

The Implementation of Gamification to Enhance Students' Vocabulary at one of Junior High School in Jakarta

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Abstract

This study aims to investigate how the use of gamification to improve students' vocabulary at ninth grade in one of Junior High School Jakarta. The researcher employed a Classroom Action Research (CAR) approach created by Kemmis and McTaggart (2014). This study was conducted in 2 cycles where each cycle consists of four steps: planning, action, observation, and reflection. The researcher collected data using both qualitative (observation) and quantitative (pre-test and post-test) methods. The results of this study found that the use of gamification increased the students' vocabulary. The pre-test revealed a mean score of 66.8, with only 43.3% of students exceeding the Minimum Competency Standards (KKM). After the first cycle of implementing Baamboozle, the mean score increased to 77.1, with 66.6% of students meeting or exceeding the KKM. In the second cycle, the mean score further improved to 83.2, with 86.6% of students achieving minimum competency. These results demonstrate a significant positive impact of gamification on students' vocabulary acquisition in the learning process.

Keywords: Gamification; Vocabulary; Baamboozle

INTRODUCTION

In English learning, vocabulary plays an important role, students can have problems communicating if they do not have enough vocabulary to express their needs. In addition, vocabulary is a basic component in English language proficiency, serving as a key milestone for students who aim to master various linguistic skills. Griva (2009) states that learning vocabulary in English as a foreign language (EFL) is an essential and significant component of language learning because vocabulary is a basic element needed to master the English language. Also, it is impossible to build the capacity to communicate and convey meaning without adequate vocabulary mastery. Alqahtani (2015) states that expanding one's vocabulary is a crucial component of learning a foreign language because new words' definitions are frequently emphasized in texts and the classroom. Thus, it can be stated that vocabulary has played a significant role in supporting people in their daily lives, particularly in learning and communication.

In order to comprehend the language, vocabulary is essential for the learner. Proficiency in vocabulary is essential for both communicating our thoughts and comprehending the words of others (Alqahtani, 2015). Dakhi & Maritha (2018) pointed out that a student who lacks vocabulary can be discouraged from learning a foreign language. A limited vocabulary restricts students' ability to interact effectively and convey their thoughts with clarity and precision (Deliza & Sadikin, 2023). According to Samortin (2020), having a wide range of vocabulary helps students to understand the meaning of new words and to examine the range of ideas that they may come across. Vocabulary teaching has several problems, one of which is the use of traditional strategies in learning, where traditional methods will make students bored. According to Gortaire (2022), many students rely on rote memorization for 2 vocabulary acquisition, resulting in challenges when attempting to use these words in listening, writing, and speaking tasks. This problem arises from a lack of effective practices for acquiring and

retaining vocabulary throughout the educational experience. In addition, Keshta (2013) mentioned that during the learning process students prefer interesting learning that makes the learning atmosphere interactive, interesting, and fun. Therefore, teachers must find suitable techniques and strategies that can be used to improve vocabulary among learners of English as a foreign language (EFL). In addition, using the appropriate learning strategy can help students enhance their English vocabulary abilities. There are many strategies that students can use to increase their English vocabulary abilities. One of the methods that can be used to enhance students' vocab skills is using gamification. Gamification is a game-based approach to learning that uses elements of game design in educational settings to help learners gain information and abilities (Welbers et al., 2019). As cited in Sadeghi (2022), Muntean (2011) said that Implementing gamification can be a useful teaching tool in classrooms since it can both include students in activities and inspire them.

Based on the explanation, the application of gamification is among the most attractive strategies. Multiple studies have demonstrated that conducting studies and observations on the use of gamification improves students' proficiency in vocabulary. The research conducted by Samortin (2020) observed students from grade seven to grade ten in a private Catholic institution in North Cagayan on the implications of gamification activities to improve vocabulary in English. The result of the research is showed that gamification enhances the student's vocabulary skills and the student's social behaviour. Based on research results by Ögretim (2019), The utilization of the Quizlet online vocabulary application significantly improves vocabulary learning and perceptions of English among secondary school pupils.

