

**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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K.H. ABDURRAHMAN WAHID PEKALONGAN**

**2025**

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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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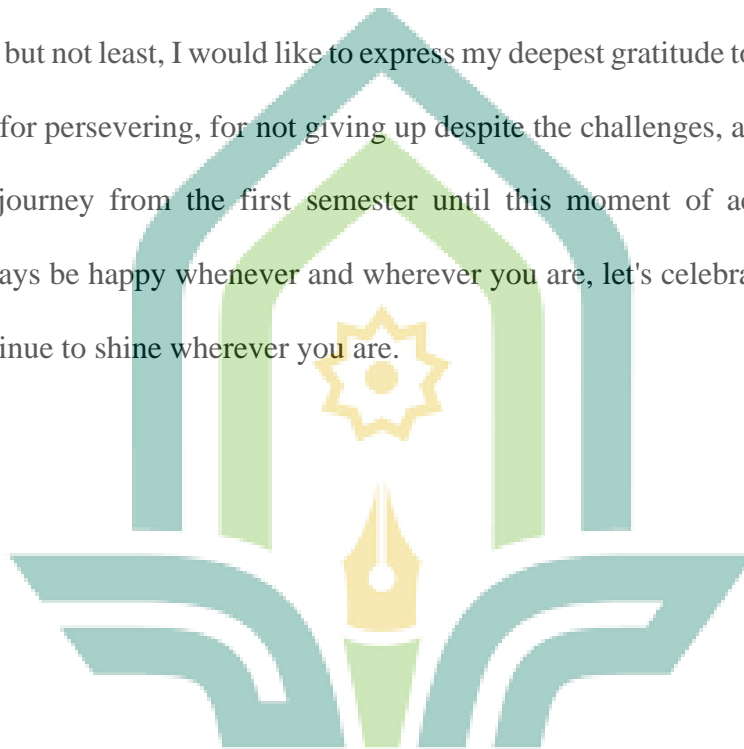
  
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## **MOTTO**

*“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.

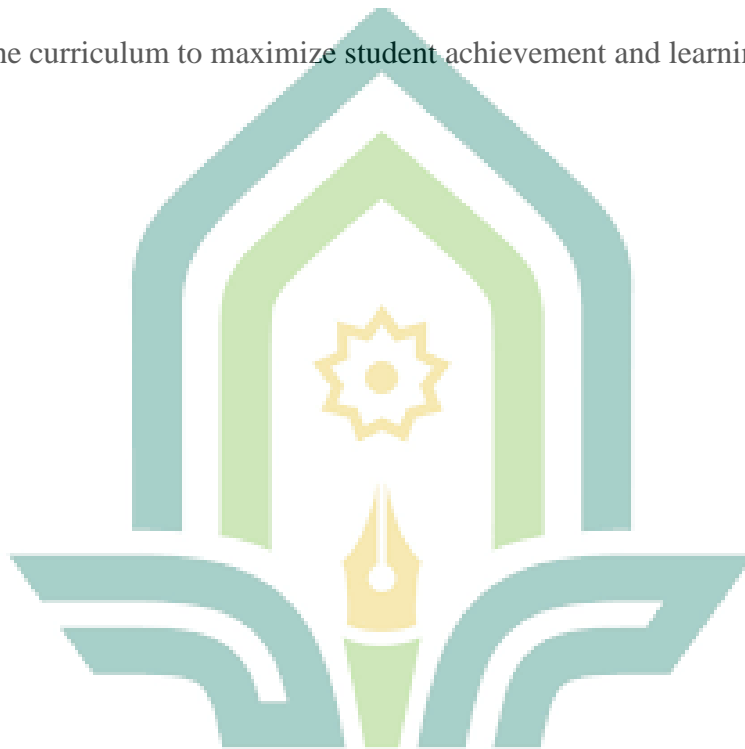
#### **1.5 Significance of the Research**

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 II

### THEORETICAL BACKGROUND

#### 2.1 Literature Review

##### 2.1.1 Gamification

###### a. Definition of gamification

Gamification has become an interest topic to experts in various fields, such as psychology, education, business, and so on (Dicheva, 2015). Here are some definitions of gamification according to experts:

1) Deterding, et al. (2011) describe Gamification as the use of game design elements in non-game contexts. These elements can take the form of points, badges, leaderboards, and other game mechanics designed to increase user motivation, participation, and engagement.

2) Zichermann & Gamification Revolution (2011) explain that Gamification is the process of applying game design principles and game mechanics to non-game contexts. The goal is to create a more engaging, motivating, and rewarding experience for users.

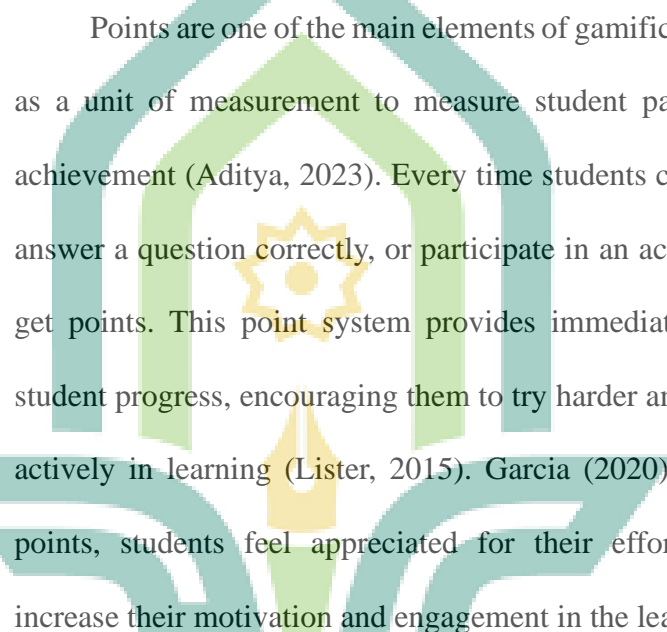
3) Kapp (2012) also in this research define Gamification as the use of game design elements in non-game contexts to increase user motivation, participation and engagement. These elements can take the form of points, badges, leaderboards, stories, characters, and challenges designed to create a more engaging and rewarding experience for users

From the definitions above, it can be concluded that gamification is the use of game design elements and game mechanics in a non-game context to increase user motivation, participation and engagement.

## **b. Elements of Gamification**

Some commonly used gamification elements include (Kapp, 2012):

### 1) Points



Points are one of the main elements of gamification that serve as a unit of measurement to measure student participation and achievement (Aditya, 2023). Every time students complete a task, answer a question correctly, or participate in an activity, they will get points. This point system provides immediate feedback on student progress, encouraging them to try harder and engage more actively in learning (Lister, 2015). Garcia (2020) said that with points, students feel appreciated for their efforts, which can increase their motivation and engagement in the learning process.

### 2) Badges

Badges are visual symbols given to students in recognition of certain achievements, such as completing a course or achieving a specific skill (Pangaribuan, 2019). These badges serve to provide a more tangible sense of achievement, so that students can see and feel the results of their efforts (Khuzzan, et.al., 2021). With badges, students feel more motivated to achieve these awards, which can



encourage them to continue learning and trying harder. Badges are also an effective tool to show the progress and skills that students have acquired to others (Febriansah, 2024).

### 3) Leaderboards

Leaderboard is a ranking list that shows students' positions based on points or achievements obtained (Febriansah, 2023). This element creates a sense of healthy competition among students, encouraging them to try harder to achieve higher positions (Miller, et.al, 2016). With leaderboard, students can see how they compare to their friends, which can motivate them to improve their performance (Garcia, 2020). It also provides recognition to students who excel, so they feel appreciated for their efforts and achievements.

### 4) Level

Levels are gamification elements that show students' progress through different levels (Ariani, 2020). Students can level up after collecting a certain number of points or completing certain challenges. Oktaviati (2018) said that this level system provides structure to the learning experience and allows students to feel the progress they are making. With levels, students not only feel involved but also challenged to reach higher levels, so they can continue to improve their skills and knowledge in learning (Aditya, 2023).

## 5) Challenges and Missions

Challenges and missions are tasks or activities designed to encourage students to apply their knowledge and skills (Al-Rayes, 2022). These can be quizzes, projects, or group activities that require students to think critically and creatively. With challenges, students get a more real-world context for learning, which makes the learning experience more interactive and engaging (Cudney, 2015). These challenges can also increase student engagement, as they feel compelled to complete the given mission (T. Alshammari, 2020).

