

THESIS

**EXPLORING THE IMPLEMENTATION OF GAMIFICATION TO
OVERCOME STUDENTS' ANXIETY IN SPEAKING ENGLISH**



By:

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**This undergraduate thesis is written and submitted to fulfil part of the
requirements to obtain a Bachelor of Education degree**

**ENGLISH EDUCATION DEPARTMENT
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APPROVAL SHEET

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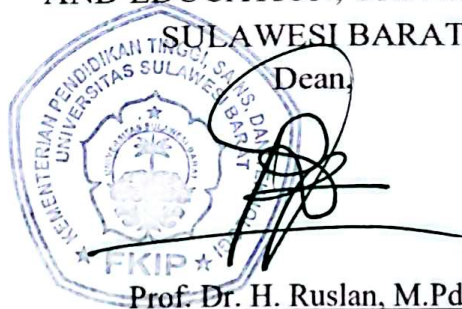
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Hereby states that the thesis is her original work and has never been submitted for an undergraduate degree in a higher school, and as far I am concern in this thesis no work or opinion has been written or published by others except has been referred explicitly in this document and listed in the bibliography.

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A handwritten signature in black ink is written over a temporary stamp. The stamp is rectangular and contains the text '1000' in large red numerals, 'Rp' in red, and 'METERAI TEMPORER' in black. Below the stamp, the alphanumeric code '4547CANX057369389' is printed.

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ABSTRACT

YUSNI. H0121029. Exploring The Implementation of Gamification to Overcome Students' Anxiety in Speaking English. Amrang, S.Pd., M.Pd. and Dr. Rafiq, S.Pd., M. Pd., at English Education Department. **Thesis, Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to explore the implementation of gamification to overcome students' anxiety in speaking English and to investigate students' responses toward gamified in speaking activities at the 9th grade of SMP Negeri Satu Atap Tandassura. This research employed a descriptive qualitative approach with data collected through observation, interviews, and documentation. The data were analyzed through the process of data condensation, data display, and drawing and verifying conclusions. The participants of this study consisted of one teacher and three students. The findings revealed two points. First, the teacher implemented various gamified elements, such as animated video imitation, group competitions, Wordwall quizzes, and a digital crane claw grab machine name picker. The teacher's preparation, use of digital media, and provision of feedback played an important role in enhancing comfort and participation, although not all competitive elements had an equally positive impact. Second, the students showed positive responses toward gamification, particularly in terms of enjoyment, motivation, anxiety reduction, and confidence in speaking. They felt more willing to take risks, more actively engaged, and less afraid of making mistakes. Overall, gamification created an enjoyable learning environment, helped reduce students' anxiety, and encouraged greater confidence in speaking English.

Keywords : Gamification, Anxiety, English Speaking, Student Response

ABSTRAK

YUSNI. H0121029. Mengeksplorasi Implementasi Gamifikasi untuk Mengatasi Kecemasan Siswa dalam Berbicara Bahasa Inggris. Amrang, S.Pd., M.Pd. dan Dr. Rafiq, S.Pd., M. Pd. Pada program studi Pendidikan Bahasa Inggris. Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk mengetahui proses penerapan gamifikasi untuk mengatasi kecemasan siswa dalam berbicara bahasa Inggris serta untuk mengeksplorasi respons siswa terhadap pembelajaran berbicara menggunakan gamifikasi di kelas 9 SMP Negeri Satu Atap Tandassura. Penelitian ini menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data analisis melalui proses kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Partisipan dalam penelitian ini terdiri atas satu orang guru dan tiga siswa. Hasil penelitian menunjukkan dua temuan utama. Pertama, guru menerapkan berbagai elemen gamifikasi, seperti video animasi, kompetisi kelompok, kuis Wordwall, dan pemilihan nama menggunakan fitur mesin capit digital. Persiapan guru, pemanfaatan media digital, dan pemberian umpan balik kepada siswa berperan dalam meningkatkan kenyamanan dan partisipasi siswa, meskipun tidak semua elemen kompetitif berdampak positif secara merata. Kedua, Siswa menunjukkan respons positif terhadap gamifikasi, terutama dalam hal kesenangan, motivasi, pengurangan kecemasan, dan peningkatan kepercayaan diri. Siswa merasa lebih berani mengambil resiko, lebih aktif berpartisipasi, dan tidak takut melakukan kesalahan. Secara keseluruhan, gamifikasi mampu menciptakan lingkungan belajar yang menyenangkan serta mampu menurunkan kecemasan, dan mendorong siswa untuk lebih percaya diri dalam berbicara bahasa Inggris.