In conclusion, Vocabulary is a crucial component in acquiring English; it serves as the initial stage for students aspiring to attain proficiency in English skills. One way to improve students' vocabulary by using gamification, several media can be considered as gamification for learning such as Quizizz (Panmei & Waluyo, 2023), Kahoot (Fithriani, 2021; Gortaire Díaz, 2022), Quizlet (Bueno-Alastuey & Nemeth, 2022; Sadeghi et al., 2022). In addition, there is also a web game called Baamboozle that can be used as a vocabulary learning media, but there has been no significant research found that Baamboozle can improve students' vocabulary as well as other media. Therefore, this study aims to focus on the effect of using a gamification game called Baamboozle as a vocabulary learning tool at one of Junior High School in Jakarta. The research question of this research: How does the use of Gamification improve students' vocabulary at one of Junior High School in Jakarta?

METHOD

The approach of this research is a Classroom Action Research. Kemmis & McTaggart (2014) describe classroom action research as a spiralling process. Each turn, consisting of multiple phases, builds upon the previous one, forming a continuous improvement cycle. Classroom action research often involves teachers employing qualitative, interpretative inquiry methods and data collection, frequently with assistance from academic collaborators, aimed at evaluating and enhancing their instructional practices. This research investigates the implementation of the Baamboozle game to enhance vocabulary mastery. The researcher assumes the teacher role, while the original teacher observes, to gather data and develop effective teaching strategies for overcoming classroom vocabulary hurdles. The researcher employed a classroom action research methodology developed by Kemmis and McTaggart (2014), including four steps: planning, action, observation, and reflection.

1. Planning: The first step to determining the learning activities during the research. The researcher made a clear plan of activities for the research by performing the following steps:

2. **Action:** In action, the researcher acted as an English teacher in the classroom. The researcher implemented the plan and material that had been arranged previously. Action research relies on organized data collection. To teach vocabulary, the classroom activity was divided into three phases: pre-activities, whilst-activities, and post-activities. The lesson began with pre-activities, designed to activate students' existing vocabulary knowledge. These pre-activities involved asking general questions related to the lesson topic and lasted about 10 minutes per session. The while-activities introduced vocabulary related to the topic through gamification. Following the lesson, the researcher gave students either a reflection exercise or a post-test at the end of each session. The post-test aimed to assess students' progress in vocabulary, while the reflection exercise focused on gauging their improvement in vocabulary (verb).
3. **Observing:** In this phase, the researcher observed the results of the actions and collected data during the implementation of learning activities using gamification. Observations focused on students' level of engagement in classroom interaction, their ability to respond to questions, and their use of vocabulary in spoken or written task. Additionally, the study assessed students' collaborative skills in groups and their ability to recall previously taught vocabulary. Those aspects are prepared to fill the research objective that determines the effectiveness of gamification in improving students' vocabulary mastery.
4. **Reflecting:** The research conducted a reflection after each cycle. Student responses were reviewed, scored, and any errors were addressed in the subsequent cycle. The post-test results from the first cycle, indicating the effectiveness of gamification, informed the planning and execution of the second cycle. This iterative approach aimed to improve vocabulary learning outcomes in cycle two compared to cycle one

These tests were recorded and then assessed by considering several aspects in observing student vocabulary mastery through gamification: Engagement and Participation; Vocabulary Usage; Retention and Recall; Effectiveness of Gamification; Student Collaboration. These aspects are a synopsis from various studies that indicated the gamification are effective to be used in students' vocabulary mastery (Andriani et al., 2024; Jaiswal, 2024; Kingsley & Grabner-Hagen, 2018; Laura & Manuel, 2024; Rosyidah et al., 2023; Samortin, 2020; Tambaritji & Atmawidjaja, 2020). These five aspects require further explanation. Engagement and participation are claimed to be one of essential aspect of gamification that can help students acquire vocabulary in English (Andriani et al., 2024; Samortin, 2020). Vocabulary usage from implementing gamification shows improvement in English Word Use and Word Recognition (Jaiswal, 2024; Rosyidah et al., 2023). The retention and recall of vocabulary are also key. There were significant gains in the students' ability to recall and use new vocabulary accurately, which improved both their short-term memory and long-term retention of words (Andriani et al., 2024; Laura & Manuel, 2024). The effectiveness of gamification can be observed through game mechanics, engagement, and technology use. Gamification is not just about playing games, but rather involves the teacher altering activities by including gaming principles related to student experience and engagement. Gamification is presented as a means to make vocabulary learning more dynamic, engaging, and impactful (Kingsley & Grabner-Hagen, 2018). Lastly, students collaborated more actively through peer interaction during the gamification method, showing their enthusiasm and trying to help each other (Rosyidah et al., 2023; Tambaritji & Atmawidjaja, 2020).