### c. Advantages and disadvantages of gamification

In its application, gamification has several advantages and disadvantages, including the following:

#### 1) Advantages of gamification

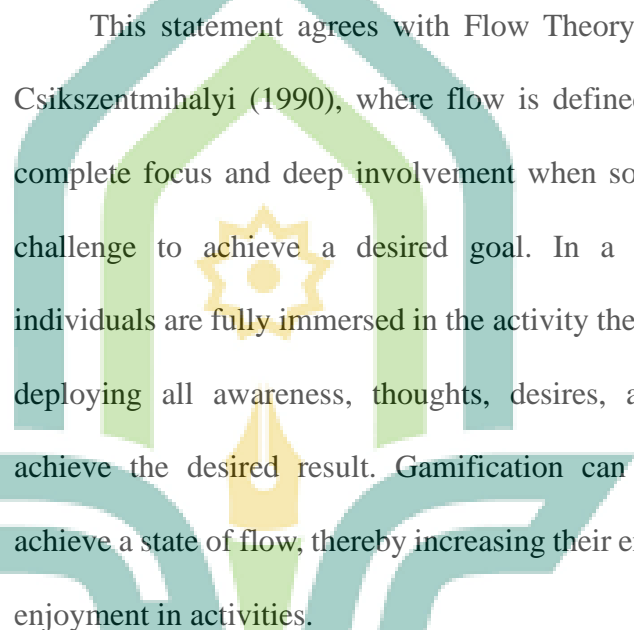
There are several advantages of using gamification in learning:

##### a) Increase Motivation and Participation

In the Self-Determination Theory (SDT) proposed by Deci & Ryan (2000), explains that humans have three basic psychological needs that must be met to support their motivation and well-being. These needs include the need to feel autonomous (having control over their own actions and decisions), competent (feeling capable and confident in achieving goals), and related (being positively connected to

others in their environment). Gamification, as the application of game elements in non-game contexts, can help meet these three needs, thereby increasing their motivation to participate in activities. Motivation can arise when students feel challenged. Then, with this challenge can create effective learning (Vgotsky, 1978).

b) Increase Engagement and Enjoyment



This statement agrees with Flow Theory. According to Csikszentmihalyi (1990), where flow is defined as a state of complete focus and deep involvement when someone faces a challenge to achieve a desired goal. In a state of flow, individuals are fully immersed in the activity they are doing, by deploying all awareness, thoughts, desires, and actions to achieve the desired result. Gamification can help users to achieve a state of flow, thereby increasing their engagement and enjoyment in activities.

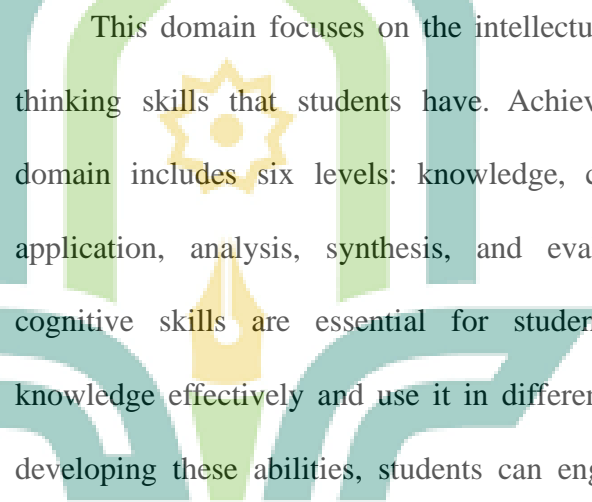
c) Increase Retention and Achievement.

Users find it easier to learn and remember information when they are actively involved in the learning process. Gamification can help users to learn actively, thereby increasing their retention and achievement (Bonwell & Eison, 1991). This is in line with the Active Learning Theory put forward by Mel

Silberman (1996), namely a teaching and learning strategy that requires students to be actively involved.

When organizing goals for learning, learning and other various learning activities, Bloom's Taxonomy is frequently used. According to Bloom (1956), there are three main achievement categories in education that are used to assess student learning outcomes. These three categories are known as Bloom's taxonomy, which is divided into:

(1) Cognitive Domain.



This domain focuses on the intellectual abilities and thinking skills that students have. Achievement in this domain includes six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. These cognitive skills are essential for students to process knowledge effectively and use it in different contexts. By developing these abilities, students can engage in deeper learning, solve complex problems, and make informed decisions based on critical thinking.

To support the development of these cognitive skills, scaffolding plays a crucial role in guiding students through their learning process. Scaffolding, according to Vygotsky's (1978) theory, is a method where teachers or more knowledgeable individuals provide structured assistance to

help students accomplish task they cannot yet complete independently. This support can take various forms, such as prompts, guiding questions, worked examples, or feedback, all of which help students gradually build their understanding. For example, in English vocabulary learning, students may be tested in terms of recalling the definition of a new vocabulary word, identifying the meaning of word in context, or analyzing the use of word in a more complex sentence

#### (2) Affective Domain.

Affective domain measures student achievement in relation to their attitudes, feelings, values and interests towards learning (Krathwohl et al., 1964). Student competencies that reflect good affection can be seen from mature attitudes that are appropriate to the age and development of the students and they reflected in daily behavior/attitudes in the learning process both inside and outside the classroom (Nafiati, 2021). In this domain, students show progress in their attitudes or emotional responses to learning materials or activities. For example, in English vocabulary learning, previously uninterested students may begin to show greater interest and engagement after using gamification in learning

### (3) Psychomotor Domain.

Simpson and Dave (1972) each introduced “Psychomotor Domains” and “The Classification of Educational Objectives in the Psychomotor Domain” in 1967 (Nafiati, 2021). This domain relates to physical or motor skills, namely students' ability to develop practical skills that involve coordination between mind and body. Mastery of psychomotor skills requires repeated practice and reinforcement to ensure accuracy and efficiency in performing tasks. These skills are often developed through structured training, where learners gradually improve their abilities through guided instruction and consistent feedback.

From a Behaviorism theory by Skinner (1953), instant feedback plays a crucial role in reinforcing learning, especially in the psychomotor domain. Behaviorism, which emphasizes observable behaviors and the impact of external stimuli, suggests that immediate responses to students' actions help shape their learning experiences. When students receive instant feedback—whether in the form of rewards for correct actions or corrective guidance for mistakes—it strengthens their ability to perform tasks accurately. In the context of language learning, this domain can include mastery of speaking, listening or writing skills using learned

vocabulary. For example, students can be tested on the correct pronunciation of vocabulary or the ability to use vocabulary in everyday conversation.

High academic achievement can increase students' motivation to continue learning and trying better. This concept is in line with Achievement Goal Theory (Nicholls, 1984), which explains that an achievement-based competitive system can increase students' motivation to study harder. When students achieve their targets, such as getting high grades or completing challenges, they feel more confident and motivated to maintain or improve their achievements.

## 2) Disadvantage of gamification

Among the many advantages of gamification, there is one disadvantage, namely that students will tend to focus on the prize. Based on Lepper, Greene dan Nisbett (1973) in Over justification Effect theory, explains that users who receive external rewards for doing activities they enjoy tend to lose intrinsic interest in those activities. Gamification can cause an over justification effect, so that users lose intrinsic interest in the gamified activity (Deci & Ryan, 1985).

### 2.1.2 Vocabulary teaching and learning

Learning English vocabulary is an important process in mastering the language effectively (Ismail, 2022). Vocabulary is like a brick that builds the foundation of understanding and communication. The main goal of vocabulary learning is to equip students to understand reading texts, express themselves, expand cultural knowledge, and increase self-confidence in using English.

There are 5 essential steps in vocabulary learning that are suggested by Hatch and Brown namely:

- a. Having sources for encountering new words.
- b. Getting a clear image, either visual or auditory or both for the forms of the new words.
- c. Learning the meaning of the words.
- d. Making a strong memory connection between the forms and meanings of the words.
- e. Using the words.

Presenting a new term is obviously not the only aspect of teaching vocabulary. In order to help student grasp new words more readily, teachers are expected to have a method for acquainting them with the vocabulary. The strategies operate not only to assist the students acquire the meaning of new words very readily, but also to diversify the educational activity in order to avoid the boredom on the side of students (Baskarani, 2016).



Game can make the vocabulary learning process into a fun and interactive activity (Syifa, 2024). Through various games, such as guessing words, vocabulary bingo, or role-playing, students can learn while having fun. These games encourage collaboration and interaction between students, creating a positive and engaging learning environment (Agustina, 2024). In addition, this method helps students remember new vocabulary in a non-monotonous way, thereby increasing their motivation and engagement in language learning (Rifa'i, 2022).

