TABLE OF CONTENTS

Page

COVER PAGE
ORIGINALITY STATEMENT OF THE THESIS
THESIS SUPERVISOR'S APPROVAL
THESIS EXAMINATION COMMITTEE'S APPROVAL
ABSTRACT ……..…. v
ACKNOWLEDGEMENTS …….. vii
TABLE OF CONTENTS…… ix
LIST OF FIGURES…… xiii
LIST OF TABLES……..… xiv
LIST OF APPENDICES……..… x
CHAPTER I: INTRODUCTION……. 1
1.1 Background of the Study…… 1
1.2 Problem Identification…… 8
1.3 Problem Limitations……..… 12
1.4 Research Questions…….... 13
1.5 Objectives of the Study…… 14
1.6 Benefit of the Study…….. 14
1.6.1 Theoritical Benefit…… 14
1.6.2 Practical Benefit……... … 15
1.7 Research Paper Organization…… 16
CHAPTER II: LITERATURE REVIEW…….. 18
2.1 Theoritical Framework……. 18
2.1.1 Reading Comprehension…… .. 18
2.1.2 Gamification……. 21
2.1.3 Lyrical Music…… 23
2.2 Review of Related Studies…… 24
2.2.1 The Similarities between Gamification and Lyrical Music for Teaching ESL……..… 24

2.2.2 The Differences between Gamification and Lyrical Music for Teaching ESL……...… 28
2.2.3 Key Differences between Gamification and Lyrical Music compared to the Conventional Teaching Technique…… 32
2.3 Conceptual Framework…… 35
2.3.1 Incorporating Gamification into Word Recognition Activities to Enhance Reading Comprehension……...… 42
2.3.2 Incorporating Lyrical Music into Word Recognition Activities to Enhance Reading Comprehension……...… 44
2.3.3 Reading Comprehension Indicators……..… 45
2.3.4 Reading Comprehension Test Construction……...…. 48
2.3.4.1 Stages……..... 48
2.3.4.2 Scoring and Grading…….... 50
2.3.4.3 Test Item Development…….. 51
2.3.4.4 Test Item Analysis…….. 51
2.4 Research Hypotheses…… 52
CHAPTER III: RESEARCH METHODOLOGY……..... 54
3.1 Research Design……... 54
3.2 Research Setting and Participants…… 57
3.2.1 Research Location……..... 57
3.2.2 Research Period……..... 57
3.2.3 Research Participants…… 58
3.3 Research Procedure…….. 59
3.4 Research Population and Sampling…….. 62
3.4.1 Research Population……. 62
3.4.2 Research Sampling……...… 62
3.5 Data Collection……. 63
3.6 Research Instrument……. 64
3.6.1 Conceptual Definition…….. 64
3.6.2 Operational Definition…….. 65
3.6.3 Instrument for Reading Comprehension Variable……..... 67
3.6.4 Validity Test for Reading Comprehension…… 73

3.6.5 Reliability Test for Reading Comprehension……..... 76
3.7 Data Analysis Technique……..…… 78
3.7.1 Descriptive Statistical Analysis……..... 78
3.7.2 Inferential Statistical Analysis…….. 79
3.7.2.1 Normality Test…… 79
3.7.2.2 Homogeneity Test…….. 80
3.7.2.3 Paired Sample t-Test…….. 80
3.7.2.4 The Kruskal-Wallis One-Way Analysis of Variance (ANOVA)…….. 81
3.7.2.5 N-Gain Test……... 83
3.8 Statistical Hypothesis…….. 85
CHAPTER IV: DATA ANALYSIS AND DISCUSSION…….... 86
4.1 Results……..... 86
4.1.1. Data Description……..…. 86
4.1.2 Analysis Prerequisite Testing…….. 90
4.1.2.1 Normality Testing……. 91
4.1.2.2 Homogeneity Testing……..... 92
4.1.3 Hypothesis Testing……..…. 93
4.1.3.1 The Effects of Gamification on Reading Comprehension……. 94
4.1.3.2 The Effects of Lyrical Music on Reading Comprehension……. 96
4.1.3.3 The Effects of Conventional Instructional Method on Reading Comprehension……... 98
4.1.3.4 The Significance of the Effects of Gamification, Lyrical Music, and Conventional Instructional Methods on Reading Comprehension…….…. 99
4.2 Discussions……... 109
4.2.1 The Effects of Gamification on Students' Reading Comprehension in Mahabodhi Vidya High School…….. 109
4.2.2 The Effects of Lyrical Music on Students' Reading Comprehension in Mahabodhi Vidya High School…….. 114

