As If You Were to Live Forever.”

- (Mahatma Gandhi)

“Life Can Be Heavy, Especially If You Try to Carry It All at Once.
Part Of Growing Up and Moving into New Chapter of Your Life Is
About Catch and Release.”

- (Taylor Swift)

“Let Your Dreams Be Bigger Than Your Fears”

BENGKULU

DEDICATIONS

With sincere gratitude and deep appreciation, this thesis is dedicated to:

- a. The author offers praise and thanks to Allah SWT for His abundant mercy, guidance, and blessings. Thanks to His help, strength, patience, and constant guidance, the author was able to overcome the various obstacles and challenges encountered during the process of writing this thesis. By His permission and will, the entire process of writing this academic work has been completed. The author believes that without the mercy and pleasure of Allah SWT, the completion of this thesis would not have been possible.
- b. To my beloved parents, Father Mukhlis and Mother Murnila Wati, I express my deepest respect, love, and gratitude for all the affection, prayers, sacrifices, hard work, and unwavering support you have given me from my childhood until now. Thank you for every struggle, every act of care, every piece of guidance, and every encouragement you have always given me as I faced life's various stages, especially during my education. Thanks to your sincere prayers, your unending love, and the life values you have instilled in me, I was able to overcome various challenges and ultimately complete my education and this thesis. May Allah SWT always bestow health, happiness, and blessings upon them, and may He reward all the kindness of Father Mukhlis and Mother Murnila Wati with the very best. Aamiin.

- c. To my beloved younger brother, Zira At Muhanggara, I would like to express my gratitude for the understanding, prayers, encouragement, and support you have consistently provided throughout my education and the completion of this thesis. Zira's presence, care, and support have been a source of motivation and strength for me in facing every challenge during the thesis writing process. The author would also like to thank the entire extended family for their prayers, support, care, and love, which have always been there, allowing the author to complete this study while always feeling the warmth and togetherness of the family.
- d. To Dr. Risnawati, M.Pd., as my primary advisor, and Dr. Dedi Efrizal, M.Pd., as my secondary advisor, I would like to express my deepest respect and gratitude for all the guidance, direction, patience, attention, and constructive advice and feedback provided throughout the process of writing this thesis. The guidance and support provided were invaluable and played a major role in helping the author complete this research and write this thesis. May Allah SWT reward you abundantly for all the kindness you have shown.
- e. To the entire SMP Negeri 11 Bengkulu Tengah community, particularly the students of class VIII. A and VIII.B, the author would like to express his deepest gratitude and appreciation for the permission, cooperation, assistance, and participation provided throughout the research process. Your support and involvement were invaluable and contributed significantly to the smooth progress and success of this study.

- f. To myself, Qofifah Nuraziza, the author would like to express her gratitude for persevering, fighting, and never giving up until I was able to complete this journey. Thank you for the courage to face all challenges, for turning fear into the drive to keep moving forward, and for remaining steadfast and sincere in facing the various processes and trials that came one after another. May I always be granted the strength, patience, sincerity, and drive to continue growing into a better person and to be able to make that a reality.
- g. To my beloved cousin, Oren Kurnia, S.H., I would like to express my gratitude for the prayers, support, care, encouragement, and love you have consistently shown me throughout my education and while I was completing this thesis. Thank you for the motivation, care, and companionship that have served as a source of encouragement for the author throughout my studies and the completion of this thesis. May Allah SWT always bestow health, happiness, blessings, and success in every step of life.
- h. To Smart Students, Hikmatul Natela, Emelda Dwi Puspita, Meta Natasya Putri, Marsanda Putri Muharani, Indah Setyani, Intan Purnama Sari, and Indri Oktariani, the author would like to express my deepest gratitude for your sincerity, camaraderie, prayers, support, and assistance throughout my time in college. The various moments we have shared, from laughter and joy to sorrow and long, meaningful discussions, have become cherished memories that have made this journey feel lighter and more meaningful. The author is grateful to have been blessed

with friends who are sincere, loyal, and always encouraging. May Allah SWT always bestow upon us all good health, blessings, ease in all our affairs, and success in our careers and lives. May these bonds of friendship and camaraderie remain strong forever.



