

**THE EFFECT OF USING GIMKIT APP IN READING ACHIEVEMENT
AT ELEVENTH GRADE OF MAN 2 BANJARMASIN**

SARJANA'S THESIS

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN 2026**

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BANJARMASIN 2026**

LETTER OF APPROVAL

This is to certify that the Sarjana's thesis proposal of (Gusti Davina Nasywa) reg. number 2210117320012 entitled "The Effect of Using Gimkit App in Reading Achievement at Eleven Grade of Man 2 Banjarmasin" has been approved by the advisors for oral examination.

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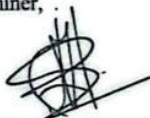
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ABSTRACT

Nasywa ,Gusti Davina (2026) *THE EFFECT OF USING GIMKIT APP IN READING ACHIEVEMENT AT ELEVENTH GRADE OF MAN 2 BANJARMASIN*. English Language Education Department, Faculty of Teacher Training and Education, Lambung Mangkurat University. Advisor I: Raisa Fadilla, M.Pd. Advisor II: Fahmi Hidayat, M.Pd.

Keywords: Gimkit, Quizizz, reading achievement, narrative text

This study was conducted in response to the ongoing difficulty faced by Indonesian students in comprehending English narrative texts, which indicates the need for a learning medium that can facilitate learning and make the process more enjoyable and less stressful for students. Therefore, Gimkit is considered a promising solution as it transforms traditional learning into a game-based, interactive, and self-paced experience, which is believed to increase students' engagement and motivation in learning English.

A quantitative quasi-experimental design was employed with 68 students: Class XI-A (n = 34) as the experimental group using Gimkit and Class XI-B (n = 34) as the control group using Quizizz. Data were collected through pre-tests and post-tests consisting of 30 validated multiple-choice items on narrative text reading comprehension, covering four indicators: main idea, specific information, word meaning, and inference. Data were analyzed using Paired Samples T-Test and Independent Samples T-Test via SPSS version 29.

It was found that the experimental class mean score increased from 59.79 to 81.26 (gain: 21.47 points), while the control class improved from 59.59 to 76.18 (gain: 16.59 points). A significance value of 0.032 ($p < 0.05$) with t-value 2.190 (df = 66) was yielded by the Independent Samples T-Test, confirming a statistically significant difference between the two groups. Therefore, the alternative hypothesis (H_A) was accepted and the null hypothesis (H_0) was rejected. It is concluded that Gimkit was significantly more effective in improving students' reading achievement on narrative texts compared to Quizizz. Gimkit is encouraged to be used by teachers as an alternative medium for teaching reading, while its use with other text types and larger samples is recommended to be examined by future researchers.

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