Based on Kapp theory (2012) which is strengthened by research conducted by Jusuf (2020), the following are the general steps for implementing gamification in learning:

a. Recognize the learning objectives

The first step in implementing gamification is to recognize the learning objectives to be achieved. These objectives should be clearly designed and in accordance with the SMART principle (specific, measurable, achievable, relevant and time-bound). By understanding the learning objectives, teachers can customize gamification elements that support the achievement of student learning outcomes. Without clear objectives, gamification will only be an entertaining activity without any meaningful impact on the learning process.

b. Determine the big idea

After determining the learning objectives, the next step is to determine the main idea on which the gamification is based. This main

idea can be an interesting concept or theme. The chosen theme should be relevant to the learning material and able to increase students' motivation to be actively involved. With an interesting main idea, students will feel more challenged and motivated to follow the whole learning process.

c. Create a game scenario

The game scenario is one of the important elements in gamification as it determines the flow and mechanics of the game. The scenario includes how students will participate, the rules of the game, and the reward system, such as points, levels, or virtual prizes. In addition, the scenario should also be designed to suit the students' ability level and encourage them to keep learning. With engaging and clear scenarios, students can understand how they can achieve learning objectives in a more enjoyable way.

d. Create a learning activity design

After the game scenario is created, the next step is to design learning activities that fit the gamification elements. These activities could be point-based quizzes, individual or group challenges, daily missions, or the use of leaderboards to promote healthy competition. In the design, teachers need to ensure that the activities are not too easy or too difficult to keep students challenged. With the right activity design, students will be more encouraged to learn actively and enjoy the learning process.

e. Build groups

In some gamification models, forming groups can increase student engagement and encourage them to collaborate. Group formation can be randomized or based on a balance of abilities so that all students can participate optimally (Slavin, 1995). With groups, students can help each other and share strategies to achieve learning goals. In addition, competition between groups can create a more dynamic and interesting learning atmosphere, thus increasing their motivation in participating in learning.

f. Apply game dynamics

The final step is to implement game dynamics, such as awarding points, badges, levels and leaderboards. These elements should be applied wisely so that they are not just a reward system, but also able to encourage students' intrinsic motivation. Teachers need to ensure that every gamification element used actually supports the achievement of learning objectives.

The way that gamification is implemented in the classroom depends on the context (Ocktaviani et al., 2024), it can take the form of physical classroom activities or online platforms as long as the goal is to accomplish the learning objectives and assist the students in improving their motivation, engagement, problem-solving skills, and teamwork. The goal of gamification in the classroom is to make learning more enjoyable and meaningful for the students through the activities that the

teachers provide. In summary, teachers nowadays use gamification in their classrooms to make the learning process more enjoyable and meaningful for the students as well as improving their learning experience.

## 2.2 Previous Study

There are some studies concerning the use of gamification in education. Sailer & Homner (2020) on his research, the collection of research articles and meta-analyzes examined the effectiveness of gamification in learning, focusing on cognitive, motivational, and behavioral learning outcomes. The studies found that gamification, especially when incorporating elements of competition and collaboration, had positive effects on student engagement, motivation, and learning outcomes. Factors such as social interaction, game fiction, and the design of the comparison group were identified as significant moderators impacting the effectiveness of gamification interventions.

Manzano-León et al., (2021) Conducted a research entitled “Between Level Up and Game Over: A Systematic Literature Review of Gamification in Education”. The analyzed studies focused on the use of gamification in formal education, particularly in university settings. They found that gamification can positively impact student motivation, engagement, and academic performance. Common elements in educational gamification programs include points, medals, rankings, and narrative. The research emphasized the importance of training teachers to effectively implement gamification strategies in the

classroom. Overall, gamification was seen as a promising tool in enhancing learning outcomes and student attitudes towards sustainability.

Putu Wulantari et al., (2023) also have a research about the topic entitled “The Role of Gamification in English Language Teaching: A Literature Review”. The literature review on the role of gamification in English language teaching (ELT) emphasizes the positive impact of gamification on student motivation, engagement, collaboration, and active learning. It suggests that gamification can enhance the language learning experience by addressing challenges such as technological constraints and pedagogical design considerations. Best practices for gamification in ELT include setting clear learning goals, designing meaningful game mechanics, and integrating collaboration and social interaction. The review also calls for future research to explore emerging technologies and cultural factors to further improve gamification in language teaching

Article written by Swacha (2021) analyzes the state of research on gamification in education through a bibliometric survey. They highlight the growth of research output, expanding interest across countries and scientific fields, effective communication of research results, and continued interest in gamification in education. This research primarily focuses on topics related to Computer Science and Social Sciences, with most publications being conference papers. Collaboration between researchers is limited, but there are high levels of citation and co-citation within the research community.

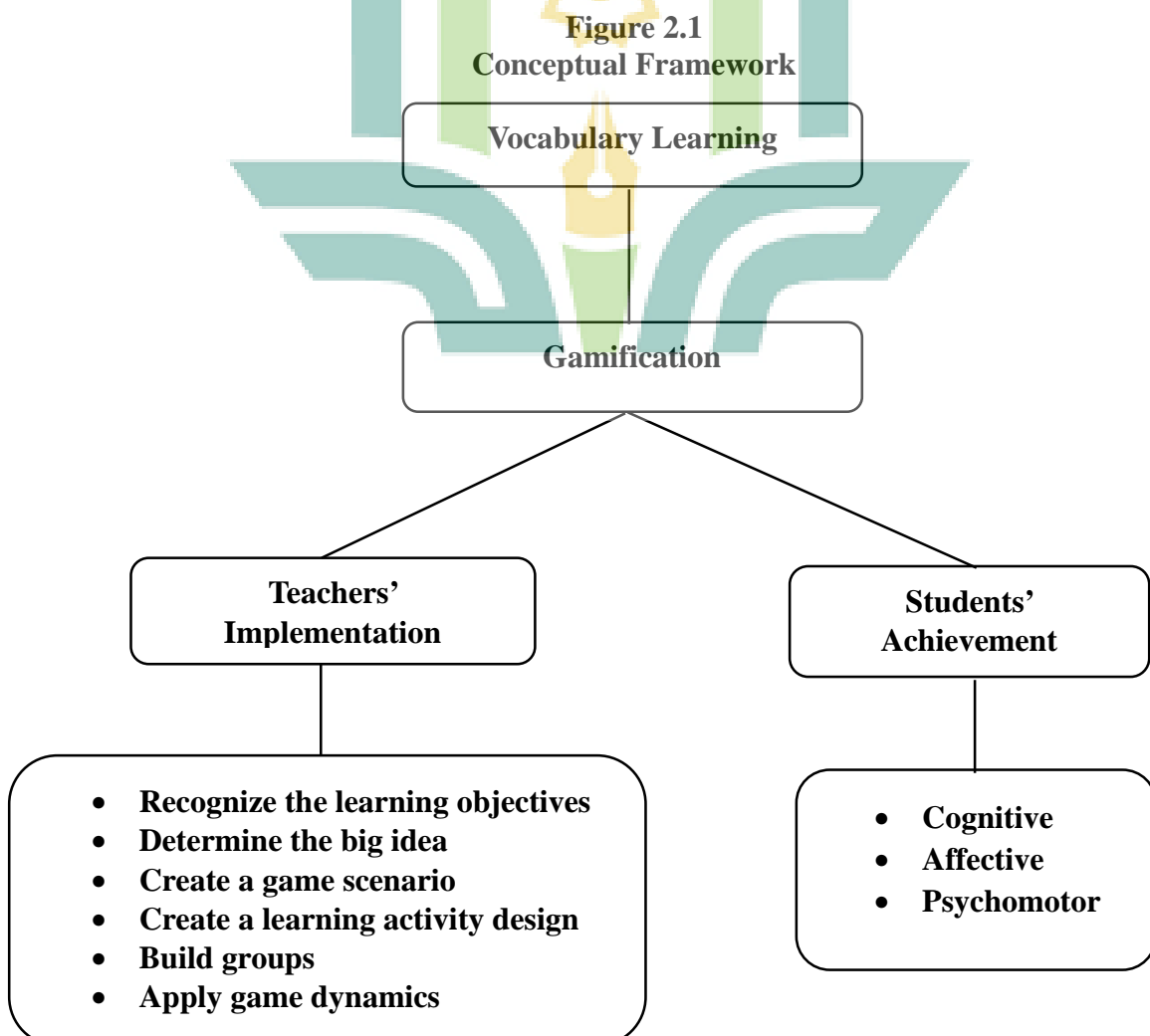
Ifani, Nur (2023) in her thesis explains the same thing regarding the effects of using gamification. This study aims to determine whether the Gamification strategy is effective in improving students' reading comprehension in English learning at the 11th-grade SMA Negeri 5 Takalar. This study used a quasi-experimental method with a quantitative research type. The population of this study was the 11th-grade science students of SMA Negeri 5 Takalar consisting of 180 students. The sample of this study was 60 students who were selected using a purposive sampling technique. The instrument used is the pretest/posttest.

Although various previous studies have examined the use of gamification for teaching English, this research provide something different. This study addresses an important gap in the existing literature by focusing on adapting gamification specifically to optimize students' achievement in vocabulary learning, which is an underexplored area. The novelty of this research lies in the development of a gamification strategy that is specifically designed to optimize students' achievement in learning English vocabulary by paying attention to the needs and characteristics of students, compared to more general gamification approaches or a focus on other aspects such as reading comprehension.

### **2.3 Conceptual Framework**

This study investigates how teachers implement gamification in teaching vocabulary and examines its impact on student achievement. The research focuses on understanding the specific steps teachers take in incorporating

gamification strategies and how this approach affects students' vocabulary learning outcomes. There are four main aspects analyzed in this study. First, vocabulary learning, which explores the methods and effectiveness of teaching vocabulary acquisition. Second, gamification, which refers to the integration of game-based elements to increase engagement and motivation in the learning process. Third, teacher implementation, which examines how teachers design, implement and adapt gamification techniques in vocabulary instruction. Lastly, student achievement, which assesses the effectiveness of gamification in improving students' vocabulary acquisition. Through this framework, this study aims to provide insight into the role of gamification in vocabulary learning and its potential to optimize students' academic success.



