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Developing Gamified E-Worksheets for Reading Narrative Texts at UPT SMP Negeri 10 Medan

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ABSTRACT

The purpose of this study is to develop a gamified e-worksheet for eighth-grade students at UPT SMP Negeri 10 Medan to help students comprehend narrative texts. development is based on This Gamification of Learning and Instruction Theory (Kapp, 2012). The need for this product arose from students' difficulties in understanding narrative text. limited vocabulary, low motivation, and preference for interactive digital media. Using the **ADDIE** model (Analysis, Design, Development, Implementation, Evaluation), the researcher created eworksheets that integrated game elements such as storytelling, levels, competition, goals, rewards, and feedback—using Canva, Educaplay, and Genially platforms. Material

and media expert validation gave an average score of 4.6 out of 5, or 93%, in the "very category. In addition, student perceptions showed an average score of 4.8, or 96%, which falls into the "very good" category. Interviews with students supported these findings, indicating that the eworksheet was engaging, visually appealing, and effective in enhancing reading comprehension. The study concludes that gamified e-worksheets can significantly improve students' motivation and reading skills.

Keywords:

Gamification, e-worksheet, instructional media, narrative text, reading comprehension

INTRODUCTION

Reding is an essential skill in learning the English language. It supports not only comprehension skills but also vocabulary development, grammar acquisition, and overall language proficiency (Brown, 2000; Harmer, 2007). Nunan (2003) explains that reading is a process in which readers construct meaning by integrating textual information with their background knowledge. In line with this, the Merdeka Curriculum emphasizes reading skills

through exposure to various text types, including narrative texts, while promoting flexible, student-centered, and digitally integrated learning (Berliana, 2023; Zidan & Qamariah, 2023).

Narrative texts, in particular, play a crucial role in introducing students to moral values and story structures while enhancing reading interest. Montgomery (2007) stated that narrative texts help students understand cause-and-effect relationships, and Kane (2000) defined them as meaningful sequences of events that can be fictional or based on real experiences. However, many students, including those at UPT SMP Negeri 10 Medan, struggle with reading narrative texts. According to teacher interviews and student feedback, the main challenges include limited vocabulary, low reading interest, and a lack of engaging instructional materials. Students also report that they prefer short texts (50–150 words), enjoy tasks such as multiple choice and matching, and are more engaged by digital, game-based activities. This aligns with Westwood (2004) and Alderson (2010), who argue that ineffective reading strategies and text complexity are major contributors to reading difficulties.

To address these challenges, integrating digital tools and gamification into reading instruction has shown promising results. Gamification—the application of game elements in non-game contexts—enhances engagement, motivation, and learning outcomes (Kapp, 2012; Zichermann & Cunningham, 2011). According to Kapp's Gamification of Learning and Instruction Theory, game-based mechanics, aesthetics, and game thinking can effectively engage learners and promote problem-solving.

Previous studies support these claims. Mahardikha and Musdad (2023) found that integrating levels and points into instructional media significantly improved student motivation. Inayati and Waloyo (2022) concluded that Quizizz positively influenced student engagement and learning outcomes. Fitria and Afdaleni (2024) demonstrated Canva's effectiveness in producing visually appealing and interactive worksheets.

Nevertheless, existing research remains limited in addressing the development of gamified e-worksheets specifically designed for teaching narrative texts in junior high school contexts. Most prior studies have utilized pre-built gamification platforms. Pre-built gamification platforms refer to ready-made digital tools such as Quizizz, Kahoot!, and Wordwall that offer limited customization and are not specifically designed for particular learning materials. In contrast, this study focuses on creating a custom-developed e-worksheet built from scratch, tailored to the students' learning needs, the curriculum, and the characteristics of narrative texts.

This study aims to fill that gap by developing a gamified e-worksheet using Canva and other interactive platforms, targeting the improvement of narrative text reading skills among eighth-grade students at UPT SMP Negeri 10 Medan. The study is guided by the research question, "How can a gamified e-worksheet be effectively developed to teach reading narrative texts at UPT SMP Negeri 10 Medan?" This development is expected to result in a learning tool that is not only engaging and interactive but also pedagogically appropriate, effectively supporting students' motivation and comprehension in reading narrative texts.