Kata Kunci : Gamifikasi, Kecemasan, Berbicara Bahasa Inggris, Respon Siswa

PREFACE

All praise and gratitude are devoted to Allah SWT, the most merciful and the most gracious, who grants knowledge, inspiration, and strength. By his permission, the author has finally been able to complete this thesis entitled **“Exploring the Implementation of Gamification to Overcome Students’ Anxiety in Speaking English”**. This thesis is submitted as a partial requirement to obtain the Bachelor’s degree in the English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat. The author fully realizes that this thesis would not have been completed without help, support, guidance, encouragement, and prayers from many parties. Therefore, with deep humility, the author would like to express sincere gratitude and the highest appreciation to all those who have contributed. In particular, the author would like to convey her heartfelt thanks to:

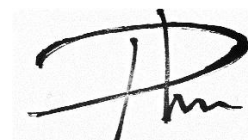
1. The author deepest gratitude to the author beloved family, especially the author parents, Martoto and Humairah, grandmother, younger siblings, and big family, who with their love have guided, educated, and provided the author with both moral and material, and always prayed and was patient in awaiting the author success.
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15. All of the characters in the game Love and Deepspace, especially Doctor Zayne, who always comforts and supports the author.
16. All parties who had provided their assistance in writing this thesis cannot be mentioned one by one.

The author is fully aware that her thesis is far from perfection due to her limitation. However, the researcher hopes this thesis can be beneficial for its reader and the development of knowledge.

Majene, 23 June 2025

Signed by,

A handwritten signature in black ink, appearing to be 'YUSNI', with a stylized, flowing script.

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CHAPTER I

INTRODUCTION

A. Background

Students considered speaking ability the most challenging aspect of learning a foreign language. Some language learners found it difficult to express their ideas in spoken language. According to Rao (2019), speaking is the most important skill among the four language skills because speaking is considered the most vital in the process of acquiring a foreign or second language . Similarly, Lubis and Siregar (2021) defined speaking as the ability to use the accent, intonation, grammatical structure, and vocabulary of a foreign language in essentially normal communication, at a rate normal to native speakers of the language. Generally, they experienced problems in presenting their thoughts and expressions effectively. They stopped speaking due to psychological barriers preventing them from finding the right words to express their ideas. The fear of speaking in a foreign language was possibly related to various complex psychological constructs, such as self-esteem, social anxiety, and communication anxiety.

Anxiety as a psychological barrier played an important role in the speaking process. Many language learners sometimes judged their language learning success by how much they had improved their speaking skills. The reaction to anxiety could be categorized as a reflection of emotions or concerns. Emotions referred to psychological reactions, such as shyness, rapid heartbeat, and behavioral reactions, such as stuttering and restlessness. Concerns referred to cognitive reactions, such as irrelevant thoughts to the task or self-deprecating thoughts. Aulia and Dalimunte (2024) stated that anxiety characterized as a state of tension, submission, discomfort, and worry associated with the activation of the autonomic nervous system. Feeling anxious about speaking English can caused students to feel uneasy and restless. Many learners faced anxiety while communicating in English. This statement also supported by Marpaung and Fithriani (2023), students learning a foreign language often express feelings of stress, unease, and worry when trying to

speak the new language. According to Wilupi et al. (2023), anxiety impacts the academic performance of students by causing apprehension, lack of confidence, and decreased engagement. Students who experienced anxiety faced difficulties in understanding lessons and articulating their thoughts, which lead to reduced learning and hindered their ability to demonstrate what they had learned. Additionally, they felt anxious and reluctant to communicate in English because they worried about making mistakes.

Based on the researcher's interviews, it was found that the majority of students at 9th-grade of SMP Negeri Satu Atap Tandassura had never learned English before, so they experienced difficulties in learning the foreign language. The researcher also found that the students' speaking ability at the school was still low. According to Herlisya and Wiratno (2022), speaking is one of the most difficult aspects that has to be faced by students. Most of the students feel nervous, being confused because of less vocabulary, shyness or other factors (Rahmah and Azhimia, 2022). As a result, they felt hesitant to use English in speaking because they felt intimidated, stressed, nervous, and anxious.

This problem might have been caused by several reasons: First, compared to writing and reading skills, speaking skills required more extensive knowledge of grammar, and this required students to use this knowledge directly. This means that a good English speaker had to possess complex linguistic elements to produce spoken English. Second, while exposure to naturally occurring language used is crucial for learners (Carter et al., 2011; Tomlinson, 2011), many students in Indonesia faced challenges due to the lack of exposure to spoken English and the dominance of local languages. Therefore, language learners found it difficult to practice their English in natural situations. Most students only occasionally practiced English in their classes with minimal time allocation. The majority of them never used it outside the classroom because they did not have an environment that required them to speak English in their daily lives.

