

**ADAPTING GAMIFICATION FOR OPTIMIZING STUDENTS'
ACHIEVEMENT IN ENGLISH VOCABULARY LEARNING**

A THESIS

**Submitted to Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan in English Education**



By:

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2025

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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Has been examined and approved by the panel of examiners on 12 March 2025 as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

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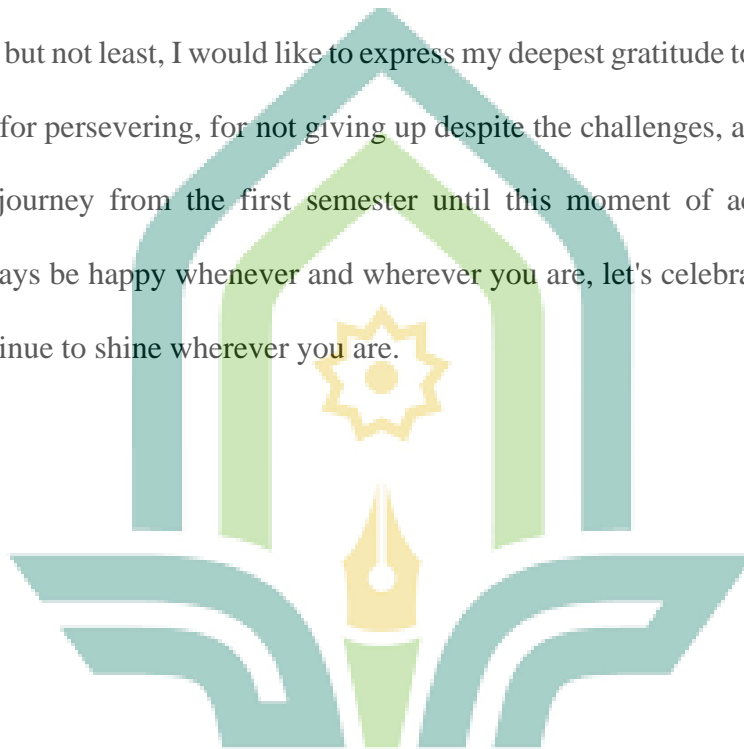

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MOTTO

*“Success is not final, failure is not fatal: it is the courage to
continue that counts.”*

(Winston S Churchill)



ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi adaptasi gamifikasi dalam pembelajaran kosakata bahasa Inggris untuk meneliti masalah kurangnya minat siswa. Dengan menggunakan pendekatan kualitatif dan studi kasus, penelitian ini melibatkan observasi dan wawancara terhadap guru dan siswa di satu kelas. Analisis mengungkapkan bahwa gamifikasi berdampak positif terhadap pencapaian kognitif seperti siswa bisa lebih mudah menghafal vocabulary, dalam segi afektif yaitu siswa merasa lebih senang dan termotivasi. Lalu dalam segi psikomotorik, siswa bisa menggunakan vocabulary tersebut dalam kegidupan sehari-hari. Hasil penelitian ini menunjukkan bahwa penerapan gamifikasi dapat menjadi strategi yang dapat digunakan untuk mengoptimalkan prestasi siswa, yang memberikan kontribusi signifikan terhadap pengembangan metode pengajaran yang lebih menarik dan interaktif dalam pendidikan bahasa Inggris.

Kata Kunci: Gamifikasi, Prestasi, Pembelajaran kosakata bahasa Inggris



ABSTRACT

This study aims to explore the adaptation of gamification in English vocabulary learning to examine the problem of students' lack of interest. Using a qualitative approach and case study, this study involved observations and interviews with teachers and students in one class. The analysis revealed that gamification has a positive impact on cognitive achievement such as students can memorize vocabulary more easily, in terms of affective, students feel happier and motivated. Then in terms of psychomotor, students can use the vocabulary in everyday life. The results of this study indicate that the application of gamification can be a strategy that can be used to optimize students' achievement, which contributes significantly to the development of more interesting and interactive teaching methods in English language education.

Keyword: Gamification, Achievement, English vocabulary learning



PREFACE

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, vocabulary is an inseparable element that is an important foundation for comprehensive language mastery (Rahmah, 2023). Adequate vocabulary is like the main key that opens the gates to students' better understanding and self-expression in English. The richer the vocabulary, the wider the scope of students' knowledge and ability to communicate effectively in various contexts (Firman, 2019). However, many students have difficulty in learning new vocabulary. This can be caused by various factors, such as lack of interest, ineffective learning strategies, and lack of practice (Nani, 2019).