ACKNOWLEDGEMENT

All praise and gratitude I offer to Allah SWT, the Most Compassionate and Most Merciful. By His guidance, mercy, and blessings, I was able to complete this thesis well. With His permission as well, I was granted strength, patience, and clarity of mind in facing various challenges throughout the research and writing process.

May blessings and peace always be bestowed upon the Prophet Muhammad, peace be upon him, the role model for all humanity, whose teachings and character continually inspire the author to cultivate sincerity, integrity, and enthusiasm in the pursuit of knowledge.

The thesis entitled **“The Effect of Using Gamification Based Stimuler Application on EFL Students' Speaking Ability. (A Quasi-Experimental Research at Eighth-Grade Students in SMP Negeri 11 Bengkulu Tengah).”** was written as one of the requirements for obtaining a Bachelor’s degree (S1) in the English Education Study Program. The process of preparing this thesis not only provided valuable academic experience but also served as a meaningful opportunity for the author's personal development.

The author would like to express sincere appreciation and deep respect to the following individuals and institutions:

1. Prof. Dr. H. Khairudin, M.Ag., Rector of UIN Fatmawati Sukarno Bengkulu.
2. Dr. Hj. Khairiah, M.Pd., Dean of the Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu.
3. Pebri Prandika Putra, M.Hum., Head of the English Education Study Program.

4. Dr. Risnawati, M.Pd., as first supervisor, for his meaningful guidance, constructive feedback, and ongoing support throughout the completion of this thesis.
5. Dr. Dedi Efrizal, M.Pd., as second supervisor, for his valuable insights, support, and motivation throughout the completion of this research.
6. All lecturers of the English Education Study Program, for their commitment, valuable knowledge, and continuous guidance during the author's academic journey.
7. The beloved alma mater, UIN Fatmawati Sukarno Bengkulu, for fostering a supportive academic environment that contributed to the author's intellectual growth and personal development.

The author acknowledges that this thesis is still far from perfect and has various limitations. Therefore, the author greatly welcomes constructive criticism and suggestions. The author hopes this work can make a positive contribution to the advancement of knowledge and serve as a useful reference for future research.

Bengkulu,
Agustus 2026

Qofifah Nuraziza
NIM. 2223230023

ABSTRACT

Qofifah Nuraziza. *THE EFFECT OF USING GAMIFICATION BASED STIMULER APPLICATION ON EFL STUDENTS' SPEAKING ABILITY. (A QUASI-EXPERIMENTAL RESEARCH AT EIGHTH GRADE STUDENTS IN SMP NEGERI 11 BENGKULU TENGAH).*

Advisor I.

Dr. Risnawati, M.Pd.

Advisor II.

Dr. Dedi Efrizal, M.Pd.

This research aimed to investigate the impact of a gamification-based English-learning application on the speaking performance of eighth-grade students at SMP Negeri 11 Bengkulu Tengah. The background of this research is the low level of student speaking performance, particularly in the areas of fluency, accuracy, and comprehension, as well as minimal opportunities for oral practice under conventional teaching methods. Based on this problem, a gamification-based application was implemented as an interactive medium to enhance student speaking performance. This study applied a quantitative approach with a quasi-experimental design that compared results across two groups. The sample consisted of two classes: Class VIII A, which received the treatment, and Class VIII B, which functioned as the control group. Data collection was carried out using a speaking test administered on two occasions, prior to and following the treatment, assessed according to three criteria: fluency, accuracy, and comprehension. The data were then examined using reliability testing, normality and homogeneity assumption tests, a paired-sample t-test, and independent-sample t-test. The findings revealed that the average score of the experimental group rose from 52.00 to 63.03, whereas the control group's average only increased from 47.33 to 53.83. Findings from the paired-sample t-test confirmed that speaking performance improved meaningfully after the gamification-based Stimuler application was used ($p < 0.001$). A paired-sample t-test showed a significant improvement in speaking performance after the Stimuler was applied ($p < 0.001$). In addition, an independent-samples t-test revealed a significant difference between the two groups ($t = 2.617$, $df = 38$, $p = 0.013$), with the experimental group achieving a higher mean post-test score. A Cohen's d value of 0.825 indicates a large effect size.