According to Asparanita (2020), there were three factors that caused the students' anxiety in learning English, they are communication apprehension, test

anxiety, and fear of negative evaluation. The other findings showed that there were five factors of speaking anxiety in students during English classes: 1) lack of preparation for English lessons, 2) students felt very nervous when the teacher asked unexpected questions, 3) students were not afraid of their English teacher's remarks, 4) the way the English teacher treated the students in class, and 5) peer-pressure to speak English (Salamah, 2019). Additionally, addressing these factors was crucial for creating a more conducive learning environment, as reducing anxiety enhanced student engagement and their willingness to participate in speaking activities, ultimately improving their overall language proficiency.

The researcher investigated the implementation of gamification in English language learning to minimize speaking anxiety in 9th-grade students at SMP Negeri Satu Atap Tandassura, which was conducted by the teacher. In the educational world, educators considered gamification a new method. Gamification was an approach that applied game elements in non-game contexts. In the context of learning, gamification aimed to enhance the motivation, engagement, and participation of students in the learning process. Experts defined gamification as an innovation in learning that integrated game features to non-game environments (Healey, 2018). Gamification employed well-designed digital and non-digital games to stimulate learners' language, which included elements of games or play into the learning environment to boost engagement and participation (Maloney, 2019). Gamification has been shown to be able to increase motivation and engagement of content, and it can even improve student behaviour (Shortt et al., 2021). Therefore, the researcher used gamification as a strategy to minimize speaking anxiety among students at 9th-grade of SMP Negeri Satu Atap Tandassura.

Most previous studies related to speaking anxiety in English language learning generally focused on identifying the causes or levels of students' anxiety, such as fear of making mistakes, lack of vocabulary, low self-confidence, or an unsupportive classroom environment. However, very few studies have examined speaking anxiety specifically through gamification. Although some research has investigated gamification in English learning, only a limited number have

specifically explored how gamified activities are implemented by teachers and experienced by students to reduce their anxiety in speaking English. This study aims to fill that gap by exploring the implementation of gamification in the classroom and how such strategies help students overcome their anxiety in speaking English.

There were many issues that students worried about when they wanted to perform in front of the class, such as speaking in front of the class, the difficulty of the English language, the lack of knowledge of vocabulary and grammar, and not understanding what the teacher was saying. This research allowed the identification of students' speaking anxiety and the use of gamification strategy to overcome it. Therefore, this research was conducted under the title “*Exploring the Implementation of Gamification to Overcome Students’ Anxiety in Speaking English*”.

The Researcher hoped that by conducting research on the implementation of gamification to overcome students' anxiety in speaking English, it would provide significant benefits for both teachers and students in the future. It was expected that the findings of this research could serve as a guide for teachers in developing more effective and enjoyable learning methods for students. Additionally, it was also hoped that students interested in this research field would be inspired to conduct further studies and develop more innovative and effective gamification strategies. Hopefully, this research would serve as a valuable contribution to improving the quality of English language learning in the educational environment.

B. Problem Identification

Based on the background above, the researcher found that the problem in this study was that the majority of 9th-grade students at SMP Negeri Satu Atap Tandassura are still afraid to speak English. This fear was caused by their lack of experience in using English, the dominance of the local language, and the fear of making mistakes when speaking in English.

C. Problem Limitation and Formulation

a. Problem Limitation

Based on the problem identification statement above, within the context of limitations, the researcher focused on students' responses to their anxiety in speaking English, as well as the implementation of gamification and students' responses to speaking English after the implementation of gamification at the 9th-grade in SMP Negeri Satu Atap Tandassura.

b. Formulation of Problem

Based on the limitation of the problem above, the formulation of the problems decided by the researcher was:

1. How does the implementation of gamification overcome students' anxiety in speaking English at the 9th-grade of SMP Negeri Satu Atap Tandassura?
2. What are the students' responses toward the implementation of gamification to overcome their anxiety in speaking English at the 9th-grade of SMP Negeri Satu Atap Tandassura?

D. Objective of the Research

1. To investigate the implementation of gamification to overcome students' anxiety when speaking English at the 9th grade of SMP Negeri Satu Atap Tandassura.
2. To explore the students' responses toward the implementation of gamification to overcome students' anxiety when speaking English at the 9th grade of SMP Negeri Satu Atap Tandassura.

E. Significant of the Research

The researcher hoped to provide both practical and theoretical contributions to the researcher, the students, the teachers, and the other researchers.

1. Theoritically

The findings of this research were expected to support and complement previous theories related to students' anxiety in speaking English and gamification, particularly regarding students' perceptions.

2. Pratically

The researcher expected that the findings of this research would benefit students by providing a better understanding of the use of gamification strategies in overcoming anxiety in speaking English. Through this research, students could experience the positive impact of gamification strategies in enhancing their confidence in speaking English and understand the importance of a supportive and enjoyable learning environment. This could help them become more confident and actively engaged in learning English in the future.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

In this section, to make the study more relevant, the researchers found several reference materials from previous studies by other researchers regarding gamification and students' anxiety in speaking English, as described below:

The first research was from Mutawakkil (2021). This research aimed to describe the students' anxiety and the strategies to overcome it. This is a qualitative research, the data was gathered by observation, interview, and document review. The researcher of this thesis found that students' speaking anxiety was caused by fear of making mistakes and low proficiency. The strategies used to reduce anxiety included practicing, and relaxation techniques, such as deep breathing and staying calm.

