

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigated the effectiveness of digital gamification in enhancing vocational school students' argumentative writing skills, specifically by examining (1) whether digital gamification improves students' argumentative writing performance, and (2) how students perceive the use of gamification in argumentative writing instruction. Based on the quantitative and qualitative findings, the study yielded the following conclusions:

- 1. Digital gamification significantly improved students' argumentative writing performance** in the experimental group compared to the control group. The mean post-test score of the experimental group (75.29) was significantly higher than their pre-test means (62.00), as confirmed by a one-sample t-test ($t = 12.12, p < 0.05$). This improvement reflects students' enhanced ability to structure arguments, provide evidence, and express positions clearly key components of argumentative writing. Meanwhile, the control group, which followed conventional instruction, had a much lower mean post-test score (65.71), with only 14.28% of students passing the KKM, compared to 79.4% in the experimental group. These findings answer the **first research question** by confirming that gamification-based learning has a significant and positive effect on students' writing performance.
- 2. Students perceived the gamification-based learning approach positively**, especially in terms of engagement, motivation, and cognitive involvement. Data from the Intrinsic Motivation Inventory (IMI) and correlation analysis

demonstrated strong validity across constructs of enjoyment (X1), motivation (X2), and cognitive impact (X3), with correlation coefficients above 0.70 and significance levels at $p < 0.01$. Descriptive statistics also showed that students rated their experience favorably, particularly with motivation-related items (mean = 4.04). Qualitative data reinforced these results—students reported that using platforms like *Quizizz* and *Kahoot!* made learning more enjoyable, interactive, and less stressful. These findings answer the **second research question**, indicating that students not only benefited academically but also experienced a more engaging and stimulating learning environment through gamification.

- 3. Digital gamification supported the development of critical writing processes**, such as organizing arguments using Toulmin's model. Students in the experimental group demonstrated better use of rhetorical structures (e.g., stating the problem, explaining arguments, expressing viewpoints) and persuasive techniques (e.g., coherence devices, emotive language). Additionally, error analysis showed a reduction in common grammatical and mechanical mistakes, suggesting that repeated, interactive exposure through games helped reinforce linguistic accuracy.
- 4. Despite its benefits, challenges were also identified.** Some students reported initial difficulties navigating the gamification platforms and found competitive elements occasionally distracting. However, these obstacles did not significantly impact overall outcomes and highlight the importance of teacher guidance in maintaining a learning focus within gamified environments.

In summary, digital gamification is an effective strategy for improving argumentative writing in vocational schools. It not only enhances students' academic performance but also transforms writing instruction into a more dynamic, engaging, and student-centered experience.

5.2 Suggestion

Based on the results of this research, the following suggestions are offered for various stakeholders:

1. *For Teachers*, Teachers are encouraged to adopt digital gamification tools such as *Quizizz* and *Kahoot!* in argumentative writing instruction. These tools can help transform writing from a rigid academic task into an interactive and enjoyable activity, increasing student engagement, motivation, and achievement. However, teachers must ensure that gamified activities align with instructional goals and writing standards. Structured guidance and timely feedback should be provided to help students stay focused on content quality rather than solely on game-based competition. Furthermore, integrating reflective sessions after gamified tasks can help students internalize writing skills more effectively.
2. *For Students*, Students should take full advantage of gamified writing activities as opportunities to improve their critical thinking, writing organization, and language accuracy. Active participation and collaboration during gamified tasks, especially during peer review or discussions can foster deeper understanding and improve argument development. Students are also encouraged to view feedback from these activities not as criticism, but as a tool for progress. Balancing enthusiasm for competition with focus on content

quality will help students fully benefit from the gamified learning environment.

3. For Future Researchers, Future research should explore the long-term impact of digital gamification on various writing genres beyond argumentative texts, such as narrative or descriptive writing. Expanding the sample size across different school types and regions will improve the generalizability of findings. It is also recommended to examine how different gamification elements (e.g., points, badges, leaderboards) influence specific writing components. Moreover, longitudinal studies could evaluate how sustained gamification influences writing development, motivation, and language retention over time. Exploring adaptive gamification—where difficulty adjusts to individual performance could further optimize instructional effectiveness