Therefore, the gamification-based Stimuler app proved effective in improving the speaking skills of eighth-grade students at SMP Negeri 11 Bengkulu Tengah.

Keywords: Gamification-Based Stimuler Application, Speaking Ability, EFL Students, Quasi-Experimental Research.



ABSTRAK

Qofifah Nuraziza. *THE EFFECT OF USING GAMIFICATION BASED STIMULER APPLICATION ON EFL STUDENTS' SPEAKING ABILITY. (A QUASI-EXPERIMENTAL RESEARCH AT EIGHTH GRADE STUDENTS IN SMP NEGERI 11 BENGKULU TENGAH).*

Advisor I.

Dr. Risnawati, M.Pd.

Advisor II.

Dr. Dedi Efrizal, M.Pd.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi belajar bahasa berbasis gamifikasi terhadap kemampuan berbicara siswa kelas VIII SMP Negeri 11 Bengkulu Tengah. Latar belakang penelitian ini adalah kemampuan berbicara siswa yang masih rendah, khususnya pada aspek kelancaran, ketepatan, dan pemahaman, serta minimnya kesempatan berlatih berbicara melalui metode pengajaran konvensional. Berdasarkan permasalahan tersebut, diterapkanlah aplikasi berbasis gamifikasi sebagai media interaktif guna meningkatkan kemampuan berbicara siswa. Penelitian ini menerapkan pendekatan kuantitatif dengan rancangan kuasi-eksperimen yang membandingkan kelas eksperimen dengan kelas kontrol. Sampel penelitian terdiri dari dua kelas, yakni Kelas VIII A sebagai kelompok eksperimen dan Kelas VIII B sebagai kelompok kontrol. Instrumen penelitian yang dipakai berupa tes berbicara yang diberikan dua kali, yaitu sebelum dan sesudah perlakuan. Kinerja berbicara siswa dinilai berdasarkan aspek kefasihan, ketepatan, dan pemahaman. Data dianalisis menggunakan uji reliabilitas, uji normalitas, uji homogenitas, uji-t berpasangan, dan uji-t independen. Temuan penelitian memperlihatkan bahwa rata-rata skor kelas eksperimen naik dari 52,00 sebelum perlakuan menjadi 63,03 setelah perlakuan, sedangkan rata-rata skor kelas kontrol hanya meningkat dari 47,33 menjadi 53,83. Uji t berpasangan mengonfirmasi terjadinya peningkatan kemampuan berbicara siswa secara signifikan setelah penggunaan Aplikasi Stimuler berbasis gamifikasi ($p < 0,001$). Uji-t sampel berpasangan menunjukkan peningkatan yang signifikan dalam kemampuan berbicara setelah aplikasi Stimuler ($p < 0,001$). Selain itu, uji-t sampel independen menunjukkan adanya perbedaan yang signifikan antara kedua kelompok ($t = 2,617$, $df = 38$, $p = 0,013$).

dengan kelompok eksperimen mencapai skor rata-rata pasca-tes yang lebih tinggi. Nilai Cohen's d sebesar 0,825 menunjukkan ukuran efek yang besar. Oleh karena itu, aplikasi Stimuler berbasis gamifikasi terbukti efektif dalam meningkatkan keterampilan berbicara siswa kelas VIII di SMP Negeri 11 Bengkulu Tengah.

Kata kunci: Aplikasi Stimuler Berbasis Gamifikasi, Kemampuan Berbicara, Siswa Bahasa Inggris sebagai Bahasa Asing, Penelitian Kuasi-eksperimental.