The second research was conducted by Jannah (2022). This research aims to determine the process of implementing gamification in grammar learning using gamification. Using qualitative approach through observation, interview, and documentation, the researcher of this thesis found two main results. First, ten steps were identified in applying gamification, such as organizing materials, using timers and leaderboards, fostering competition and collaboration, and ensuring continuity. Second, students responded positively, they felt more engaged, motivated, collaborative, and satisfied with the learning outcomes, although some experienced issues with the internet.

The third research was from Ratinho and Martins (2023) the researcher using qualitative systematic review and found about this study indicate several emerging trends related to the effects of gamification elements on students. First, games with quests, storytelling, or narratives can reduce student anxiety and increase their participation and motivation. Serious games can also provide these elements quickly to teachers. Second, games and gamified platforms designed by researchers may differ from those outside of academia, so their study results may not fully

reflect the effects of gamified learning on students. Third, serious games show beneficial impacts and are important to include in classes. Finally, challenges and competition among students do not have a significant positive impact on anxiety, so teachers need to create a more cooperative and supportive learning environment. Leaderboards, points, and badges are common gamification elements found in gamified educational platforms.

Based on the previous related studies above, the researcher concludes that the implementation of gamification has a significant role in overcoming students' anxiety in speaking English. The first study focused on analyzing students' speaking anxiety at a specific school, revealing fears of making mistakes and low proficiency, along with strategies such as preparation and relaxation. In the second research, gamification was explored as a tool for teaching grammar in higher education, outlining a systematic approach involving ten steps and yielding positive responses from students, including increased motivation and satisfaction. Additionally, a qualitative systematic review highlighted the potential of gamification elements, such as quests and storytelling, to reduce anxiety and enhance participation.

These previous studies provide foundation for this research. While Mutawakkil (2021) identified the causes of speaking anxiety, Jannah (2022), Ratinho and Martins (2023) demonstrated the effectiveness of gamification in increasing motivation and engagement. However, none of these studies specifically explored the use of gamification to reduce speaking anxiety in junior high school students. Therefore, the researcher aims to fill this gap by investigating how gamification overcome students speaking anxiety in English learning.

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is one of the four skills in learning English. According to Irawati (2014) speaking was an activity of producing words and sentences to communicate orally with others. Similarly, Bahadorfar and Omidvar (2015)

defined speaking as effective when the speaker was able to make the listener understand. Besides, Brown (2001) stated that speaking was the act of saying things, conveying thoughts, and using the voice. Speaking in English involves not only uttering words and sentences but also effectively conveying thoughts, ideas, and emotions to others. It is not just about producing sound, it is about creating meaningful communication that builds understanding between the speaker and the listener.

Speaking is the way people expressed something and communicated orally with others (Zuhriyah, 2017). Speaking was the first way to communicate with others in the social society since people's daily activities can not be isolated from interaction and communication.

Based on Richard's statement (2002), speaking was used for many different purposes, and each purpose involved specific skills. For example, when people engaged in casual conversation, their intention might have been to establish social contact with others, build relationships, or simply take part in conversations that occupied much of the time they spent with friends. On the other hand, when people engaged in more purposeful dialogues, it might have been to express or seek opinions, persuade someone about something, or clarify information. In certain situations, speaking was used to give instructions or to accomplish specific tasks.

Based on the definition provided above, it could be concluded that speaking in English encompasses the production of words and sentences to communicate orally with others, the ability to ensure that the listener understood the spoken words, and the expression of thoughts, ideas, and emotions through vocal means. Therefore, speaking served various purposes, including establishing social relationships, exchanging opinions, persuading others, giving instructions, and completing tasks.

b. Component of Speaking

Components of speaking are essential aspects that influence a person's ability to speak effectively in a language. Students were required to master several components of speaking in order to develop effective speaking skills (Brown, 2001). Therefore, certain elements needed to be understood by learners when studying how to speak.