## **CHAPTER III**

### **RESEARCH PROCEDURE**

#### **3.1 Research Design**

This research used a qualitative research method with case study approach. The qualitative method was chosen because this research aims to explore the implementation of teacher in teaching vocabulary using gamification and analyse students' achievement in learning vocabulary using gamification. The focus of a case study is a case specification in an incident, whether it includes an individual, a cultural group or a portrait of life (Creswell, 1998).

#### **3.2 Research Context**

This study focuses on the implementation of teacher in teaching vocabulary using gamification and students' achievement in learning vocabulary using gamification from cognitive, affective, and psychomotor perspectives.

#### **3.3 Setting and Participant**

##### **3.3.1 Setting:**

The research was conducted at a Junior High School located in Pekalongan, which provides a diverse educational environment. The focus is on 9<sup>th</sup> grade English classes, which typically accommodate students aged 14-15. Classrooms are equipped with standard educational facilities, including desks, chairs, and whiteboards, facilitating the integration of digital gamification tools. The school supports a balanced



curriculum that encourages innovative teaching methods, making it an ideal place to explore the impact of gamification in vocabulary learning.

### **3.3.2 Participants:**

This research involved an English teacher and 30 students from one 9<sup>th</sup> grade English class. The 30 students will be observed, then 3 of them will be interviewed to strengthen the research. Not only that, the researcher also made observations of the students' daily lives. The researcher worked in a cottage and was with them every day. So, the researcher could easily supervise the students' speaking. Participants were selected based on students' needs and problems that were currently occurring at this school. The class consisted of a mixed-ability group with varying levels of English proficiency, reflecting the typical diversity found in middle school classrooms. This selection ensures a representative sample, providing insight into how gamification strategies can be adapted to meet the needs of different learners.

### **3.4 Data Collection**

The data collection process for this study involves a variety of methods to capture a comprehensive view of 9th grade students' achievement in English vocabulary learning through gamification. The participants were 30 students from a Junior High School, who were selected based on their needs and problems in learning English. Data collection using the case study method involved three main techniques: interviews, observation, and documentation analysis.

Interviews were conducted to obtain in-depth views from various stakeholders regarding the use of gamification in English vocabulary learning and its impact on student achievement. Those who will be interviewed are an English teacher and 3 students from that class. English teacher was interviewed in adapt the elements of gamification in vocabulary learning. Semi-structured interviews with 3 students of 9<sup>th</sup> grade aimed to explore their achievement and views regarding gamification in vocabulary learning.

Observations were made to see directly how gamification elements were applied in the classroom and how students' responses and interacts during the learning process. This observation includes non-participatory approach. In non-participatory observation, the researcher is carried out without direct involvement, only recording the behaviour and interactions that occur (Ciesielska, 2018).

Documentation analysis involved examining materials and documents related to gamification implementation and vocabulary learning. The documents to be analyzed include lesson plans that showing how gamification was integrated into the curriculum, learning materials used, as well as assessments and feedback from students and teachers regarding the effectiveness of gamification.

These three data collection techniques: interviews, observation, and documentation analysis together provide a comprehensive understanding of the adaptation of gamification in the English classroom. By combining data from multiple sources, this research is able to evaluate in depth how gamification

influences student achievement and their learning outcomes, as well as offering insights for further development in innovative educational approaches.

### 3.5 Data Analysis

The collected qualitative data was analyzed using a thematic approach. Thematic analysis is a qualitative method used to identify, analyze, and report themes in the data (Naeem, 2023). In the context of this study, this analysis serves to explore teacher strategies and student experiences related to the use of gamification in vocabulary learning, as well as how these elements affect their achievement. According to Braun and Clarke (2006) in the thematic approach has several stages, the following are the stages in research using the thematic approach method along with reference sources:

1. **Data Collection:** The first step in thematic analysis is the collection of qualitative data, which is carried out through in-depth interviews with students and classroom observations. Interviews are designed to explore students' experiences participating in gamification-based learning, while observations help provide context about students' interactions with gamification elements.
2. **Data Transcription:** After the data is collected, the next step is to accurately transcribe all interviews and observation notes. This transcription process is very important to ensure that all relevant information can be accessed and analyzed properly.
3. **Data Coding:** In the data coding step, labeling or coding certain segments of relevant data needs to be done. This process begins by rereading the

transcript to understand the context and marking interesting or prominent parts. Coding helps organize the data and focus the analysis on key elements that contribute to student achievement.

4. **Theme Development:** After coding is complete, the next step is to group codes that have similarities to form larger themes. Similar codes are grouped into themes, for example, the codes "motivation" and "interest" can be combined into the theme "Affective Achievement." Each theme is clearly defined, explaining its meaning and relevance to the research question.
5. **Mapping and Interpreting Themes:** At this step, the researcher describes the relationships between themes and how they are interrelated, which can be done by creating diagrams or concept maps. Interpretation is done to analyze how each theme contributes to a broader understanding of student achievement.
6. **Research Report Writing:** The results of the theme analysis are presented in the research report. This report includes a description of the themes found, an interpretation of the results, and conclusions and recommendations based on the findings.

### **3.6 Research Steps**

This research was conducted in several stages. These steps are as follows;

1. **Exploring the problem of phenomenon:** researcher looked for observable phenomenon based on current issues.
2. **Navigating sources related to the phenomenon:** researchers navigated many sources related the phenomenon.

3. Explaining research purpose: researcher explain the purpose of the research based on the phenomena found.
4. Data collection by interviews, observation, and documentation: researcher conducted interviews with participants directly.
5. Analysing the data: the researcher used the thematic analysis suggested by Braun and Clarke, then used some relevant theories about gamification and students' achievement.

### 3.7 Research Schedule

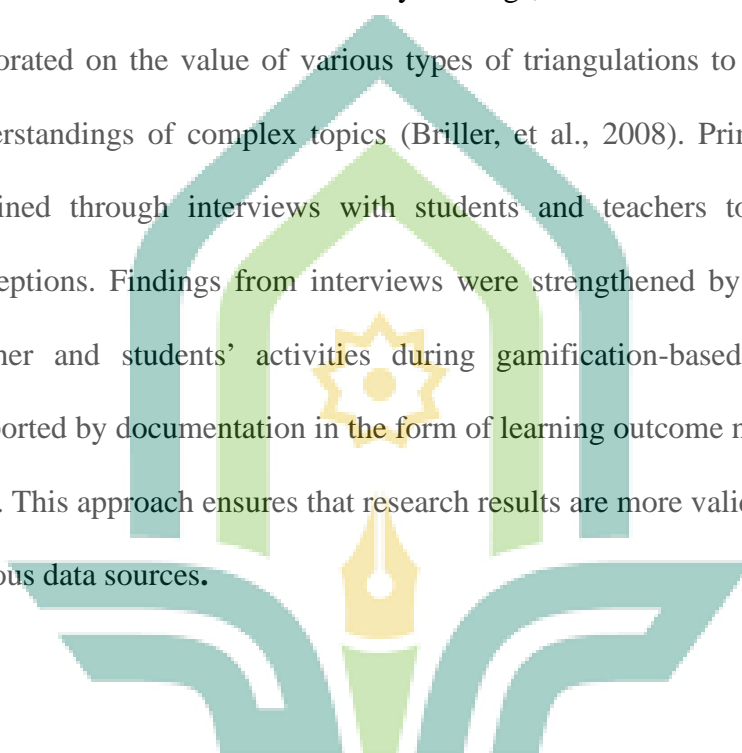
Agendas of research completion are schedule as outlined below.

**Table 3.1**  
**Research of Schedule**

No.	Activities	June 2024	July 2024	Oct. 2024	Dec. 2024	Feb 2025	March 2025
1.	Research Topic Submission						
2.	Research Topic Approval						
3.	Writing Research Proposal						
4.	Proposal Approval						
5.	Estimation of Proposal Seminar Examination						
6.	Conducting and Writing the Research						
7.	Estimation of Thesis Examination						

### 3.8 Data Validation

To ensure the validity and reliability of research findings, researcher used the data source triangulation method. The concept of triangulation originated from surveying, a field which uses several comparative steps to accurately measure boundaries or areas, while originally employed by researchers of the positivist tradition to confirm study findings, more recent discussions have elaborated on the value of various types of triangulations to achieve deeper understandings of complex topics (Briller, et al., 2008). Primary data were obtained through interviews with students and teachers to explore their perceptions. Findings from interviews were strengthened by observation of teacher and students' activities during gamification-based learning, and supported by documentation in the form of learning outcome notes and lesson plan. This approach ensures that research results are more valid by integrating various data sources.