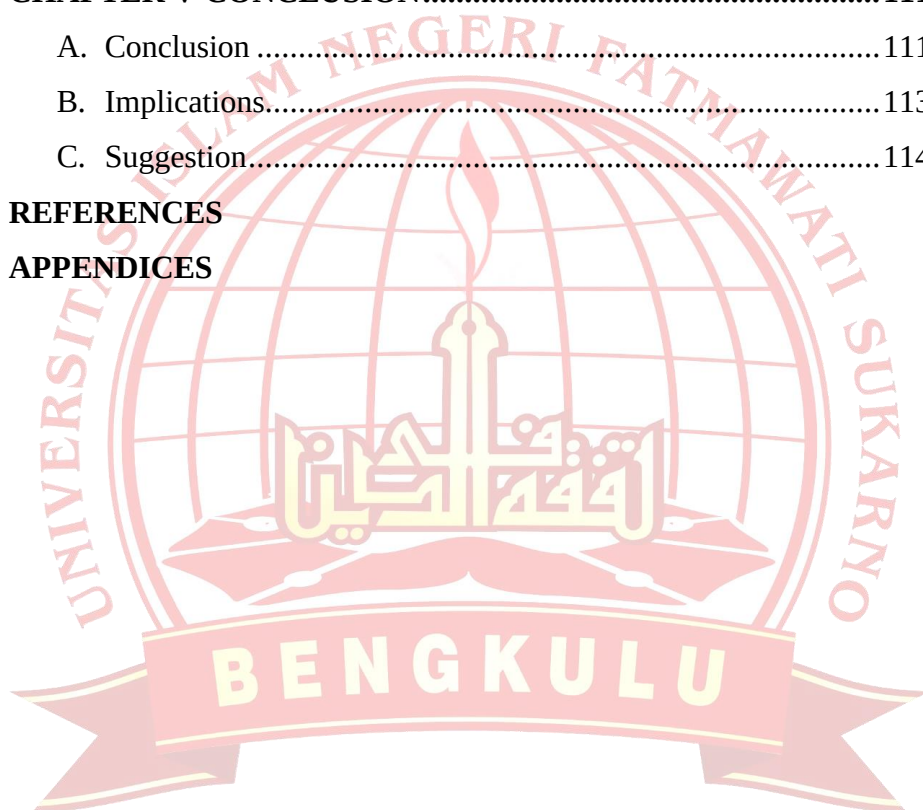
TABLE OF CONTENTS

COVER	i
RETRIFICATION.....	ii
THESIS APPROVAL	iii
ADVISOR SHEET.....	iv
STATEMENT OF AUTHENTICITY	v
MOTTO.....	vi
DEDICATIONS	vii
ACKNOWLEDGEMENT	xi
ABSTRACT.....	xiii
ABSTRACT	xv
TABLE OF CONTENTS	xiii
LIST OF TABLES	xxi
LIST OF DIAGRAMS	xxii
CHAPTER I INTRODUCTION	1
A. Background of The Study	1
B. Identification of The Problem	6
C. Limitations of The Problems	7
D. Formulation of The Problems	7
E. Objective of The Research	7
F. Significance of The Research	8
G. Definitions of Key Terms	8
CHAPTER II LITERATURE REVIEW	10
A. The Concept of Speaking	10
1. Definition of Speaking.....	10
2. The Function of English Speaking in the Current Era.....	11
3. The Component of Speaking Proficiency	12
B. Teaching Speaking for Young Learners.....	15
1. The Concept of Teaching Young Learners.....	15
2. The Emergence of Technology in Teaching Speaking.....	17