RESULTS AND DISCUSSION

Results

A. The Result of Implementation Gamification in Class

Observation of Pre-Test

The observation was conducted to directly assess the learning process prior to implementing Classroom Action Research (CAR). From the results of observations made by researcher, teachers continue to employ traditional techniques of instruction, which results in a boring atmosphere in the classroom. As a result, students continue to be lazy and unmotivated during the learning process, and seen from the results of the pretest the students' vocabulary test scores are not very good and not fulfil the minimum requirements. Therefore, they needed a learning method that could improve their vocabulary skills in English.

Observation of cycle 1

Planning phase

From the results of observations made by students, Teachers continue to employ traditional techniques of instruction, which results in a boring atmosphere in the classroom. As a result, students continue to be lazy and unmotivated during the learning process, and seen from the results of the pretest the students' vocabulary test scores are not very good and fulfil the minimum requirements. The researcher concluded that novel learning strategies were necessary to enhance student engagement and enthusiasm, stimulate interest in the teaching and learning process, and ultimately boost vocabulary acquisition. Consequently, the researcher put forward the Baamboozle game as a valuable resource for boosting vocabulary. The English teacher approved this, noting that they had not previously utilized the Baamboozle game for vocabulary instruction.

In addition, there are several activities carried out by researchers including designing lesson plans, making research instruments, choosing topics that are suitable for students and giving post-tests. In this phase before the use of gamification is implemented in the classroom. The activity begins with designing a lesson plan that used in the Acting phase. This aims to provide guidance for teachers in using gamification in teaching and learning activities. After the research instrument has been made, the next activity is to choose a topic that is suitable for students. The topic that the teacher wants to apply must be chosen appropriately. This lesson plan is taken from the book "English Nusantara" for grade 9. The material taken comes from chapter 2, which focuses on the theme "Taking Trips", where the topic taken was "going to a national park". The topic discusses about personal experience and past event which the material using verb.

Acting Phase

The initial cycle of the research took place from July 25th to August 1st, 2024. During this period, the researcher, acting as the teacher, implemented the Baamboozle game application to enhance students' verb vocabulary while 29 observing their responses to the intervention. The agenda for each meeting is detailed below: The first meeting was on Thursday, July 25th 2024 at 08.30-10.10. To begin the session, the researcher greeted the students, led a prayer, inquired about their condition, and took attendance. After self-introduction, the researcher-initiated conversation with a basic English greeting to encourage student responses. On this first day, a malfunctioning projector necessitated the researcher's use of the blackboard to explain Chapter 2's material on "Going to a National Park". Next, the researcher explained which verb tenses to used and identified verb in the past event also gave the examples: saw, visited, learned, etc. When the researcher asked a question regarding verbs, many students hesitated because they were unfamiliar with the subject. Researchers attempted to support students so that they felt secure in their answers.

During the second hour of lessons, a group assignment was assigned to address 10 questions from the textbook, the student has to change the correct verb of the sentence, for example: change “go” to “went”. In this group work, some students looked a little noisy in working. There are also some students who are still unsure about the instructions that have been given, so the researcher had to re-explained to students who were still confused. Then after they finished answering the task, the teacher asked random students to answer the question. After that the learning was finished at 10.10 a.m.