## CHAPTER IV

### RESULT AND DISCUSSION

This chapter focuses on the teacher' implementation in teaching vocabulary using gamification in 9<sup>th</sup> Grade of Junior High School in Pekalongan, and also the achievement faced by students in learning vocabulary using gamification.

#### 4.1 Result

This data was taken from the process of learning vocabulary at a class of 9th grade Junior High School in Pekalongan. The researcher presented findings to answer the problem statement regarding the implementation used by teacher in teaching vocabulary using gamification based on theories from Kapp (2012) and research conducted by Jusuf (2020). As well as the achievement faced by students in learning vocabulary using gamification based on theories from Bloom (1956) such as Cognitive, Affective, and Psychomotor Domain.

##### 4.1.1 The Implementation of Teacher in Teaching Vocabulary using Gamification

The finding of this research showed the step used by teacher to teaching vocabulary using gamification. Based on Kapp (2012), the following are the general steps for implementing gamification in learning; they are recognizing the learning objectives, determine the big idea, create a game scenario, create a learning activity design, build groups, and apply game dynamics. For apply game dynamics is also based on the theory of Kapp (2012) there are point, badge, leaderboard, level, challenges, and mission. Data from interviews show the steps and

elements used by teacher for implementing gamification in learning vocabulary. The information from the participant is explained as follows:

a. Recognize the learning objectives

Learning objectives have a very important role in a learning process because they are the main guide for teachers and students in achieving the expected results. With clear objectives, teachers can design learning strategies, methods, and evaluations that are effective and in accordance with student needs. Based on observation made by researcher, researcher found that teacher make good preparations and carry out the appropriate learning objectives in the teaching module.

This is reinforced by the results of interviews with participants:

*“Tujuan pembelajaran saya berikan di awal pembelajaran setiap memulai materi baru, dan sebenarnya tujuan saya menggunakan game itu agar siswa bisa lebih mengenali, memahami, dan menggunakan vocabulary dengan benar dan pastinya dengan cara yang menyenangkan.”*

“I give learning objectives at the beginning of each new material, and actually my goal is to use the game so that students can better recognize, understand, and use vocabulary correctly and of course in a fun way.” (Interview with teacher, February 18, 2025)

b. Determine the big idea

*“Dalam game kali ini saya mengajarkan mereka tentang kata kerja, dengan menyiapkan challenge di setiap levelnya”*

“In this game, I teach students about verbs by setting up challenges in each level.” (Interview with teacher, February 18, 2025)



c. Create a game scenario

In classroom observations, I saw that the teacher indeed divided the game into 3 levels, with consistency between the levels and increasing difficulty. this is reinforced by the teacher's interview results:

*“Game nya ada 3 level, lalu setiap levelnya ada tantangan yang semakin sulit”*

“The game has 3 levels, and each level has increasingly difficult challenges.” (Interview with teacher, February 18, 2025)

d. Create a learning activity design

Based on the observations that have been made in the learning process, the teacher starts the lesson with greetings, reviewing the material, triggering questions, and begins to explain the procedure for the game with details of the interview with the teacher:

*“Tiga level dalam game itu diantaranya:*

- *Level satu: Word Guessing Battle: pertama-tama satu kelas dibagi menjadi empat kelompok, lalu guru menyiapkan 10 kata kerja yang disusun secara acak. Setelah itu, setiap kelompok berebut untuk menebak kata kerja beserta maknanya. Kelompok yang benar cepat dan tepat akan mendapatkan satu poin.*
- *Level dua: Word Formation Challenge: masih dengan kelompok yang sama, setiap kelompok ini diberikan satu amplop yang isinya huruf acak, mereka disuruh nyusun huruf-huruf tersebut jadi kata kerja yang valid, beserta artinya, lalu kata-kata yang telah disusun ditulis di papan tulis. semakin banyak kata yang benar, semakin tinggi skornya.*
- *Level tiga: Action Guessing Game (Final Round). Level ini hanya dua grup yang main, yaitu dua grup dengan skor tertinggi. Saya menyediakan beberapa kalimat sederhana yang ada kata kerjanya. Lalu, setiap kelompok berbaris, menghadap ke belakang. Nanti siswa yang paling depan*

*mengambil kertas berisi kalimat dan memperagakan Gerakan yang menggambarkan kalimat tersebut tanpa berbicara. Siswa yang berada di paling belakang harus menebak kalimatnya dengan benar. Poin diberikan berdasarkan ketepatan jawaban dan kecepatan menebak.”*

“The three levels in the game include:

- First level: Word Guessing Battle: First step is one class is divided into four groups, then the teacher prepares 10 verbs arranged randomly. After that, each group scrambles to guess the verb and its meaning. The group that gets it right the fastest gets one point.
- Second level: Word Formation Challenge: still with the same groups, each group is given one envelope containing random letters, they are told to arrange the letters into valid verbs, along with their meanings in five minutes, then the words that have been arranged are written on the board. the more correct words, the higher the score.
- Third level: Action Guessing Game (Final Round). This level only two groups play, the two groups with the highest scores. I provide some simple sentences with verbs. Then, each group lines up, facing the back. The student at the front takes the paper with the sentence and demonstrates the movement that describes the sentence without speaking. The student at the back has to guess the sentence correctly. Points are awarded based on the accuracy of the answer and the speed of guessing.” (Interview with teacher, February 18, 2025)

e. Build groups

Based on the observations, the researchers saw that the teacher formed the group into four groups by counting in order from the front to the back until four groups were formed. this is also reinforced by the teacher's explanation:

*“Pembentukan kelompoknya menjadi empat kelompok mbak, dengan cara random yaitu berhitung dari satu sampai empat. Lalu di level tiga dipilih dua kelompok yang memiliki skor tertinggi”*

“The group formation becomes four groups, by randomly counting one until four. Then in level three, the two groups with the highest scores were selected” (Interview with teacher, February 18, 2025)

f. Apply game dynamics

Based on Kapp (2012) there are many elements of gamification, namely point, badge, leaderboard, level, challenges, and mission.

**Tabel 4.1**  
**Elements of gamification used by teacher**

No.	Elements of Gamification	How teacher do it
1.	Points	Must collect as many points as possible to move to the next level.
2.	Badge	So far, the only badges used are the “star” posted in the classroom to assess their vocabulary development.
3.	Leaderboard	Points are always written on the board, to see how far they have accumulated points.
4.	Level	Consists of 3 levels, with different difficulties at each level.
5.	Challenges and mission	<ul style="list-style-type: none"> <li>• Different difficulties at each level</li> <li>• Have to compete with other groups</li> <li>• There is a set time at level 2</li> </ul>

#### 4.1.2 Students’ Achievement in Learning Vocabulary using Gamification

According to Bloom (1956), there are three main achievement categories in education that are used to assess student learning outcomes. These three categories are known as Bloom's taxonomy, which is divided into cognitive, affective, and psychomotor domain. The information from the participants is explained as follows:

a. Cognitive Domain

This domain focuses on the intellectual abilities and thinking skills that students have. Achievement in this domain includes the ability to remember, understand, apply, analyze, synthesize and evaluate learned information. Based on observations made by researchers, researchers found that students were enthusiastic about learning, they often asked questions when they did not understand the teacher's instructions, and almost all students could follow the learning well and remember the vocabulary used. This is reinforced by information from the participants are explained as follows:

**Participant 1**

*“Menurutku, kalo belajar vocabulary pake game itu cocok dan lebih mudah. Terus dituntut untuk berfikir cepat juga karena ada waktu yang disediakan, asik jadi lebih greget. So far, menyenangkan sih”*

*“In my opinion, learning vocabulary using games is suitable and easier. I'm also required to think quickly because there is time provided, it's fun so it's more exciting. So far, it's fun” (Interview with Caca, February 18, 2025)*

**Participant 2**

*“Cocok sih, jadi gampang. Saya juga ngerasa jadi kreatif karena harus nyari tahu gimana caranya nyusun kata dan cari tahu artinya biar dapet skor tinggi”*

*“It fits, so it's easy. I also feel creative because I have to figure out how to arrange words and find out their meanings to get a high score.” (Interview with Abel, February 18, 2025)*

### Participant 3

*“Cocok banget, so happy kalo pake game. Lebih santai tapi kosakatanya tetep inget dan hafal. Ini melatih otak saya biar mencari banyak kemungkinan jawaban dengan cepat.”*

“It fits really well, so happy when using the game. It’s more relaxing but the vocabulary is still remembered and memorized. It trains my brain to find many possible answers quickly.” (Interview with Bella, February 18, 2025)

#### b. Affective Domain

Affective domain measures student achievement in relation to their attitudes, feelings, values and interests towards learning (Krathwohl et al., 1964). The researcher saw that students followed the lesson happily, everyone was involved, and no one was sleepy. This is reinforced by information from the participants are explained as follows:

#### Participant 1

*“Menyenangkan sekali. merasa tertantang dan termotivasi karena setiap level ada tantangannya. Tidak seperti belajar, karena sambil bermain dan bersenang-senang. Lebih suka metode ini karena dengan tidak sadar bisa menghafal kosakatanya.”*