- 1) Pronunciation was the manner in which a word or a language was spoken. It was associated with the production of individual sounds, the proper linking of words, and the use of stress and intonation to express the intended meaning. It also referred to the communicative aspect of producing the correct sounds of words in a given language.
- 2) Grammar was an important aspect of speaking skills that learners needed to master. It was essential for students to use correct words in both spoken and written communication. In speaking, grammar helped learners distinguish between formal and informal language, as well as between polite and impolite expressions. Consistent with this idea, grammar served as a reference for learners to reach a higher level of speaking proficiency and enhance their speaking performance. In summary, grammar enables learners to construct accurate words and sentences.
- 3) Vocabulary was one of the crucial components in speaking skills that learners had to master in order to express their ideas effectively, both orally and in written form, for effective communication. Therefore, students worked with words to produce sentences. Learners with limited vocabulary found themselves unable to construct sentences, share their ideas, and build effective communication.
- 4) Fluency referred to the ability to speak smoothly when learners try to convey their thoughts and arguments during interactions with others, without frequent pauses or hesitation. It was also a key element in making sure that the speakers' ideas or messages were clearly

understood by the listener. In essence, fluency was defined as the capacity to speak clearly, accurately, and effortlessly.

- 5) Comprehension in learning English is used to assess one's understanding of spoken interactions. It referred to the shared understanding between the speaker and the listener regarding the topic, using the same language of communication. It was also defined as the ability to grasp or deliver effective spoken messages. Moreover, comprehension was seen as the process that relied on the use of prior knowledge. The development of comprehension was strengthened when individuals engaged in discussions with others about the material they had read.

c. Function of Speaking

The functions of speaking are the various purposes and roles that speaking activities play in communication. The function of speaking, according to Brown and Yule (1983), speaking by its nature serves three main functions there were talk as interaction, talk as transaction, and talk as performance. Each of these activities has different forms and functions and requires different teaching approaches as well.

- 1) Talk as Interaction is what we refer to as a dialogue. It is an interactive communication that is spontaneously conducted by two or more individuals. It is the way people convey messages to others in conversations or in public settings. Therefore, they must employ speaking skills to communicate with others. The main purpose or objective in this function is social interaction.
- 2) Talk as Transaction is more focused on the message being conveyed and making others understand what we want to communicate, clearly and accurately. In this type of oral language, students and teachers usually focus on meaning or speaking in a way that can be understood, rather than interaction.
- 3) Talk as Performance is a speaking activity that is more focused on monologue rather than dialogue. The function of speaking as

performance occurs in speeches, public speaking, public announcements, storytelling, narrating stories, and so on.

d. Types of Speaking

Types of speaking are various forms and methods of speaking used in communication, each with different characteristics and purposes. There are several types of speaking, according to Brown (2004), he describe six categories of speaking skill areas, those are:

- 1) Imitative, this type of speaking is the ability to simply imitate words or phrases or even sentences. So, it means about the students trying to do. At this level, students are just trying to repeat what has been said by them.
- 2) Intensive, this type of speaking is related to producing a limited amount of language in a highly controlled context. Such as reading aloud a text or providing direct responses to simple questions. Competence at this level is shown through achieving certain grammatical or lexical mastery.
- 3) Responsive the dialogue includes simple questions, test comprehension with very short conversational exchanges. Standard conversational elements such as greetings and small talk, simple requests, and comments.
- 4) Transactional (dialogue) language is like conveying or exchanging specific information and takes longer than responsive language. In other words, this type of speaking is like a conversation or negotiation that requires someone to accomplish something. For example, the transactional dialogue process in some public places like markets between a customer and a seller to purchase something.
- 5) Interpersonal (dialogue) interpersonal dialogue refers to a dialogue that is more aimed at maintaining social relationships rather than transmitting facts and information.
- 6) Extensive (monologue) refers to, at the intermediate to advanced level, learners are sometimes asked by the teacher to deliver longer

monologues such as giving reports, summaries, storytelling, and short speeches.

2. Anxiety

a. Definition of Anxiety

Anxiety is a common sensation of unease or nervousness experienced by individuals when encountering specific situations they perceive as intimidating, such as job interviews, giving presentations, speaking in public, and tackling tasks they doubt their ability to handle. These scenarios can evoke heightened levels of anxiety.

According to Carlson and Buskist (1997), anxiety was described as a feeling of apprehension or dread that was accompanied by certain physiological responses, such as an increased heart rate, sweaty palms, and a sensation of tightness in the stomach. Passer and Smith (2009) defined anxiety as a natural response to a perceived threat, meaning that individuals naturally felt anxious when they sensed danger. Similarly, Ormrod (2011) explained that there was a feeling of discomfort and apprehension related to situations with uncertain outcomes.

Anxiety responses consist of emotional component, feeling of tension, cognitive component, worry, psychological responses, increased heart rate and blood pressure, and behavioral responses avoidance of certain situations (Barlow, 2002). From the definition explained above, it can be concluded that anxiety is a feeling of being threatened, worried, tense, and concerned as a response to a particular situation or something that might happen in the future.