The tradition of teaching English vocabulary often uses monotonous and boring methods, such as memorizing lists of words and definitions (Fitria, 2022). This can cause students to feel unmotivated and not involved in the learning process (Sachiko Nakamura, 2021), which can lead to a lack of focus, participation and information retention. According to Santosa (2021), learning English vocabulary also needs to be distinguished from learning 4 English skills namely speaking, listening, writing and reading. Vocabulary knowledge also should cover the dimensions of many aspects such as pronunciation, appendages, collocations, aspects of meaning, and word formation. As a result, students have difficulty in remembering and using new vocabulary in real contexts.

According to some teachers, teaching vocabulary is the most difficult way to learn a language (Thoyyibah, 2019). As information technology develops, various new approaches have been developed to increase students' engagement in English vocabulary learning. One promising approach is gamification, namely the application of game elements in non-game contexts (Luo, 2021).

Gamification has become an increasingly popular learning approach in this era, especially in educational contexts. According to Fahad Alzuhair & Mohammed Alkhuzaim (2022), gamification-based learning is an interactive and student-centered educational strategy. It emerged as a result of academic efforts to meet the needs of the current period. By implementing game elements such as points, badges, leaderboards, and challenges into the learning process, gamification can make learning more engaging and interactive (Anisa, et. al, 2020).

Previous research on gamification in ELT shows promising results. Several studies have shown that gamification can improve students' motivation (Sailer & Homner, 2020), engagement, and learning outcomes in various aspects of ELT, such as grammar, vocabulary, reading, writing, (Li, 2022), and speaking (Ni Putu Wulantari, 2023). Learning motivation also affects the students' learning achievement as supported by (Hamdani, 2011) who explains two factors affecting learning achievement, namely, internal and external factors. The internal factor covers intelligence, physical, attitude, interest,

talent, and motivation, while the external factor includes social and non-social environments.

Gamification presents an innovative approach to creating dynamic and engaging learning experiences for students. Despite the increasing popularity of gamification in educational contexts, little research has focused on how gamification can be adapted to improve student achievement, particularly in English vocabulary learning. This research is important to explore how gamification elements can be adapted to specific learning contexts, as well as to understand the experiences of students and teachers in using this approach. It is hoped that the results of this research can contribute to the development of a more effective and engaging English vocabulary learning model.

1.2 Research Questions

The study provides research questions:

1. How does the teacher implement gamification in teaching vocabulary?
2. How are students' achievement in learning vocabulary using gamification?

1.3 Operational Definition

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. **Gamification** : Gamification is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems (Kapp, 2012). In this context, gamification refers to traditional physical game elements, not AI-driven or fully digitized gamification.

2. **Achievement** : Achievement is learning objectives to be achieved in learning. These learning outcomes can be cognitive, affective or psychomotor. (Bloom, 1956).
3. **Vocabulary** : Vocabulary defined as all the words that are known or used by someone to speak a particular subject and particular language (Hornby, 2006).

1.4 Aims of the Study

Based on research questions, the aims of study are as follows:

1. To analyze how How does the teacher implement gamification in teaching vocabulary.
2. To explore students' achievement in learning vocabulary using gamification.

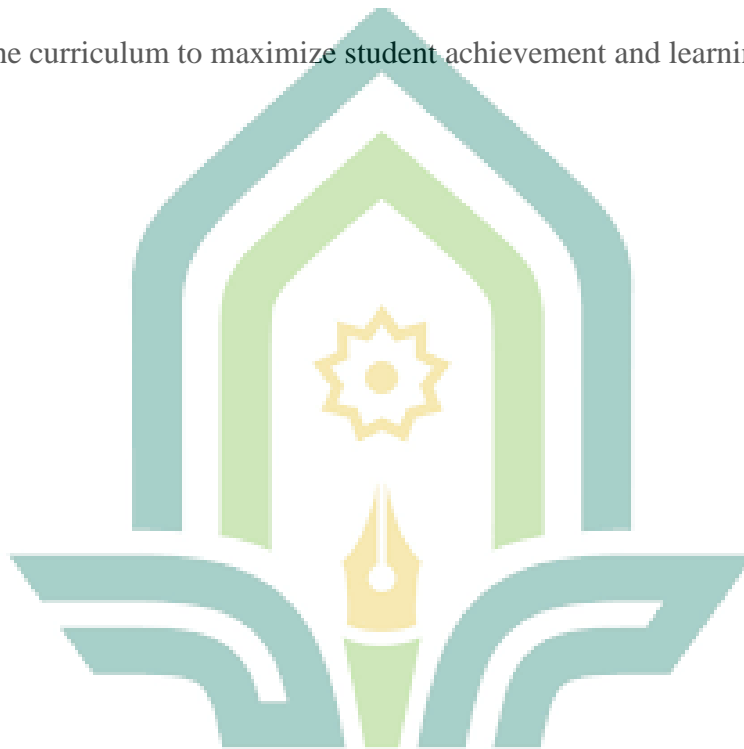
1.5 Significance of the Research

On basis of the objective above, the significance of the study can be stated as follows:

1. **Theoretical Use:** This research contributes to learning and gamification theory based on Kapp by providing new insights into how game elements can optimize students' achievement in learning English vocabulary. The results will broaden the understanding of motivation and achievement in education, as well as add to the literature on the use of gamification.
2. **Empirical Use:** This research produces empirical data that demonstrates the impact of gamification on students' achievement. By measuring student achievement during the implementation of gamification, this study provides

evidence that can be analyzed to assess the use of this method and used in further studies by other researchers.

3. Practical Use: This research provides valuable guidance for educators and curriculum developers in integrating gamification into English vocabulary learning programs. The results can help teachers create more interactive lessons, as well as enable educational institutions to adopt gamification in the curriculum to maximize student achievement and learning outcomes.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

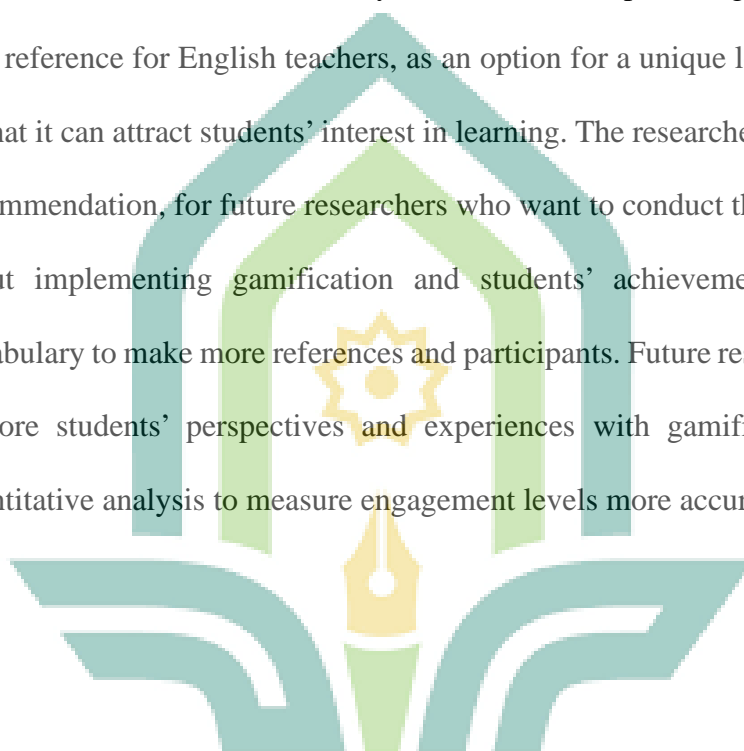
This study stated that teacher play a crucial role in designing and executing gamified learning experiences effectively. The teacher in this study followed structured steps, including setting clear learning objectives, determining the big idea, designing engaging game scenarios, organizing student groups, and applying game dynamics. These steps ensured that gamification was implemented systematically and aligned with student needs. The teacher's ability to integrate elements such as competition, collaboration, and reward mechanisms significantly contributed to optimizing students' achievement in vocabulary learning.

By implementing these strategies, students feel that gamification positively optimize cognitive, affective, and psychomotor domains of learning. The implementation of game elements such as points, badges, leaderboards, levels, challenges, and missions effectively increased student engagement, motivation, and vocabulary retention. From the cognitive perspective, students demonstrated improved ability to recognize, understand, and apply vocabulary in different contexts. The structured levels and time constraints in the game-based learning activities encouraged students to think critically and enhance their problem-solving skills. In the affective domain, gamification created an enjoyable and interactive learning environment that kept students motivated and engaged. The presence of challenges and competition fostered a sense of

enthusiasm and encouraged students to participate actively. Lastly, from the psychomotor perspective, students showed better coordination and responsiveness through physical engagement in vocabulary-related activities, especially in the final stage of the game.

5.2 Recommendation

From the results of this study, the researcher hopes that gamification can be a reference for English teachers, as an option for a unique learning method so that it can attract students' interest in learning. The researcher extends some recommendation, for future researchers who want to conduct the similar study about implementing gamification and students' achievement in learning vocabulary to make more references and participants. Future research may also explore students' perspectives and experiences with gamification through quantitative analysis to measure engagement levels more accurately.



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