METHOD

This research was conducted using a research and development (R&D) design, adopting the ADDIE model as its framework. The ADDIE model consists of five stages—analysis, design, development, implementation, and evaluation—each serving a distinct purpose in the instructional design process (Branch, 2009). The analysis stage focuses on identifying learner needs and problems. The design stage involves planning objectives, content, and media. The development stage is the actual creation and validation of the product. The implementation stage concerns the delivery and trial of the product in the field, and the evaluation stage gathers feedback and assesses effectiveness.

In this study, participants included one English teacher and 21 eighth-grade students from Class VIII-B at UPT SMP Negeri 10 Medan. Participants were selected purposively based on their relevance to the research focus. Data were collected through teacher interviews, student questionnaires, expert validation forms, and perception surveys.

This study employed both qualitative and quantitative data analysis techniques. Qualitative data derived from teacher interviews were analyzed using the interactive model proposed by Miles and Huberman (2019), which involves three main stages: data reduction, data display, and conclusion drawing or verification. Quantitative data from student questionnaires were analyzed using descriptive statistics, which can be formulated as follows:

$$X = \frac{\sum X}{N} 100\%$$

 $\sum X$ = The same answer given by students N = Total students

The researcher also used a *Likert scale* to assess the results of expert validation. *Likert scale* is the form which consisted of five options:

Table 1. Likert Scale

Option	Score
Very Good	5
Good	4
Fair	3
Poor	2
Very Poor	1

After obtaining the total score, the researcher calculated the average value using this formula:

$$M = \frac{B}{N}$$

M = Mean Score

B = Total scores

N = Total number of material topics

After the scores for each material were calculated, the researcher determined whether the reading worksheets developed were appropriate for eighth-grade students. The calculation used the following formula:

$$X = \frac{M}{N}$$

X = The value

M = Average score

N = Total number of values

RESULTS

Need Analysis Result

To determine the instructional needs and preferences of students in learning narrative texts, a needs analysis was conducted using two instruments: a teacher interview and a student questionnaire.

Table 2. Teacher Interview

No.	Questions	Answer			
1	How do you assess the reading abilities	Many of our students still face difficulties in			
	of students at UPT SMP Negeri 10	reading, especially when it comes to reading			
	Medan?	texts in English.			
2	Have you ever used digital worksheets	Usually, I use printed worksheets.			

	(LKPD) in your teaching?	
3	Do you think that digital worksheets	I believe it is definitely worth trying. From
	based on games could serve as a	what I observe, the students enjoy playing
	solution for teaching reading?	games. When they have their phones, they
		almost always play games. This applies to
		both boys and girls. So, if there is an
		innovation in using digital worksheets based
		on games, it could potentially motivate them
		to learn more enthusiastically.

The teacher reported that many students struggled with reading English texts, particularly narrative and recount types, due to limited vocabulary and a lack of interest. While printed worksheets were still commonly used, the teacher supported the idea of integrating game-based digital worksheets, emphasizing that students often engage more enthusiastically with game-like formats.

To validate and extend these findings, a structured questionnaire was distributed to 21 eighth-grade students. The questionnaire explored three key areas: their necessities (why reading is important), lacks (what difficulties they encounter), and wants (their preferences in text types, formats, and tasks). The results of the questionnaire are presented in the charts below.

a. Necessities

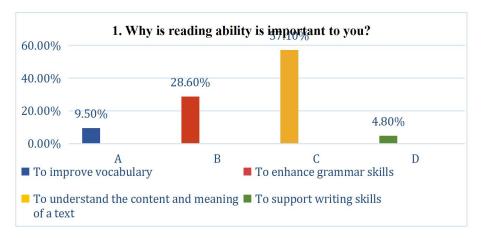


Chart 1. The Percentages of Students' Target in Learning Reading Skills

As shown in Chart 1, the majority of students (57.1%) stated that reading was important for understanding the content and meaning of a text. Additionally, 28.6% mentioned grammar improvement, while smaller percentages selected vocabulary enhancement (9.5%) and support for writing skills (4.8%).

