IMPLEMENTATION OF GAMIFICATION IN ENGLISH CLASSROOM TO ENHANCE STUDENTS' VOCABULARY KNOWLEDGE

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Abstract

Lack of vocabulary knowledge becomes a struggle that the students face nowadays. In order to have a good language ability the students need to have good vocabulary knowledge. Once the students have a good vocabulary knowledge, they will be able to grasp the lesson, understand the teacher's instructions and communicate with the teacher and friends better. However, the fact that happened in grade 11 and 12 in a private school in Banten, Indonesia was that they had lack of vocabulary knowledge. The researchers realize that one of the teacher's roles in the classroom is as a guide. Therefore, in order to solve the problem, the implemented gamification

in the teaching and learning process. The purpose of this study is to know how the implementation of gamification affects students' vocabulary knowledge. The method being used to conduct the research is qualitative descriptive. The result is the implementation of gamification can help the students to enhance their vocabulary knowledge.

A. Introduction

Vocabulary is a major source and fundamental element of learning language (Nation, 2013). Therefore, having good vocabulary knowledge is important. In order to be able to speak in English and understand the lesson, the students should have a good level of English. In fact, the reality that happen in the classroom showing that not all the students have a good level of English especially students in one of the private schools in South Tangerang. The students need to improve their vocabulary knowledge to be able to speak and understand the lesson. Lack of vocabulary knowledge can hinder communication between the teacher and the students. Other than that, it consumes much time if the teacher needs to re-explain the lesson to those who do not get the lesson because of lack of vocabulary.

Lack of vocabulary knowledge makes the students were not brave enough to speak English. It took some time for them to process the word before they talked with their friends or the teacher. In addition, one of the students could not speak English at all. He could not understand the lesson when the teacher explained it in front of the class. Therefore, after explained the lesson to all the students in the

classroom, the teacher needs to re-explain again to that student using Indonesian. It took a lot of time, and it affected the learning activities that have been planned.

The teacher has a big role in the classroom. one of the teacher's roles according to Van Brummelen (2009) is teacher as a guide. The teacher has the responsibility to guide the students to be able to understand the lesson, to enrich their learning experience. The teacher's role as a guide has a big impact on students' lives. The study conducted by loho et al., (2017) shows that the teacher's role as a guide helps the students to enrich their learning experience. As a guide, the teacher helps the students during their learning process to gain knowledge and get more experience.

The indicators of teacher as a guide are first, guiding the students in a structured way, means there is a method being used and the teacher applies all the steps in it in order to make the learning process structured. Second, the teacher guides the students when explaining the lesson in an interactive way. Third, adjust with the students' condition and need. Fourth, train the students to solve problems using various learning methods. Fifth, evaluate the students' understanding and give motivation using reinforcement. Those are the ways the teachers use to be a guide for the students in the teaching and learning process.

The solution that can be implemented in order to enhance students' vocabulary knowledge is by implementing gamification in the teaching and learning process. Gamification is the incorporation of game elements being used in the teaching and learning process which is known as non-game context (Seaborn & Fels, 2015). The purpose of this study is

to know how the implementation of gamification affects students' vocabulary knowledge.

B. Literature Review

Vocabulary is the basic knowledge that language learners should master to learn a new language. This is the major concern of learning a new language. A study conducted by Dakhi & Fitria (2019) shows that having a vocabulary knowledge is a prior ability that should be mastered by the students to increase their language ability. This statement also supported by Nation (2013) said that vocabulary is a major source and fundamental element of learning language. From these studies, it can be concluded that the more students have adequate vocabulary the more successful and confident the students will be in communication, especially in the teaching and learning process. as Webb & Nation (2020) said that the key of communication is words/vocabulary.

The more students have vocabulary knowledge, it gives impact to the students' language ability. Having an adequate vocabulary affects students' confidence and desire in learning a language. Study conducted by Macis & Scmitt (2017) supports that students may not show the desire in language learning if they do not have adequate vocabulary knowledge. In addition, students who have insufficient vocabulary will face problems that lead to stress and decrease their motivation to learn (Ghalebi et al., 2020). Those two studies show the importance of vocabulary knowledge especially for language learners such as students.

In mastering the vocabulary, there are some aspects that are important such as form, meaning, and mapping (Barcroft, 2016). These three aspects will be explained below.

a. Form

Form is a basic part of the words which also known as physical entity or lexical phrase. Form is not only in a form of written language but in spoken language it is more like sounds and the vocal of the words itself. In conclusion, the form of words in written language uses the physical property but the form of language also uses visual space such as in Sign Language.

b. Meaning

Meaning of words refers to semantic properties which have the correlation that are associated and conveyed by the lexical phrase or word. Lexical items have connotative and denotative meanings. Connotative is talking about different types of semantic associations of a given word but denotation is talking about the literal meaning of the words. Other than that, synonym and antonym are having different meaning. In synonymy is about words that have different form have the same meaning. In contrast, in antonymy is about words that have different meaning with different forms as well. The last is homonymy which is about words that have same form (in sound) but the meanings are different.

c. Mapping

Mapping is talking about how the form and meaning of words refer to how these two things are connected. The other term for mapping itself is word use. According to Lessard-Clouston (2013), word use is the third aspect of the vocabulary, which consists of knowing the collocation, the different constraints of word use and the grammatical use.