The anxiety that experienced by a person can make a negative impact on various aspects of that person's life. One of them is in the field of language learning. Language anxiety has long been known to be one of the biggest challenges in learning a foreign language. Horwitz et al. (1986), defined foreign language anxiety as a distinct complex set of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the

uniqueness of the language learning process. Many students experienced anxiety when they were required to use the foreign language they were learning. In certain situations, those with high levels of anxiety felt intimidated, discouraged, and lacked confidence in their language abilities. According to Sadiq (2017), anxiety was a type of emotional issue that could have had a significant impact on the academic performance of EFL learners. The anxiety experienced by students while acquiring new languages significantly impacts their language proficiency. The greater the level of anxiety a student experiences, the lower their language proficiency tends to be. Essentially, language anxiety detrimentally influences students' language acquisition.

Based on the explanation above, it could be concluded that language anxiety was a negative emotional state, such as nervousness or fear, frequently experienced by students while learning a foreign language. This feeling often arose at specific moments, causing students to feel pressured and stressed, particularly when speaking the language they were learning. Students' anxiety in speaking English was quite challenging to overcome and had a negative impact on the progress of their language learning.

b. Speaking Anxiety

Many language learners find it difficult to deal with oral performance. Many students are nervous and anxious when they have to speak in front of the class. Based on Gaiban and Elmenfi in Sutarsyah (2017) they found that speaking the English language was the most significant difficulty experienced by students. Even though they could understand when someone spoke in English, they found it very difficult to respond or speak English. The significant factor causing speaking anxiety is students' lack of confidence in their abilities, leading them to feel embarrassed, fearful, and anxious about demonstrating their speaking skills. This makes students prefer to remain silent in class.

Speaking anxiety can affect a person's confidence when talking about what they know. Students who fail in speaking performances often become reluctant

to take risks and remain silent even after experiencing failure. In short, anxiety is a serious dilemma for students that can impact their achievement in speaking performances. Students need to overcome their speaking anxiety in order to achieve their speaking goals, while teachers need to guide students in overcoming their anxiety barriers, building an effective classroom, and creating a comfortable atmosphere in English class.

According to Deyan (2018) in Ikhsaniyah (2022), speaking was an individual's sense of fear and nervousness, which involved either a real reaction or the tendency to avoid communication when interacting with others using a foreign language. It was the type of language anxiety that attracted the most attention from researcher. Many of them argued that speaking was the language skill most negatively affected by the anxiety students experienced.

c. Types of Anxiety

Anxiety is a normal part of life and it is a natural emotion for every individual. According to Speilberger in Oteir & Al-Otaibi (2019) anxiety has been categorized into three aspects such as trait anxiety, state anxiety, and situation specific anxiety:

- 1) Trait anxiety, this anxiety can occur at any time in various situations. People with trait anxiety are easily prone to panic attacks or feelings of anxiety, even trivial things can trigger their anxiety. It's like a characteristic of someone's personality, and often feeling anxious is a part of who they are. People with inherent anxiety have a higher intensity of anxiety compared to others.
- 2) State anxiety, the state perspective is defined as an emotional state. Anxiety is a temporary emotional change that a person experiences when faced with a threatening situation. According to Oteir & Al-Otaibi (2019) the state anxiety affects the emotions, cognition, and behaviours of a person. This state of anxiety occurs according to the situation, intensity

and can change over time and is triggered by an obvious stimulus, such as when a person feels temporarily.

- 3) Situation-specific anxiety, almost the same as state anxiety, situation-specific anxiety usually only occurs in certain situations, such as during exams and public speaking. The situation that triggers their anxiety also depends on each person.

d. Factors of Anxiety

The factors of anxiety are various elements that can influence an individual's level of anxiety. Regarding the factors that may cause anxiety, Liu (2006) describe there are some causes of reticence (anxiety to speak English), they are:

1) Low English Proficiency

Low English proficiency are also a major factor that inhibits students from speaking with others in English inside the classroom. Therefore, students may feel less confident in speaking English, considering their English proficiency to be poor, and may feel that others are better than them. The argument above implies that students feel their English speaking skills are weak, , and they don't know how to speak English better, the achievements to make their speaking is better. Students should have skills in vocabulary, pronunciation, and understanding grammar.

2) Lack of Familiar of Task

The word familiar means well-known, often seen or heard, having good knowledge, close or friendly with something. Interest is crucial in students' active participation in classroom activities. In short, students will be active in speaking about a topic if they are interested, well-known, often seen or heard, have good knowledge, or even close or friendly with the topic. This means that students should master and be interested in the topic to be discussed in the class. Students will be active if they master and are interested, or even close or friendly with the topic to be discussed.

3) Lack of Confidence

Confidence means having strong belief, firm conviction, or certain expectation, feeling assured, fully convinced, without failure, and so on. Some students may have good pronunciation and be at a high level of proficiency, but they still choose to remain silent due to a lack of courage.

4) Fear of Making Mistake

Students are afraid of losing face in oral language classes. They remain silent and wait until they are asked to speak in English. This is because the students are afraid and feel embarrassed if they make mistakes.