In the second meeting on Tuesday, July 30th 2024 at 10.10-11.30. The researcher came to the 9.6 class to conduct the material. The teacher reviewed and asked who still remembered the previous material also reminding about the last material. Next, The teacher applied the Baamboozle Game to help with vocabulary. Before that, the researcher informed the students how to use Baamboozled games, and they were quite excited. The goal of Baamboozled games is to assist students learn English, especially new words. Teacher divided students into several group. The teacher explains how to play the game, where students can choose a box that has a number to answer the question, the question 30 related with the material that we learnt. If you get it wrong, you don't get a point, if you win, you will get a point. After the game ended, the winner of the fourth group had a score of 80. After that, the researcher reviewed the course materials again and gave a summary, which included the students' vocabulary and other things. Finally, as the bell rang, the researcher ended the class by having everyone say Hamdalah and give the salam.

During the third meeting on Thursday, August 1st, 2024, from 08:30 to 10:10, the researcher administered a test to assess the students' scores. The test consisted of 25 multiple-choice questions. The students worked quietly and, upon finishing, gathered at the teacher's desk to wait for the bell. When the bell rang, the researcher ended the class by having everyone say Hamdalah and give the salam. The implementation of this method helped increase student engagement during the learning activities.

Observing Phase

During the first meeting, the projector for explaining the material via PPT could not be used, so the researcher explained the material using the blackboard instead. When the teacher asked the students to answer some questions, the researcher found that many of them were still too shy to respond. They were unsure since they didn't understand what the text meant. The researcher tried to help the students so they would be sure of their answers. Generally, in Cycle 1, student participation and engagement were still limited due to a lack of vocabulary knowledge, which made some students embarrassed to answer the questions given. Student enthusiasm was also still low because some students were less focused. Furthermore, vocabulary usage remained low; some students continued to make mistakes in interpreting vocabulary and choosing the correct answers during gameplay. Students are also still lacking in using vocabulary to write in sentences. In terms of retention and recall, several students were still lacking in their recall of the game's words at the end. However, there were some students who had a quite good recall of 31 the words and used the vocabulary for speech. Then, in terms of the effectiveness of gamification, the mechanics of the game were good, but students were still lacking instruction, so they needed guidance and direction. Next, in terms of student collaboration, the teamwork during implementation was quite good, even though the students were quite noisy when choosing teammates at first. During the implementation, the students helped each other answer the quiz and understand the words' meaning. The result of the observation was that there were still students who lacked vocabulary and also students with a good understanding of applying vocabulary.

Reflection Phase

In this reflection the researcher evaluated students' language skills during instruction using the Baamboozle game, analyzing collected data, the English teacher's vocabulary test, and student vocabulary scores. The researcher reviewed the students' observation data from the beginning of their meeting. From this analysis, it was found that student motivation was still low, and their ability to use vocabulary was also limited. This was because they did not know much English vocabulary. After completing the first cycle, the researcher performed an assessment of the teaching and learning process at the cycle's last meeting. Based on the results indicated that students' vocabulary improved with the use of the Baamboozle game.

The results of post-test 1 showed that the student's total score was 2312 with average 77.1. This means that 20 students fulfilled the requirements for success, while 10 students did not fulfil the requirements. As can be observed, only twenty (66.6%) students met the Minimum Completion Criteria. To ascertain the outcomes of the student vocabulary assessment in the first post-test, refer to the table on the next page; the yellow-highlighted entries indicate students who achieved the minimal scores:

Following the result of the post-test 1, the researcher then computed the mean score

$$M = \frac{\sum x}{n}$$

$$M = \frac{2312}{30}$$

$$M = 77.1$$

Additionally, the researcher employed the subsequent method to determine the percentage of students who achieved the KKM score:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{20}{30} \times 100\%$$

$$P = 66.6\%$$

The post-test results show a mean score of 77.1, with 20 students (66.6%) meeting or exceeding the KKM, while 10 students remained below it. This improvement in average student performance from the preliminary research phase to the first cycle indicates that further intervention in the next cycle is warranted.