C. Gamification in Language Learning	19
1. Definition of Gamification.....	19
2. Elements of Gamification in Learning	20
3. The Role of Gamification in Language Learning	21
D. Teaching Speaking Using Technology.....	22
1. The Integration of Technology in Speaking Instruction....	22
2. The Pedagogical Impact of Technology on Speaking Development	23
E. The Concept of Stimuler Application	24
1. Definition of Stimuler Application.....	24
2. Teaching Speaking Using Stimuler	25
3. Teaching Procedure Using Stimuler Application.....	27
4. Teacher and Students' Roles in Teaching Speaking Using Stimuler.....	29
a. The Role of the Teacher.....	29
b. The Role of the Students.....	30
5. The Advantages of the Stimuler Application.....	31
6. The Disadvantages of the Stimuler Application	35
7. Procedures for Using the Stimuler Application	37
F. Previous Study	41
G. Research Assumptions.....	44
H. Conceptual Framework	45
I. Hypothesis	48
CHAPTER III RESEARCH METHOD	49
A. Research Design.....	49
B. Population And Sample.....	52
1. Population	52

2. Sample	53
C. The Research Instrument	54
1. Speaking Test	55
2. Field Notes	55
3. Speaking Assessment Rubric	57
4. Instrument Validity	60
5. Instrument Reliability	60
D. Data Collection Technique	61
1. Pre-Test	62
2. Treatment	63
3. Post-Test	63
E. Data Analysis Technique	64
1. Descriptive Statistical Analysis	64
2. Inferential Statistical Analysis	65
3. Normality Test	66
4. Homogeneity Test	66
5. Paired Samples Test	67
6. T-Test	68
F. Teaching Procedure in Experimental and Control Groups	68
1. Teaching Procedure in Experimental Class	68
2. Teaching Procedure in Control Class	74
CHAPTER IV RESULT AND DISCUSSION	76
A. Result	76
1. The Result of the Speaking Ability Test	76
2. Normality Test	89
3. Homogeneity Test	97
4. Paired Sample T-Test	99

5. T-Test.....	102
B. Discussion.....	105
C. The strengths and weaknesses of the researcher	109
1. The Strengths oh the Research.....	109
2. The Weaknesses of the Research	110
CHAPTER V CONCLUSION.....	111
A. Conclusion	111
B. Implications.....	113
C. Suggestion.....	114
REFERENCES	
APPENDICES	



LIST OF TABLES

Table 2.5 Conceptual Framework of The Research	47
Table 3.1 Scheme Non-Equivalent Control Group Design	51
Table 3.2 The Population of The Research	52
Table 3.3 The Sample of The Research	54
Table 3.4 Speaking Assessment Rubric	58
Table 4.2 Frequency Distribution of Pre-Test & Post-Test Scores in The Experimental Class	79
Table 4.4 Frequency Distribution of Pre-Test & Post-Test Scores in The Control Class	86
Table 4.5 Test of Normality Pre-Test and Post-Test in The Control Class.....	91
Table 4.6 Test of Normality of Pre-Test and Post-Test in The Experimental Class.....	91
Table 4.11 Test of Homogeneity of Variances Pre-Test.....	98
Table 4.12 Test of Homogeneity of Variances Post-Test.....	98
Table 4.13 Test of Paired Samples Statistics.....	100
Table 4.14 Test of Paired Samples Test.....	100
Table 4.15 Test of Paired Samples Statistics.....	101
Table 4.16 Test of Paired Sample Test	102
Table 4.17 T-Test Result.....	103
Table 4.18 T-Test Result.....	103
Table 4.19 T-Test Result.....	103

LIST OF DIAGRAMS

Diagram 4.1 Comparison Pre-test and Post-test Scores of Experimental Class.....	78
Diagram 4.2 Pre-Test and Post-Test Scores of Experiment Class	79
Diagram 4. 3. Comparison Pre-test and Post-test Scores of Control Class.....	82
Diagram 4.4 Pre-Test and Post-Test Scores of Control Class.....	87
Diagram 4. 7 Histogram of Control Class Pre-Test.....	92
Diagram 4. 8 Histogram of Control Class Post-Test	93
Diagram 4. 9 Histogram of Experiment Class Pre-Test.....	95
Diagram 4. 10 Histogram of Experiment Class Post-Test	96