“It’s very fun. I feel challenged and motivated because every level has a challenge. It's not like studying, because it's while playing and having fun. I prefer this method because I unconsciously memorize the vocabulary.” (Interview with Caca, February 18, 2025)

#### Participant 2

*“Jadi tertantang tapi juga cemas apalagi levelnya makin susah. Asik, jadi ga ngantuk. Game bikin belajar kosakata jadi lebih menarik dan tidak membosankan”*

“So challenged but also anxious especially as the level gets harder. It's fun, so I don't get sleepy. Games make learning vocabulary more interesting and not boring”  
(Interview with Abel, February 18, 2025)

### Participant 3

*“Game lebih menarik dan unik. Saya lebih milih game karena pembelajarannya lebih interaktif dan santai. Ada rasa ingin memenangkan dan mendapatkan poin banyak”*

“Games are more interesting and unique. I prefer games because the learning is more interactive and relaxed. There is a sense of wanting to win and get a lot of points”  
(Interview with Bella, February 18, 2025)

#### c. Psychomotor Domain

This domain relates to physical or motor skills, namely students' ability to develop practical skills that involve coordination between mind and body. The information from the participants are explained as follows:

#### Participant 1

*“Game membantu saya berpikir lebih cepat waktu pembelajaran. contohnya, pas ada batas waktu buat menjawab kosakatanya, saya harus cepet-cepet mengingat arti kata tersebut tanpa berpikir terlalu lama. Deg-deg an tapi tertantang.”*

“Games help me think faster when learning. For example, when there is a time limit to answer the vocabulary, I have to quickly remember the meaning of the word without thinking too long. It's exciting but challenging.”  
(Interview with Caca, February 18, 2025)

#### Participant 2

*“Game bikin saya lebih kreatif karena sering kali saya harus mencari strategi buat nyelesein misinya. Misalnya game kaya tadi, kan harus menyusun kata, saya harus*

*berpikir cara terbaik untuk menyusunnya agar mendapatkan skor tertinggi.”*

“Games make me more creative because I often have to find strategies to complete the mission. For example, in games like this, you have to arrange the words, so I have to think of the best way to arrange them to get the highest score.” (Interview with Abel, February 18, 2025)

### **Participant 3**

*“Game dengan tantangan kosakata, saya harus menemukan arti dari kata yang diberikan. Hal ini melatih otak saya biar mencari banyak kemungkinan jawaban dengan cepat.”*

“Games with vocabulary challenges, I have to find the meaning of the given word. This trains my brain to look for many possible answers quickly.” (Interview with Bella, February 18, 2025)

In addition to interview data that shows students' psychomotor aspects, there are observation data and supporting documents. The supporting observations were made by the teacher at level 3 when implementing the game, namely the action guessing game. The game involves students' gestures which include psychomotor aspects. In addition, there are documents that also support, namely the form of student results from the losing group. As a form of punishment for the losers, the teacher instructs them to make sentences based on the verbs they have found in level two. This has reflected the students' ability to implement the vocabulary they get.

## 4.2 Discussion

In this research, the researcher analyzed the step used by teacher to teaching vocabulary using gamification. Based on Kapp (2012), the following are the general steps for implementing gamification in learning; they are recognize the learning objectives, determine the big idea, create a game scenario, create a learning activity design, build groups, and apply game dynamics. Besides, the elements that teacher use during learning are also analyzed using theories of Kapp (2012).

In addition, the results of interviews and observations on the students' achievement in learning vocabulary using gamification was analyzed by researcher using Bloom's theory (1956) and other supporting theories.

### 4.2.1 The Implementation of Teacher in Teaching Vocabulary using Gamification

This process results in the success of teacher when applying Gamification in teaching vocabulary in the classroom. In its application, English teacher use the Gamification method in six stages: Recognize the learning objectives, determine the big idea, create a game scenario, create a learning activity design, build groups, and apply game dynamics. This stage is in accordance with Kapp (2012) on the Gamification method.

#### 1. Recognize the learning objectives

The first step taken is to design learning objectives. Based on Jusuf (2020), learning objectives must be aligned with students' needs and



well understood by them, so that the learning objectives can be conveyed and have an impact on learning.

Based on the results of the observations that have been made, the teacher has designed the learning objectives well and communicated them clearly to the students at the beginning of the new material session. This reflects the principle of transparency in instruction, where students are given a clear understanding of the expected outcomes. By knowing the learning objectives from the beginning, students can be more focused and motivated to actively participate in the learning process. Besides, well-communicated objectives help students understand the teacher's expectations, allowing them to develop more effective learning strategies. The communication of objectives also allows teachers to connect the material with previous experiences or knowledge, making the learning more meaningful. Thus, conveying learning objectives at the beginning can enhance student engagement, clarify expectations, and support the achievement of optimal learning outcomes. This approach aligns with Kapp's (2012) gamification theory, which emphasizes the importance of clear goals to enhance students' intrinsic motivation.

Furthermore, the teacher stated that the use of games in learning aims to help students recognize, understand, and use vocabulary correctly. This statement shows that gamification is not only used as a tool for entertainment but also as a pedagogical strategy

designed to enhance students' linguistic competence. By integrating game elements, teachers strive to create a more interactive and engaging learning experience, which aligns with the principles of self-determination theory (Deci & Ryan, 2000), where active involvement in enjoyable activities can enhance understanding and retention of material.

## 2. Determine the big idea

Based on an interview with an English teacher regarding the implementation of gamification in vocabulary learning, the teacher revealed that in the applied game, the teacher teaches verbs by designing challenges at each level. This statement reflects the concept of the big idea in gamification, which is to provide a structured learning experience with a clear main focus, in this case, the mastery of verbs. By determining the big idea from the beginning, the teacher ensures that every element in the game is directly related to the learning objectives, allowing students to understand and internalize the vocabulary being studied more effectively.

The implementation of challenges at each level shows that teachers adopt the principle of progression in gamification, where students face a series of tasks with increasing difficulty. This approach aligns with Vygotsky's scaffolding theory (1978), which emphasizes the importance of providing challenges slightly above the students' initial abilities to encourage their development. With the presence of tiered

challenges, students not only memorize vocabulary but also learn to use it in various contexts according to the level of development they achieve.

In addition, this strategy also refers to game mechanics elements such as leveling up and challenge-based learning, which can enhance student motivation. When students face challenges at each level, they will be encouraged to complete tasks to reach the next stage. This creates a more engaging and interactive learning experience compared to traditional methods that are static in nature. The Flow Theory by Csikszentmihalyi (1990) also supports the idea that challenges balanced with students' skills can result in a deeper learning experience and enhance their engagement in the learning process.

### 3. Create a game scenario

In an interview with an English teacher regarding the implementation of gamification in vocabulary learning, the teacher explained that the games used in the learning process consist of three levels with increasingly difficult challenges at each level. This statement shows that the teacher applies the game scenario principle with a systematic and gradual structure, which is an important element in gamification. By dividing the game into several levels, the teacher creates a progressive learning experience, where students gradually face more complex challenges in accordance with their skill development.

This approach reflects the principle of progressive challenge in game design, where increasing difficulty aims to maintain student engagement in the learning process. The Zone of Proximal Development theory (Vygotsky, 1978) supports this strategy by emphasizing that effective learning occurs when students are given tasks that are slightly more difficult than their current abilities, but still within reach to be completed with appropriate support. Thus, the game scenarios created not only provide variety in learning but also ensure that students continue to develop their understanding and use of English vocabulary.

In addition, the presence of levels in the game also integrates the principle of competency-based progression, where students must complete challenges at one level before moving on to the next level. This strategy enhances students' intrinsic motivation because they feel a sense of real achievement in the learning process. This concept is closely related to Csikszentmihalyi's Flow theory (1990), which states that a balance between challenge and skill can create a state of deep engagement, where students feel challenged yet remain motivated to continue learning.

Furthermore, the implementation of game scenarios with increasingly difficult levels also allows for more effective feedback mechanisms. By facing more complex challenges at each level, students can reflect on their progress and adjust their learning strategies

according to their needs. This contributes to the improvement of students' achievements in vocabulary mastery, as they not only memorize words but also learn to use them in increasingly challenging contexts.

#### 4. Create a learning activity design

Based on the observation and interview with the English teacher regarding the implementation of gamification in vocabulary learning, the teacher explained that the learning activity design in this game consists of three levels with increasingly complex challenges. Each level is designed to develop students' vocabulary skills through team-based competition that combines interactive and fun elements. This structure reflects the design principles of effective gamification, where each activity is designed to increase student engagement, provide developmentally appropriate challenges, and reinforce understanding and use of vocabulary in meaningful contexts.