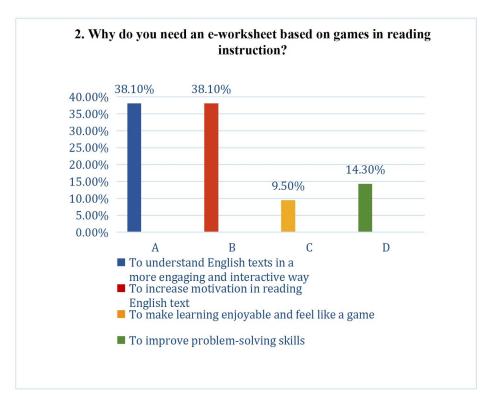


Chart 2. The Percentage of Students' Need a Gamified E-Worksheet

Chart 2 further revealed that 38.1% of students expected a gamified e-worksheet to help them understand English texts in an engaging way, and another 38.1% believed it would make learning enjoyable like a game. The remaining students highlighted its potential for improving problem-solving skills (14.3%) and reading motivation (9.5%).

b. Lack

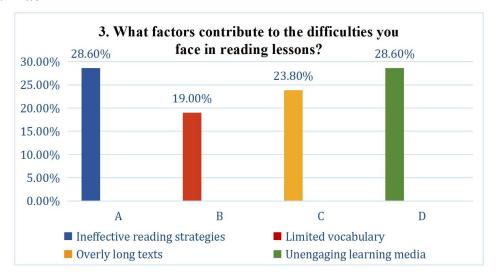


Chart 3. The Percentage of Students' Lack in Reading

In Chart 3, students identified their main challenges in reading activities. Ineffective reading strategies and unengaging media were the most common issues, both cited by 28.6% of students. Other difficulties included overly long texts (23.8%) and limited vocabulary (19.0%). These findings indicate a need for structured, interesting, and student-friendly learning materials that support comprehension without overwhelming the learners.

c. Wants

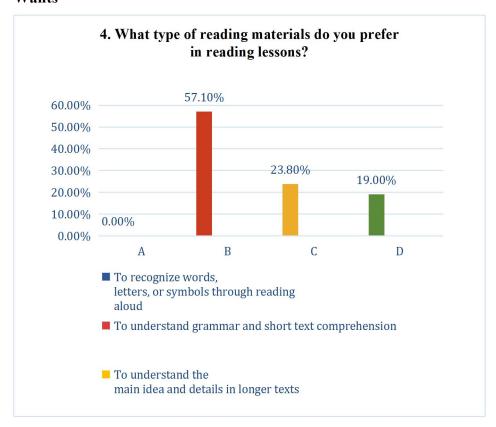


Chart 4. The Percentage of Students' Preferences for Types of Reading Materials

According to Chart 4, more than half of the students (57.1%) favored materials focusing on vocabulary, grammar, and punctuation in short texts.

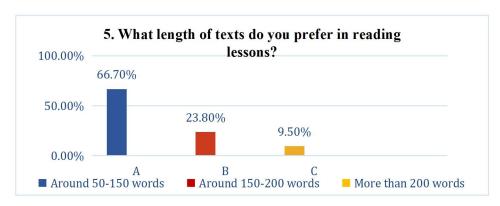


Chart 5. The Percentage of Students' Preferences for Text Lengths in Reading Lessons

Chart 5 showed that 66.7% preferred text lengths of 50–150 words, and only 9.5% were comfortable with texts exceeding 200 words.

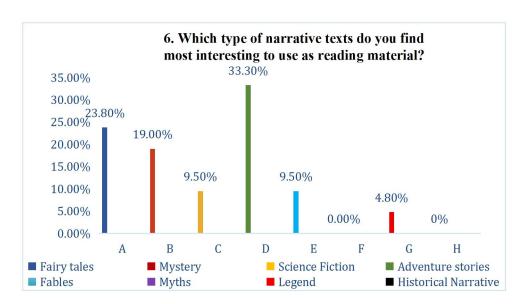


Chart 6. The Percentage of Students' Preferences for Types of Narrative Texts in Reading Lessons

Regarding genre preferences (Chart 6), students expressed the highest interest in adventure stories (33.3%), followed by fairy tales (23.8%) and mystery texts (19.0%).