4.2.3 The Implementation of AVR in Gamification and Lyrical Music to Improve Students' Reading Comprehension ……121
4.2.4 The Use of Gamification and Lyrical Music in Enhancing Reading Comprehension while Aligning with CCSS and Filling Research Gap ……123
4.3 Research Limitedness……125
CHAPTER V: CONCLUSION…… 127
5.1 Summary and Findings……..…. 127
5.2 Implications…… 129
5.2.1 Theoritical Implications……..… 130
5.2.2 Practical Implications…… 131
5.3 Suggestions……...…..131
REFERENCES
APPENDICES

LIST OF FIGURES

Figure 1.1 12 Social B Students' English Daily Test Results – Gamification Experimental Group 1……..…….... 9

Figure 1.2 12 Social A Students' English Daily Test Results – Lyrical Music Experimental Group 2 ..…….. 9

Figure 2.1 The Simple View of Reading Formula……...19

Figure 2.2 Game Element Hierarchy……..……...….. 23

Figure 2.3 The Active View of Reading Model……..…..... 36

Figure 2.4 Gamified Learning Environment…….……..… 37

Figure 2.5 Eight Motives behind Using Songs in EFL Classrooms……..…….. 39

Figure 3.1 The Components and Processes of Quantitative Research……..….. 60

Figure 4.1 The Average of Reading Comprehension Scores of Students Before and After the Interventions……..89

Figure 4.2 Pretest and Posttest Results of Reading Comprehension in the Gamification Experimental Group and the Control Group……. 110

Figure 4.3 Pretest and Posttest Results of Reading Comprehension in the Lyrical Musice Experimental Group and the Control Group…….... 116

LIST OF TABLES

Table 1.1 Research on the Effects of Gamification on Improving Students' Reading Comprehension…….. 4

Table 1.2 Research on the Effects of Lyrical Music on Improving Students' Reading Comprehension……...…6

Table 2.1 The Similarities between Gamification and Lyrical Music……..... 28

Table 2.2 The Differences between Gamification and Lyrical Music…..…….. 31

Table 2.3 The Key Differences Gamification, Lyrical Music, and Conventional Teaching Technique……. 34

Table 2.4 The Relevance of Gamification and Lyrical Music Variables as Instructional Methods for AVR Implementation ……...41

Table 2.5 Reading Standards for Informational Text Grade 11-12……..... 47

Table 3.1 The Matching-Only Pretest-Posttest Control Group Design…….. 55

Table 3.2 Population of Grade 12 Students at Mahabodhi Vidya Senior High School for the 2024 – 2025 Academic Year…….. 58

Table 3.3 The Reading Standards for Informational Text Grade 11-12 Used in This Study……... 66

Tabel 3.4 The Framework of Variable Instruments of Reading Comprehension……... 67

Table 3.5 Pre-Test Validity…… 74

Table 3.6 Post-Test Validity……... 75

Table 3.7 Category of Reliability…….. 76

Table 3.8 Pre-Test Reliability……. 77

Table 3.9 Post-Test Reliability……... 78

Table 3.10 Criteria for Gain Points…….. 84

Table 4.1 Pretest and Posttest Data on Reading Comprehension…….. 87

Table 4.2 Data on Descriptive Statistics for Reading Comprehension…..…..... 89

Table 4.3 Results of the Normality Test for Reading Comprehension…….. 91

Table 4.4 Results of the Homogeneity Test for Reading Comprehension…..… 93

Table 4.5 Paired t-Test Results for Pretest and Posttest Reading Comprehension in Gamification Group……. 95