Observation of Cycle 2

Planning Phase

The second cycle was implemented to overcome challenges encountered in the first, with the researcher focusing on refining teaching and learning methods to foster vocabulary development. An observation sheet was utilized to track student progress during classroom implementation, and Posttest 2 was prepared to measure score improvements from Post-test 1. The researcher also prepared some gift for make the students enthusiasm and competitive with other group.

Action Phase

The action of the second cycle was addressed on August 6th until august 13th 2024. In this phase, the first meeting was held on Tuesday, August 6th 2024 at 10.10-11.30. The researcher started the class at 10.10. The researcher said greeting and asked about the students' conditions. As well as the activities to be carried out. They were also reminded about the last material. And then, the researcher continued the material from with Power Point because in cycle one the projector was malfunctioning. After giving some explanation, the researcher implemented Baamboozle again for learning. When the researcher instructed students to make a group of four members, they were no longer seen as noisy in finding their group members. The teacher explained in detail about the instructions in playing the game because during cycle 1 many

students were still confused about the instructions. Students looked very active when the teacher gave information that they could get points too or steal points from another team if they could answer correctly. The researcher also informed the students that there would be a prize for the group that got the highest score. Students were asked to pay attention to what verbs are in the game and then take a note of the word. Then During the application, the researcher discovered that the majority of the students were engaged in responding to the questions. After the implementation, the winner of this game was group 3 with 90 points and they would get a prize at the end of the class session. Prior to concluding the class, the researcher delivered a gift to the winner and inquired about the challenges encountered throughout the learning exercises, as well as whether there were any questions. Lastly, greetings to the students.

For the second meeting on Thursday, August 8th 2024 at 08.30-10.10. The researcher reviewed the earlier material and anyone who still remembered the material about verb that were used for talking about 'going to national park' and write in correct sentence, came to the front of the class. After that the researcher continued the material about experience, examples of text 35 experience and the verb during write text experience. After that students were asked to join the group that had been made before. Then the researcher used Baambozle game again as a learning medium and to see students' understanding of the material that had been given. After the implementation, the winner of the game was the 3rd group with 90 points. Next, in last hour students were instructed to answer several questions in the book related to the material that they had learned and played before. After students finished their assignments, they submitted them. Subsequently, the researcher and students collaboratively reflected on the advantages gained from the learning exercise.

In the third meeting on Tuesday, August 13th 2024 at 10.10-11.30. The researcher conducted the post-test2. This assessment comprised 25 questions focused on verb vocabulary and with related materials. The researcher allocated around 50 minutes for the students to complete post-test 2. Some completed their tasks in 30 and 40 minutes. This signifies that students are already acquainted with the vocabulary previously acquired.

Observation Phase

Observation is done for the last time. In cycle 2, gamification activities see greater student engagement, and students are increasingly adapting to this method. Student participation and engagement improved as their vocabulary knowledge grew, leading to less embarrassment when answering questions. Student enthusiasm also increased because the students were more focused and enthusiastic about learning due to the teacher giving some rewards to the team with the highest score. Furthermore, the students' vocabulary usage is improving because they're acquiring more vocabulary, allowing them to choose the correct answers during gameplay. Students became more courageous in their speech, correctly applying words within sentences. In term of retention and recall, students could recall the game's words at the end. Other students could also recognize words, and they were able to mention the words after a week of the session, students started to use the vocabulary in writing tasks, Some students who had quite good recall of the words also used the vocabulary for speech. Then, the term of effectiveness of gamification, the mechanics of the game are good, but students still needed guidance and direction. The researcher also gave rewards to make students more active. Next, the term of student collaboration, the teamwork during implementation were quite good. During the implementation, the students helped each other answer the quiz and understand the meaning of the words.