In the first level, Word Guessing Battle, the activity begins by dividing the class into four groups and providing a challenge to guess verbs quickly and correctly. This competition model utilizes real-time challenge elements that enhance the cognitive and reflex aspects of recognizing and understanding vocabulary. By awarding points to groups that answer correctly and quickly, the teacher applies the principle of instant feedback, which according to Behaviorism theory (Skinner, 1953) can reinforce learning through positive responses to

correct answers. In addition, the competitive aspect of this challenge increases student motivation, in line with the concept of game dynamics which shows that healthy competition can accelerate the learning process.

Then, in the second level, the Word Formation Challenge, students are challenged to construct verbs from random letters given in an envelope. This activity requires students to not only remember vocabulary but also hone their analytical skills in forming the correct word. In addition, the task of writing words on the board adds a visual element that can improve memory retention, in accordance with the Bonwell & Eison, (1991) theory, which states that the combination of verbal and visual processing can strengthen learning.

The third level, the Action Guessing Game (Final Round), the challenge intensifies with only the best two groups advancing to the final round. This activity involves kinesthetic representation through body movements to illustrate the meaning of verbs in sentences. This approach incorporates embodied learning, which according to research Simpson and Dave (1972) can improve conceptual understanding as students relate word meanings to physical experiences. In addition, the game stimulates non-verbal communication and problem-solving skills, which strengthen students' contextual understanding of the vocabulary learned.

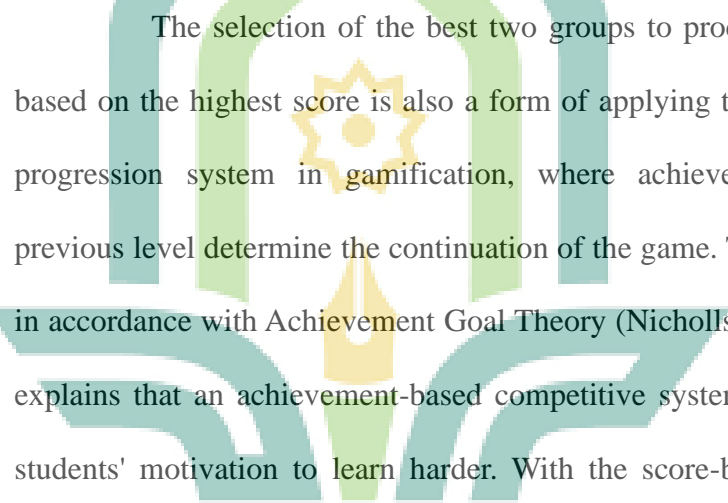
Overall, the design of the learning activity implemented by the teacher demonstrates strategic utilization of gamification elements in improving students' achievement in English vocabulary. Each level presents challenges that not only stimulate memory and vocabulary recognition, but also encourage collaboration, problem solving and communication skills. With the progressive challenge system, students are not only engaged in the game, but also encouraged to actively build their vocabulary understanding through a fun and interactive learning experience. This learning model has the potential to increase students' intrinsic motivation and result in more optimal academic achievement in English vocabulary acquisition.

#### 5. Build groups

Based on the interview with the English teacher regarding the implementation of gamification in vocabulary learning, the teacher explained that the process of group division was done randomly by counting one until four, so that four study groups were formed. In addition, at the third level, only the two groups with the highest scores are entitled to advance to the final round. This strategy reflects the application of the team-based competition element in gamification, which aims to increase student engagement through teamwork and healthy competition.

The randomized group division method ensures that each student gets an equal opportunity to work with different peers, thus

improving their social interaction and communication skills. This approach is in line with the theory of Collaborative Learning (Slavin, 1995), which emphasizes that cooperation in heterogeneous groups can improve concept understanding through discussion and knowledge sharing. In addition, with the division of groups that are not based on certain academic abilities, students with higher levels of understanding can help their groupmates who are still having difficulty in mastering vocabulary. This creates a more inclusive and supportive learning environment.



The selection of the best two groups to proceed to level 3 based on the highest score is also a form of applying the principle of progression system in gamification, where achievements in the previous level determine the continuation of the game. This concept is in accordance with Achievement Goal Theory (Nicholls, 1984), which explains that an achievement-based competitive system can increase students' motivation to learn harder. With the score-based selection system, students are encouraged to focus more on completing the challenges in each level, as there is an incentive to progress to the next stage.

In addition, this strategy also reinforces the concept of healthy competition, where students not only play for fun, but also learn to work together with their team to achieve the best results. Thus, the implementation of random group division and score-based selection in



level three creates a more interactive, competitive and effective learning dynamic in improving students' achievement in English vocabulary learning.

#### 6. Apply game dynamics

Analysis of the interview results based on Kapp's theory (2012) regarding gamification elements used in English vocabulary learning shows that teachers have integrated various game mechanics to increase student engagement and achievement. Kapp's theory emphasizes that gamification in education aims to increase students' motivation by applying game elements in systematic and structured learning activities. The following is an analysis of each element applied by the teacher:

Teacher apply point system as the main motivation mechanism in game-based learning. Students must collect as many points as possible in order to progress to the next level. The use of points is explained in Kapp's (2012) theory, where students get points for their success, which then reinforces their learning behavior. This system also aligns with the concept of progress mechanics in gamification, where students can see their progress directly, which encourages them to continuously improve their performance in mastering vocabulary.

In this learning, the teacher uses “star badges” posted in the classroom to assess students' vocabulary development. Badges serve as a form of visual recognition, which in gamification aims to provide

feedback and rewards for certain achievements. According to Kapp (2012), badges can increase intrinsic motivation as they provide a sense of achievement and recognition. With these badges, students can feel appreciated for their efforts, which encourages them to participate more actively in learning.

The points earned by students are always written on the board so that they can see how far they have accumulated points compared to other groups. The use of this leaderboard is an element of social comparison in gamification, where students are encouraged to compete healthily with other groups. This concept is supported by Achievement Goal Theory (Nicholls, 1984), which states that achievement-based competition can improve student motivation and performance. By seeing their rankings, students can feel more motivated to increase their efforts to stay competitive.

This game-based learning consists of three levels with different levels of difficulty at each level. This level concept is in accordance with the principle of progressive challenge, which emphasizes that challenges should increase gradually to keep students engaged. Kapp (2012) explains that the level system in gamification helps students feel a real sense of progression in their skills, which in turn increases their motivation to continue learning. This system is also in line with Vygotsky's (1978) theory, which states that effective

learning occurs when students face challenges that are slightly more difficult than their current ability.

The teacher designed different challenges in each level, which included competition between groups and a time limit in level two. These challenge and mission elements play an important role in increasing student engagement as they provide clear goals and challenging situations. Kapp (2012) emphasized that the presence of challenges in gamification can increase student motivation by encouraging them to complete meaningful tasks. In addition, the time limit in level two introduces the element of time pressure, which can improve students' focus and problem-solving skills.

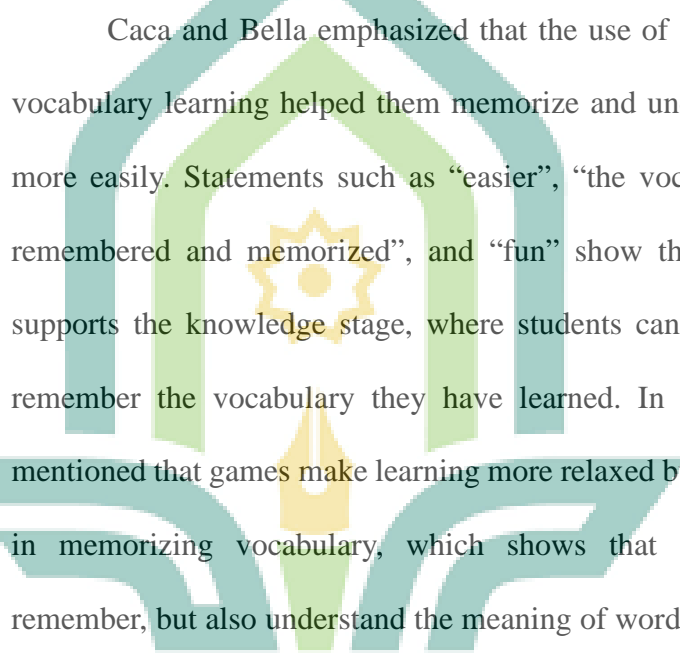
#### **4.2.2 Students' Achievement in Learning Vocabulary using Gamification**

According to Bloom (1956), there are three main achievement categories in education that are used to assess students' learning outcomes. There are cognitive, affective, and psychomotor domain. From the observations that have been made by researchers, researchers found that gamification can optimize student achievement. This can be proven by the students' responses when participating in learning, they feel enthusiastic, happy, and understand the material well. They can also remember and apply the vocabulary in the next activity.

##### **a. Cognitive domain**

Based on interviews with three students regarding their experience in gamification-based vocabulary learning, it was found

that this method positively contributes to students' achievement in cognitive aspects. This analysis uses Bloom's (1956) taxonomy theory, which divides cognitive aspects into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Students' responses show that gamification in vocabulary learning has helped them develop different levels of cognitive skills according to Bloom's theory.