Table 4.6 Paired t-Test Results for Pretest and Posttest Reading Comprehension in Lyrical Music Group…… 97
Table 4.7 Paired t-Test Results for Pretest and Posttest Reading Comprehension in Control Group…….. 98
Table 4.8 N-Gain Scores……..……..... 100
Table 4.9 Normality Testing for One Way ANOVA……...… 102
Table 4.10 Homogeneity Testing for One Way ANOVA……..……..... 102
Table 4.11 One-Way ANOVA for Score Gain…….. 104
Table 4.12 Multiple Comparisons Results……..… 105
Table 4.13 Descriptive Results of the N-Gain Scores……..... 107
Table 4.14 The Relationship between Theory, Gamification, and the Conventional Model……. 112
Table 4.15 The Relationship between Theory, Lyrical Music, and the Conventional Model……. 118

LIST OF APPENDICES

A. Lesson Plan

Meeting 1 Gamification Experimental Group ……. A-1
Meeting 1 Lyrical Music Experimental Group …… A-3
Meeting 1 Control Group ……. A-5
Meeting 2 Gamification Experimental Group ……. A-7
Meeting 2 Lyrical Music Experimental Group …… A-9
Meeting 2 Control Group ……....A-11
Meeting 3 Gamification Experimental Group ……. A-13
Meeting 3 Lyrical Music Experimental Group …….. A-15
Meeting 3 Control Group …….. A-17
Meeting 4 Gamification Experimental Group ……. A-19
Meeting 4 Lyrical Music Experimental Group …….. A-21
Meeting 4 Control Group ……... A-23
Meeting 5 Gamification Experimental Group ……. A-25
Meeting 5 Lyrical Music Experimental Group …….. A-27
Meeting 5 Control Group ……... A-29

B. Reading Texts & Reading Comprehension

Pre-test: Myers-Briggs Personality Tests: What Kind of Person are You? .. B-1
Post-test: Who was Alexander the Great?; From Camden to Notting Hill: The Best Neighborhoods in London; The World's Most Gender-Equal Countries…….. B-6
Meeting 1: The Parts of the United States where Summer Heat Has Risen the Most ……..... B-18
Meeting 2: The Case of Taylor Swift and Rebekah Harkness ……... B-24
Meeting 3: Why Gender Equality Matters in Business Success …… B-30
Meeting 4: Where to Stay in London: Our Editors' Favorite Neighborhoods … ……. B-35
Meeting 5: The Arrow Storm: Genghis Khan's Nearly Unstoppable War Strategy …….. B-41

C. Activities for Gamification Experimental Group

Quizizz Links

PowerPoints: Vocabulary Discussion - Meeting 1

PowerPoints: Vocabulary Discussion - Meeting 2

PowerPoints: Vocabulary Discussion - Meeting 3

PowerPoints: Vocabulary Discussion - Meeting 4

PowerPoints: Vocabulary Discussion - Meeting 5

D. Activities for Lyrical Music Experimental Group

Song for Meeting 1: *Cruel Summer* (Taylor Swift, 2019)

Song for Meeting 2: *The Last Great American Dynasty* (Taylor Swift, 2020)

Song for Meeting 3: *The Man* (Taylor Swift, 2019)

Song for Meeting 4: *London Boy* (Taylor Swift, 2019)

Song for Meeting 5: *The Great War* (Taylor Swift, 2022)

Song lyrics

PowerPoints: Lyric Vocabulary Discussion - Meeting 1

PowerPoints: Lyric Vocabulary Discussion - Meeting 2

PowerPoints: Lyric Vocabulary Discussion - Meeting 3

PowerPoints: Lyric Vocabulary Discussion - Meeting 4

PowerPoints: Lyric Vocabulary Discussion - Meeting 5

E. Activities for Control Group

PowerPoints: Vocabulary Discussion - Meeting 1

PowerPoints: Vocabulary Discussion - Meeting 2

PowerPoints: Vocabulary Discussion - Meeting 3

PowerPoints: Vocabulary Discussion - Meeting 4

PowerPoints: Vocabulary Discussion - Meeting 5

F. Excel: Data Collection