Reflection Phase

After conducting cycle 2 and seeing the outcomes, the researcher and English teacher were happy with the results of students' vocabulary mastery. Students were also active in answering

questions given by the researcher through the game. This indicates an enhancement in students' comprehension of verb vocabulary through the use of the Baamboozle game application. Analysis of Post-test 2 vocabulary scores revealed that the Baamboozle game effectively increased student vocabulary. The total student score was 2496, with an average of 83.2. This indicates that 26 students (86.6%) met the success criteria, while 4 students did not. The accompanying table, where yellow highlights indicate students who passed, details these assessment results:

Following the result of the post-test 1, the researcher then computed the mean score:

$$M = \frac{\sum x}{n}$$

$$M = \frac{2496}{30}$$

$$M = 83,2$$

Additionally, the researcher employed the subsequent method to determine the percentage of students who achieved the KKM score:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{26}{30} \times 100\%$$

$$P = 86.6\%$$

The post-test data reveals a mean score of 83.2, with 26 students (86.6%) surpassing the KKM, while 4 students remained below it. Analysis further indicates an increase in the average student performance from the first cycle (mean score 77.1) to the second cycle (mean score 83.2), representing a 7.91% improvement in the mean score. The specific improvement score was calculated using a formula:

$$P = \frac{y2-y1}{y1} \times 100\%$$

$$P = \frac{83.2-77.1}{77.1} \times 100\%$$

$$P = 7.91$$

Table 1. The comparison of Pre-test, Post-test 1, and Post-test 2

No	Test	Students Score		Mean	Percentage
		Lowest	Highest		
1.	Pre test	12	92	66.8	43.3%
2.	Post test 1	40	92	77.1	66.6%
3.	Post test 2	60	96	83.2	86.6%

The data shows a clear improvement in student performance after the gamification intervention. On the pre-test, the average score was 66.8, with only 43.3% of students (13 out of 30) passing. This indicates a low initial level of vocabulary mastery. After the first intervention cycle, the average score increased to 77.1, and the passing rate rose to 66.6% (20 students). This improvement shows the initial effectiveness of the gamification method. Following the second intervention cycle, the average score further increased to 83.2, and the passing rate reached 86.6% (26 students), successfully meeting the research's success criteria. Therefore, this has shown that the success of the action has met the requirements, namely 75% of students have passed the minimum competency criteria students with a score of 75.

In addition, based on observation data by implementing the Baamboozle game into teaching vocabulary, students were encouraged to practice with their peers. This peer interaction allowed them to guess words and speak more fluently, which helped reduce their hesitation. The researcher provided immediate corrections for any mispronounced or incorrect vocabulary, the researcher gave the correct vocabulary directly. This good atmosphere made students more at ease, allowing them to enjoy the learning process and guess more easily within the game. The competitive element of the game motivated students to give their best effort to win, which encouraged them to speak and express their thoughts more confidently. Ultimately, the positive implementation of the Baamboozle game successfully increased students' vocabulary knowledge and improved their interest in learning English. The significant improvement in students' vocabulary, as shown by the post-test results from Cycle 2 and the researcher's observations, indicates that the objective of exploring gamification to improve students' vocabulary mastery through the gamification method has been achieved. As a result, the researcher and teachers concluded that there was no need to proceed to the next cycle.

Discussion

In this section the researcher discussed about the way using gamification to improve students' vocabulary by using Baamboozle as teaching media. The gamification method was conducted using two cycles and showing a positive result in each cycle. From the observation also the students showing an increase in their skills since the gamification method implemented (Shortt et al., 2021) and this research are discussing how good for using Baamboozle as gamification teaching media to the students for increasing their verbs knowledge. From the result it is showed that the gamification showed a significant improvement of the students grades from each cycle. This show that the effectiveness of using Baamboozle as a media for teaching vocabulary is totally recommended, beside the improvement of the student performance. The students shown enthusiasm and excitement during the learning activities (Sadikin & Handayani, 2019a). This finding was similar to Wulandari et.,al (2024) and Syahfrina (2023) which using gamification as teaching methods that the findings were proven rights on this study that their findings was students beliefs on Baamboozle can increasing their knowledge. With the results from cycle one and two, it can be concluded that the Baamboozle can increasing the students' scores.