Caca and Bella emphasized that the use of gamification in vocabulary learning helped them memorize and understand words more easily. Statements such as “easier”, “the vocabulary is still remembered and memorized”, and “fun” show that this method supports the knowledge stage, where students can recognize and remember the vocabulary they have learned. In addition, Bella mentioned that games make learning more relaxed but still effective in memorizing vocabulary, which shows that they not only remember, but also understand the meaning of words in the context of their use (comprehension).

Furthermore, Abel revealed that gamification made them more creative as they had to figure out how to arrange the words correctly in order to get a high score. This reflects the application stage, where students not only understand the words but are also able to use them in the given challenge. In addition, both Abel and Bella indicated that they had to think deeper to find the best word patterns

or strategies in the game. The statement “training my brain to look for many possible answers quickly” shows that students are in the analysis stage, where they identify patterns in language and compare different possible answers to come up with the most appropriate solution.

Students also experienced time challenges that required them to think quickly, as mentioned by Caca: “required to think fast too because there is time provided”. This shows that they are in the synthesis stage, where they have to integrate various words and concepts within a certain time limit to complete the challenge. In addition, the scoring mechanism and competition made students evaluate their strategies, as stated by Abel who mentioned that they had to figure out the best strategy in order to get a high score. This indicates that students not only apply and analyze words, but also assess the effectiveness of their strategies in solving challenges (evaluation).

Based on these interviews, it can be concluded that gamification in vocabulary learning has contributed to improving students' cognitive achievement at different levels in Bloom's taxonomy. This method not only helps them in memorizing and understanding vocabulary, but also encourages them to apply it in game situations, analyze word patterns, devise strategies, as well as evaluate the most effective way of learning. This shows that

gamification not only increases students' engagement but also strengthens their overall cognitive development in English learning.

b. Affective domain

Interviews with three students showed that the use of gamification in vocabulary learning has a positive impact on their affective aspects, especially in terms of attitudes, feelings, values and interest in learning (Krathwoll, et.al, 1964). Students showed a more enthusiastic and motivated attitude when learning using games, as expressed by Caca who felt that this method did not feel like learning, but rather as a fun activity. This finding is in line with the statement of Kapp (2012) that gamification can change students' perception of learning into something more interesting and less burdensome.

In addition, the challenge factor in the game also played a role in increasing student motivation and engagement. Both Caca and Abel felt challenged by the increasingly difficult levels, although Abel also acknowledged a sense of anxiety when facing these challenges. However, this kept him engaged and not bored, suggesting that the competitive element of gamification can increase students' drive and interest to keep trying.

Bella added that this method was more interactive and relaxed than traditional methods, which made her enjoy the learning process more. She also felt the push to win and collect as many

points as possible, which shows that the reward system in gamification plays a role in building competitive value and increasing students' emotional engagement with vocabulary learning.

Overall, gamification not only provides fun in learning, but also shapes students' positive attitude towards the learning process. They are more excited, focused and motivated to develop their vocabulary skills. With an increased sense of engagement and interest in learning, gamification has the potential to create a more meaningful and effective learning experience for students.

c. Psychomotor domain

This domain relates to physical or motor skills, namely students' ability to develop practical skills that involve coordination between mind and body. Interviews with three students showed that gamification in vocabulary learning not only improved their conceptual understanding, but also contributed to the development of psychomotor aspects. Based on Bloom's (1956) theory, psychomotor aspects include skills that involve physical coordination, speed of thinking, and the ability to apply knowledge in real actions.

One of the psychomotor skills developed through gamification is speed of thought and motor response in answering questions. Caca revealed that the time limit in the game made her

have to think quickly in remembering the meaning of words, without taking too long to consider the answer. This finding is in line with the statement of Kapp (2012) which shows that gamification can improve mental agility as well as coordination between thoughts and actions, which are part of basic psychomotor skills.

In addition, gamification also trains creativity and problem-solving strategies, as expressed by Abel. In the word-building game, he had to figure out the best way to arrange the letters to get a high score. This reflects to the statement of Simpson and Dave (1972) that the development of perceptual-motor skills in psychomotor theory is the ability to combine visual perception with hand movements in composing words quickly and precisely.

Meanwhile, Bella highlighted how the game helped her brain to search for many possible answers in a short period of time. This shows that gamification not only trains memory but also thinking agility and cognitive flexibility, which are closely related to fine motor skills in the thinking and decision-making process (Kapp, 2012).

In addition to interview data, observations made by teachers at third level (action guessing game) also showed the involvement of students' psychomotor aspects in the form of gestures and body expressions when demonstrating verbs. In this activity, students who are in the front row have to show the gesture that corresponds to the



verb in the sentence, while other students have to guess it correctly. This reflects gross motor skills, where students use their bodies as a non-verbal communication tool in learning.

The assignment documents of the losing group also provide additional evidence of psychomotor skills in the context of vocabulary implementation. As a consequence of their defeat, students had to compose sentences based on the verbs they learned in second level. This activity shows how students are able to actively use and apply vocabulary in writing, which is one of the indicators of advanced psychomotor skills in language learning.

Overall, gamification in vocabulary learning has a positive impact on students' psychomotor aspects by training their thinking speed, creativity in task completion, fine motor coordination in composing words, and gross motor skills in movement expression. By integrating elements of challenge, time limit, and consequence in the game, students not only memorize vocabulary but are also able to use it in various situations in a more active and engaged way.

## CHAPTER V

### CONCLUSION

#### 5.1 Summary of the Findings

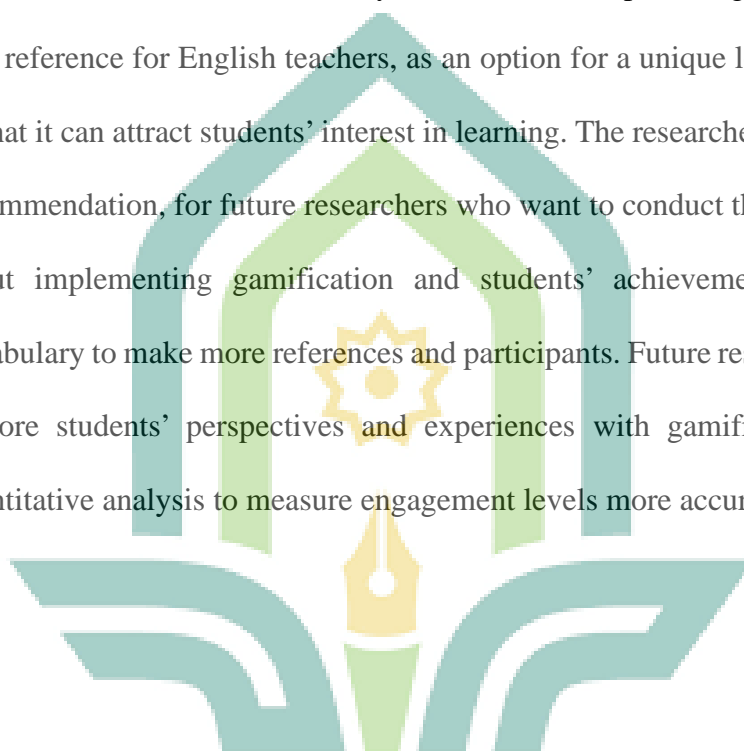
This study stated that teacher play a crucial role in designing and executing gamified learning experiences effectively. The teacher in this study followed structured steps, including setting clear learning objectives, determining the big idea, designing engaging game scenarios, organizing student groups, 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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*Enclosure 4: Curriculum Vitae***CURRICULUM VITAE**

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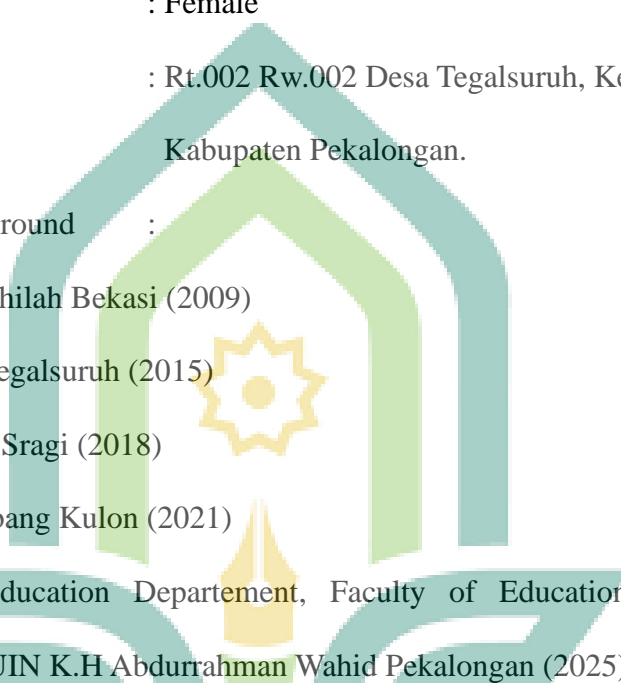
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Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

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(Dina Farizka Septiyani)