5) Incomprehensible Inputs

Language input comes in the form of teacher talk, listening activities, reading texts, and language heard and read outside the classroom. This provides learners with the necessary material to start producing language independently.

e. Symptoms of Anxiety

The symptoms of anxiety are physical, emotional, and behavioral reactions that occur when someone feels excessively nervous or tense. According to Bourne (2001), anxiety on a psychological level involves various physical reactions, such as a rapid heartbeat, muscle tension, nausea, dry mouth, or excessive sweating. Individuals who experienced anxiety commonly showed several symptoms, including shortness of breath, irregular or fast heartbeats (heart palpitations), trembling or shaking, sweating, a choking sensation, stomach discomfort or nausea, numbness, dizziness or a sense of unsteadiness, feelings of detachment or disconnection from oneself, and sudden hot flashes or chills.

f. Component of Language Anxiety

The components of language anxiety are various elements that contribute to feelings of anxiety when using or learning a language. The components of language anxiety encompass several aspects, Horwitz et al. (1986) stated, there are three components that relate to performance of language anxiety:

- 1) Communication apprehension is the type of anxiety caused by the fear of communicating with others. For example, difficulties are not only in speaking in groups or in public, but also in listening or comprehending oral messages. If someone experiences difficulties in speaking or understanding a foreign language in front of others, their communication apprehension will be high.
- 2) Test Anxiety is a negative feeling when someone believes that they may fail an exam as an objective evaluation method. It is estimated that someone with high test anxiety is usually a perfectionist.
- 3) Fear of negative evaluation, being connected to test anxiety requires objective assessment; fear of negative evaluation emphasizes feelings about assessment or others' expectations. Related to social evaluation situations such as interviews, oral presentations, or speech contests, this third construct has a broader scope. Therefore, fear of negative evaluation is not limited to testing situations within the classroom. Someone who has a strong fear of negative evaluation may be highly sensitive to others views within the classroom.

3. Gamification

a. Definition of Gamification

The most recent of gamification identify the promotion of gameful experiences as the goal of gamification. Nick Pelling is the one who started coined the term gamification in 2002, according to Farhan (2019), gamification is a learning method that uses game or game in applications that have been specifically designed to assist in the learning process. By using gamification we can provide stimulus to three important parts of learning namely emotional,

intellectual, and psychomotoric. Although gamification may be a new strategy in the field of education, some trending games are being used, such as Minecraft, Portal, for teaching language and art, Kahoot, Quizizz, Pinturillo, Foldito, Duolingo, Credly, and TopHat, among others, which seem to promote motivation, engagement, and provide a meaningful learning environment.

Gamification is the process of integrating activities by using game elements. The purpose of gamification in education is to increase engagement through the use of competition, creativity, student-led learning, and immediate feedback. Gamification is becoming increasingly popular because of its ability to make the subject matter interesting, engaging, and motivating.

Gamification in education refers to the integration of game-like elements and principles into the learning process to enhance engagement, motivation, and overall learning outcomes. It involves applying elements such as clear goals, challenges, rewards, feedback, and collaboration to educational activities, thereby making learning more interactive, enjoyable, and effective. Gamification aims to harness the intrinsic motivation and enjoyment often associated with games to stimulate students' interest and participation in academic tasks. This approach can be implemented in various educational settings, including traditional classrooms, without the reliance on technology or specific applications. By incorporating elements of gamification, educators can create dynamic and immersive learning experiences that foster student autonomy, creativity, and skill development. Whether through role-playing, storytelling, or collaborative problem-solving, gamification offers versatile strategies to promote active learning and address diverse learning styles and preferences.

Gamification gives teacher new techniques to push their pupils to learn the target language in the most effective way (Garland, 2015). Similarly, Flippou et al (2018) argue that gamification is a term used to describe an educational movement that aims to make learning setting more enjoyment, also can strengthening motivation, fostering dedication, and bolstering academic

performance, while also notably enriching the advancement of teaching and learning process.

b. Elements of Gamification

The elements of gamification are various components and mechanism used in gamification to enhance engagement, motivation, and participation in an activity. The most common are the following Dicheva et al. (2015):

- 1) Point, used to reward users through different dimensions and categorize.
- 2) Level, in the context of computer games, when users achieve a specific goal or complete a task, it is usually marked by reaching the next level. Players will complete various different tasks in the game, and as a result, they can advance to higher levels. Each level is designed to challenge the player, create enjoyment, and make them want to continue playing the game.
- 3) Badges, trophies and medals: external recognition that users have reached a new level and successfully completed a challenge. This type of reward stimulates users and their desire to complete challenges, providing enjoyment and interest.
- 4) Rankings, leaderboards and scoreboards: these elements indicate the relative position of users compared to others, which is typically used to display and manage user achievements, to use competition as an incentive for behaviour, thereby enhancing motivation.
- 5) Virtual Items: virtual items are intangible objects that can be acquired through the accumulation of points. Virtual items create incentives to earn more points, complete tasks, and challenges.