From the previous discussion it shown that the students are interest in learning the activities, the findings were in line with Yudha (2021) that the atmosphere in the classes were different before and after applying the gamification in teaching and learning activities. The students' mimics and reactions towards the old teaching methods were gloomy and looks very tired of it but when the researcher put out the projector and the gamification method, the students are already excited even though the teaching session has not started yet.

Moreover, the impact of Baamboozle also increasing their retention and recall skills. After cycle one and two conducted, every week they had an improvement of their memories and they can recall the vocabulary verbs that has been taught even though the words had been mentioned for a long time ago. The results were in line with (Sakdiyah et al., 2024) that the use an interest learning media and interactive method can foster the student memory of the subject that they have learnt since they enthusiastic towards the teaching methodology. Further, the more detail result of gamification impact was increasing the student's memory retention up to 92% Using gamification also increasing the student's cooperation with each other. From the findings of the observation, it can be concluded that these findings were similar by using a competitive grouping method, the critical thinking and their awareness to social are also increasing a lot. Bracho Mosquera et al., (2024) showing similar results since the studied about social improvement during gamification teaching methods, it shown that gamification could gamification enhances motivation in personal development, boosts commitment levels, and

improves social skills by providing instant feedback and chances to experiment. Observation data shows that students' language skills improved significantly through this approach. This confirms that integrating technology is essential for creating a richer learning environment (Sadikin et al., 2024).

Therefore, the use of gamification significantly contributed to improving students' knowledge of English verbs. Initially, students faced difficulties in expressing ideas, characterized by a lack of word-form mastery that hindered their overall intelligibility (Sadikin & Handayani, 2019b). The researcher encountered a difference before and after applying gamification on class during the research conducted, before applying the classroom environment was unresponsive and students were generally shy. However, the application of Baamboozle showing there are improvement on the students' confidence where this is similar findings with Otani et al., (2024) research which he showing a gamification teaching methods are beneficially for the students mental health and social skills. Apart from the positive implementation, the researcher also having difficulties as Asifayanti et al., (2021) finds about implementing gamification in classroom, the primary barrier preventing teachers from applying gamification in online grammar lectures is a lack of resources, as not all schools have proper networks and projectors. All in all, this research demonstrates the significant positive impact of using Baamboozle as a gamified teaching medium to improve students' vocabulary, specifically their knowledge of verbs. The two-cycle implementation showed consistent improvement in student grades, enthusiasm, and engagement, aligning with previous research (Syahfrina et al., 2023; Wulandari et al., 2024; Yudha & Mandasari, 2021). Furthermore, Baamboozle facilitated better retention and recall of learned vocabulary (Dewi et al., 2024; Sakdiyah et al., 2024), fostered increased cooperation and social skills (Bracho Mosquera et al., 2024; Castillo Yanes & Brizuela Camacho, 2024; Otani et al., 2024), and boosted student confidence, similar to findings by Otani et al., (2024). In addition, the use of Baamboozle can also be used for group learning activity by providing prizes as one of the triggers for student enthusiasm. While the research highlights the benefits of gamification, it also acknowledges the challenges related to resource limitations, echoing Asifayanti et al., (2021) findings, which can hinder effective implementation in some educational settings. Despite these challenges, the overall results strongly recommend the use of Baamboozle as a valuable tool for enhancing verb vocabulary acquisition in student.

CONCLUSION

Based on data analysis, this research confirmed that gamification methods effectively enhance student vocabulary and foster several improvements, including higher vocabulary test scores, better recall, increased motivation, and improved peer cooperation. Gamification proved particularly effective in boosting active engagement, contrasting with previous unenthusiastic responses to traditional methods, especially with the added incentive of prizes. The Baamboozle game application, specifically, led to significant gains in vocabulary learning. Pre-test results showed a mean score of 66.8, which increased to 77.1 after the first implementation (Post-test 1) and further to 83.2 after the second cycle (Post-test 2), where 86.6% of students achieved minimum competency. These findings collectively demonstrate a significant positive impact of gamification on students' vocabulary acquisition.

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