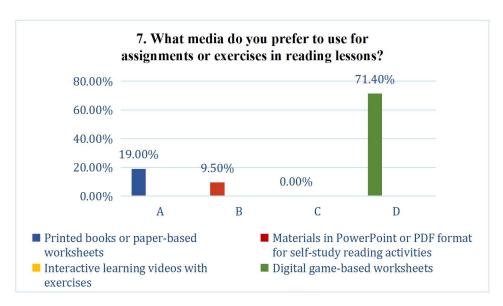


Chart 7. The Percentages of Students' Preferred Media for Reading Tasks

In terms of media format (Chart 7), digital game-based worksheets were the top choice (71.4%), far ahead of printed worksheets (19.0%) and PowerPoint or PDF materials (9.5%).

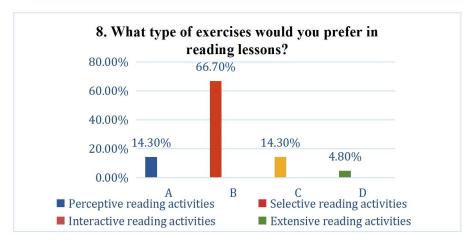


Chart 8. The Percentages of Students' Preferences for Reading Exercise Types

Chart 8 highlighted that selective reading tasks such as multiple-choice, matching, and gap-filling were preferred by 66.7% of students.

These results emphasize that the that students prefer short, interactive, and game-based reading materials. They face challenges with long texts and unengaging media, and favor adventure, fairy tale, and mystery genres. These findings support the need for a gamified worksheet tailored to their interests and reading level.

Product Design and Development

The gamified e-worksheet was designed based on the Merdeka Curriculum Phase D, focusing on students' ability to understand narrative text structure, purpose, and language features. It consisted of three units—adventure, fairy tale, and mystery—aligned with student preferences. Each unit included mission-based tasks such as multiple choice, matching, gap-filling, and editing exercises. A flowchart was created to organize task sequences, and texts were developed or adapted to match eighth-grade reading levels. Gamification elements like levels, rewards, and a clickable dictionary were embedded to enhance engagement. Canva was used for layout design, while Educaplay and Genially supported interactive features. The final product combined pedagogical goals with digital interactivity to create an engaging and structured reading experience.

Expert Validation

The gamified e-worksheet was evaluated by two expert validators to assess its feasibility as instructional media. The validation criteria were adapted from the standards set by the Badan Standar Nasional Pendidikan (BSNP), covering five main aspects: content, activity, material input, linguistic aspect, and design layout.

Average Score Aspect Category Content Very Good 5 Activity 4.3 Very Good Material Input 4.7 Very Good Linguistics Aspect 5 Very Good 4.7 Design Layout Very Good 4.7 Overall Mean Very Good

94%

Very Good

Table 3. Summary of Expert Validation Result

Each item was rated using a Likert scale from 1 (Very Poor) to 5 (Very Good). The overall mean score from both validators was 4.7, which translates to 94%, qualifying in the "Very Good" category. The results confirmed that the developed product is suitable for use in classroom settings without the need for major revisions. The validators especially highlighted the originality of content, the relevance of visuals, and the clarity of task instructions as the worksheet's main strengths.

Percentage

Students' Perception of the Gamified E-Worksheets

To evaluate the practicality and reception of the gamified e-worksheet, a small-group trial was conducted with five students from Class VIII-B at UPT SMP Negeri 10 Medan. The trial took place over two sessions, and students were asked to complete all levels of the worksheet, followed by a questionnaire and individual interviews.