According to Prambayun and Farozzi (2015), there are several elements of gamification that can be applied in learning, namely:

- 1) Story or Mission

Story or mission is the most commonly used element to build engagement. Stories can make players understand and experience

situations that occur in a game. Story elements can fulfill the principles of enjoyment and inspiration in learning strategies. The ending of the story should be made uncertain and unpredictable for the players, as this will make them curious and motivated to find out the end of the game.

2) Challenge

In gamification content, challenges play a significant role in stimulating student activity. Challenges are one of the strong motivators in learning. If players only follow procedures and always successfully complete the given missions, it can make them feel bored. The presence of challenges makes the game better. Challenges are specific tasks given to players to enhance their abilities or to obtain special rewards. Challenges can fulfill interactive principles, challenging learning strategies, and provide additional motivation for students.

3) Rewards

A specific principle of learning strategies that greatly influences engagement is motivation. Rewards are one way to enhance student motivation. Providing rewards in the classroom will encourage students to increase their effort in teaching and learning activities and develop learning outcomes.

4) Points

Students will earn points based on an application that contains questions they can find and complete. Points also serve as feedback. With points, students will receive feedback on their progress.

5) Leaderboard

The total points from all assessment components are summed up to obtain the total points achieved by the students. The student with the highest number of points is selected to be at the top of the leaderboard, which will encourage students to compete and strive to secure the top

position. The leaderboard is a highly influential social element in student motivation, as students will demonstrate their presence by striving to be ranked first. Additionally, students can also track their progress and achievements from their efforts.

6) Badge

Badges can be awarded as recognition for a player's success in completing special missions. Badges can also be given when players achieve specific accomplishments in the game. Badges serve as goals and symbols of social status. Having many badges can certainly be a source of pride for some players.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study on the implementation of gamification to overcome students' anxiety in speaking English at SMP Negeri Satu Atap Tandassura, it can be concluded that:

1. The implementation of gamification at 9th-grade classes was able to overcome students' anxiety in speaking English. The teacher applied various gamified elements, such as animated video imitation, group competition, *Wordwall* quizzes, and a *crane claw grab machine name picker* to create an enjoyable and supportive learning environment. These strategies not only made the learning process more engaging but also transformed the classroom atmosphere into a more interactive and less intimidating space. Furthermore, the teacher's structures preparation, use of digital tools, and consistent constructive feedback played a crucial role in supporting students' comfort and participation. Although some competitive elements did not yield the same positive impact for all students, the overall gamification-based approach managed to reduce students' anxiety and foster a more positive speaking experience.
2. Students responded positively to the use of gamification in English speaking activities, particularly in the aspects of enjoyment, motivation, anxiety reduction, and increased speaking confidence. Most students expressed that the fun and interactive nature of the games helped them feel less pressured and more engaged in the learning process. The students become more willing to participate, take risks, and learn from their mistakes. Peer collaboration and teacher support further contributed to building a motivating environment. Although certain competitive elements might add pressure for some students, overall, the students responses indicate that gamification was able to create a balanced learning atmosphere that effectively helped reduce their anxiety and encouraged them to speak English more willingly.

B. Suggestion

Based on the results of this study, it indicates that the implementation of gamification was able to overcome students' anxiety in speaking English. Therefore, the researcher provides several suggestions for teachers, students, and future researchers, as follow:

1. For the Teachers

It is suggested that English teachers incorporate gamification into their teaching strategies, especially in speaking activities, to help reduce students' anxiety. Teachers are encouraged to select gamified elements that are interactive, collaborative, and appropriate to students' levels and needs. Additionally, it is important to provide clear explanations and sufficient guidance before starting the gamified activities to ensure students' understanding and engagement. Teachers should also be mindful of balancing competitive and cooperative aspects to avoid increasing pressure among students, and they should consistently offer constructive feedback to support students' development and confidence in speaking.

2. For the Students

Students are encouraged to actively participate in gamified learning activities and take advantage of the opportunities these games provide to improve their speaking skills. They should view mistakes as part of the learning process and use the interactive environment to practice without fear. Students are also advised to collaborate with their peers, seek help when needed, and respond positively to feedback in order to enhance their confidence and reduce anxiety in speaking English.

3. For the Future Researchers

It is recommended that future researchers explore the implementation of gamification in different English skills such as writing, listening, or reading, and in various educational level or contexts. They may also consider a mixed-method approach to gain deeper insights into the effectiveness of gamification from both qualitative and quantitative perspectives. Additionally, further research can focus

on comparing the impact of specific gamified elements (e.g., competition vs cooperation, points vs rewards) on students' motivation and anxiety to provide more targeted pedagogical recommendations.

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