

ABSTRACT

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This study aims to examine the impact of digital gamification on improving the argumentative writing skills of vocational school students. The study uses a mixed-method approach, involving 69 Year 11 accounting students from Yayasan Perguruan Sultan Iskandar Muda in Medan, divided into an experimental group (n=35) and a control group (n=34). The experimental group was taught using gamification platforms such as *Quizizz*, *Google docs*, and *Kahoot!*, while the control group used conventional teaching methods. Quantitative data were obtained from pre- and post-tests, while qualitative data were obtained from open-ended questionnaires. Statistical results showed a significant increase in the average score of the experimental group from 65.28 to 84.57, compared to an increase in the control group from 64.91 to 73.12. The t-test results ($t = 5.87$, $p < 0.05$) confirm that digital gamification has a significant impact on students' argumentative writing performance. Qualitative results indicate that 88% of students feel more confident in expressing their ideas, and 82% agree that gamification-based learning increases the enjoyment of learning. This study concludes that incorporating digital gamification into writing instruction effectively enhance students' participation, critical thinking, and writing quality in vocational education.

Keywords: Argumentative writing; digital gamification; innovative learning; student engagement; vocational education