Table 4. The Result of Students' Perception

NI.				Scor	e		Total	
No ·	Criteria	R	R 2	R 3	R 4	R 5	Score	Qualificati on
1.	The material presented is suitable for the	5	5	4	5	4	4,6	Very Good
	reading level of eighth-grade students at UPT SMP Negeri 10 Medan							
2.	The material is appropriate to the needs of the students	5	5	4	5	5	4,8	Very Good
3.	The material presented can improve students' reading skills	5	5	5	5	5	5	Very Good
4.	The material is interesting and easy to understand	5	5	5	5	5	5	Very Good
5.	The topics match students' needs	5	5	4	5	4	4,6	Very Good
6.	The activities in each unit are varied	5	5	5	5	5	5	Very Good
7.	The exercises are arranged from easy to difficult	5	5	5	5	5	5	Very Good
8.	Instructions in the entire unit are easy to understand	5	5	4	5	5	4,8	Very Good
9.	The design of the e-worksheet is interactive	5	5	5	5	5	5	Very Good
10.	The choice of font type and size is visually appealing and easy to read	5	5	4	5	5	4,8	Very Good
11.	The color scheme is appropriate and engages the reader	5	5	5	5	5	5	Very Good
	An overall assessment					53,6		
	Mean Score				4,8			
	Percentage					96%		

The questionnaire consisted of 11 indicators assessing content suitability, task arrangement, design, and overall engagement. The results showed an average score of 4.8 out of 5, with a percentage of 96%, qualifying as "Very Good." In addition to the questionnaire, students were interviewed to explore their personal experiences and perceptions. The responses revealed consistently positive impressions. Students described the worksheet as "fun,"

"interesting," "visually attractive," and "motivating." They appreciated the game-like progression, the clarity of tasks, and the vocabulary support features. Some noted that the worksheet felt more effective than traditional paper-based formats due to its interactivity and storytelling format.

Summarizing the responses, the students' feedback indicated that the gamified eworksheet was perceived as engaging, appropriate for their level, and helpful in improving their reading comprehension.

DISCUSSIONS

The findings of this study demonstrate the potential of gamified e-worksheets in addressing the reading challenges faced by junior high school students, particularly in understanding narrative texts. The analysis revealed that students struggled with long texts, unengaging materials, and ineffective reading strategies—issues that align with the concerns raised by Westwood (2004) and Alderson (2010), who emphasized the impact of text complexity and motivation on reading comprehension.

The development of the gamified worksheet responded directly to these challenges by integrating short, meaningful narrative texts (50–150 words), visually appealing content, and selective task types such as multiple choice and matching. This approach not only catered to students' cognitive needs but also aligned with their preferences, as indicated in the needs analysis. The inclusion of interactive digital features and gamified mechanics—such as levels, rewards, and storytelling—supports Kapp's (2012) theory that game elements can significantly increase learner engagement and motivation.

Expert validation confirmed the worksheet's quality, with a 94% rating indicating it was "Very Good" across key dimensions such as content relevance, task variety, linguistic clarity, and visual design. These findings are consistent with previous research by Fitria & Afdaleni (2024) and Inayati & Waloyo (2022), who found that digital platforms like Canva and Quizizz could enhance instructional effectiveness through interactivity and learner autonomy.

Moreover, students' perception data—reflected in both questionnaires and interviews—showed strong enthusiasm for the worksheet. With a 96% satisfaction rate, students appreciated the worksheet's format, clarity, and motivational elements. Their responses suggest that digital gamified tools are more appealing than traditional print-based formats, confirming earlier

findings by Mahardikha & Musdad (2023), who highlighted the motivational impact of gamification in classroom settings.

To sum up, these results suggest that the integration of gamified digital worksheets into reading instruction can address core pedagogical gaps—namely engagement, material relevance, and comprehension support. More broadly, this study supports the pedagogical shift toward technology-enhanced, student-centered learning models, particularly within the framework of the Merdeka Curriculum. It also highlights the value of combining instructional design models like ADDIE with learner-centered media development to produce contextually responsive educational tools.

CONCLUSIONS

This study concluded that a gamified e-worksheet can effectively support eighth-grade students at UPT SMP Negeri 10 Medan in learning narrative texts. Developed using the ADDIE model, the worksheet addressed students' needs for short, interactive, and engaging reading materials. Expert validation (94%) and student perception (96%) confirmed its quality and relevance. By integrating game elements and digital tools, the worksheet enhanced motivation and comprehension, offering a practical and curriculum-aligned solution for improving reading skills in English language instruction.

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