Students face difficulty in the teaching and learning process if they do not have sufficient

vocabulary knowledge. Communication with the teacher will not be effective and the students will find it difficult to understand the lesson. Lack of vocabulary is the core problem which is shown in the study conducted by Wahyunigsih & Afandi (2020) that said Indonesian learners' main problem in communicate with people is lack of vocabulary knowledge. This hinders them to convey their opinion and mind while talking in English. Therefore, a study conducted by Wood et al., (2018) emphasizes that vocabulary has a pivotal role in enhancing students' comprehension and achievement. Therefore, mastering the vocabulary is important because it gives impact to the students to develop their English skills. In summary, lack of vocabulary knowledge is the core problem of the other difficulties that the students experienced such as communicating with others and students' engagement, do not showing the confidence and desire in the learning process, stress and decreasing motivation.

The term gamification was first introduced by Nick Pelling. In 2002, Pelling was created this term and at that time, rather than applying it onto the web, he applied it to the electronic device (Pelling, 2011). Gamification is described as the incorporation of game elements being used in the teaching and learning process which is known as non-game context (Seaborn & Fels, 2015; Wulantari et al., 2023). Gamification has become popular, and many teachers implement it in their classroom with the purpose of enhancing students' engagement, motivation, collaboration and learning outcomes (Dindar et al., 2021; Smiderle et al., 2020; Wulantari et al., 2023). The implementation of gamification is not replacing the lesson with games but rather makes the learning

more engaging and meaningful for the students by integrating game elements.

There are two concepts that being described in the term of gamification (Seaborn & Fels, 2015). First, the integration of the existing system, which is to be specific, is a learning system with a game. Second, the use of games in an educational context. In other words, there are two ingredients in gamification which are drawing inspiration from games without producing a complete game and used for non-entertainment aims. It means that in this case it is either the learning system is converted into game, or the game is being used in the learning process. The term gamification in education mostly refers to digital game-based learning. In summary, gamification system is not a game but a game-like system.

In addition, teachers nowadays mostly use online platforms to apply gamification such as kahoot, quizziz, scattergories, and so forth. The digital platforms are so famous and are being used in the implementation of gamification in the classroom as the students are triggered to be engage and active in the learning process. It is because of the use of some elements of games in gamification. According to (Seaborn & Fels, 2015; Toda et al., 2019; Zimmerling et al., 2019) there are game elements in gamification as follows: points, feedback, badges, reward, and leaderboards. The study conducted by (Mee et al., 2020) said that the integration of game elements helps the teacher to enhance and support the learning process. By using the game elements, it helps to transform the traditional classroom practices. This makes the learning process more fun, competitive, meaningful, and interactive. Recent studies proven the benefit of implementing gamification in the classroom.

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The implementation of gamification itself depends on the context. It can be physical classroom activity and online platforms as long as the goal is to achieve the learning objectives and help the students to enhance their motivation, engagement, problem-solving skill, and collaboration. The implementation of gamification in the classroom makes the learning becomes more fun and meaningful because of the activity provided by the teachers. That is the aim of the implementation of gamification in the classroom. In summary, gamification is used by the teachers nowadays in their classroom to make the learning process more fun and meaningful for the students as it also enhances students' learning experience.

C. Method of Investigation

This research was held for a month during the academic year in one of the private schools in South Tangerang. The method being used is qualitative descriptive. After implementing gamification, the researchers collected the data based on the lesson plan, students' work, and mentor teacher's feedback sheet. The participants are the students from grade 11 and 12 who considered have low vocabulary knowledge.

D. Findings and Discussion

As lack of vocabulary becomes a problem for students, they need to solve this problem and they need the support from others especially their teacher. As an English teacher, knowing the students' problems is important. The teacher will not be able to create a lesson that is meaningful for the students if the teacher does not know about them. The teacher has roles in the classroom. According to Van Brummelen (2009), one of the teacher's roles is as a guide. In summary, the

teacher's role as a guide is not only guides the students to improve their knowledge but more than that which is to shape their character as well

The teacher knows that there is nothing perfect in this life. Considering that the students' problem in the classroom is a lack of vocabulary knowledge, the teacher implements a solution to help the student to enhance their vocabulary knowledge. Other than that, it also helps the student to get fun and meaningful lesson and learning experience. The teacher's solution is to implement gamification in the teaching and learning process. Gamification is the way the teacher integrates the learning system with game by using game elements. The game elements are points, feedback, badges, reward, and leaderboards. The implementation of gamification itself is not to replace the learning system but to enhance students' engagement and learning outcomes (Wulantari et al., 2023). The learning outcomes itself in this paper is talking about enhance students' vocabulary knowledge.

According to the observation sheet, lack of vocabulary knowledge makes the students always being reminded by the teacher to speak in English to the teacher and their friends. There was also one student in the classroom who could not understand English since he had a very low level of English ability. It made the teacher should re-explain the lesson and instruction to that student and it took a lot of time. Therefore, to figure out the problem that the students face, the teacher implements gamification in the teaching and learning process.

In implementing gamification, the teacher used three out of five game elements which are points, feedback, and rewards. During the implementation, the teacher used online platform which is scattergories. At

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the beginning of the class, the teacher asked the students to do a pre-test using scattergories website. The aim is for the teacher to see, students' vocabulary knowledge. During the learning process, the teacher showed "Words of the day" list for the students. The "Words of the day" list was correlated with the topic being discussed at that time. After the teacher explained the lesson, the students did the activity which was created a story about their interesting travel experience using words in the "Words of the day" list. Other than that, the teacher also asked the students to describing and explaining the meaning of those word and the result showed that they were able to do it. At the end of the lesson, the students did the post test. Based on the students' work, the result showed that the students were able to understand the concept of the lesson which was talking about tenses (Past Perfect, Past Perfect Continuous, and Present Perfect tense), the meaning of those words and were able to write their story using words that are in the "Words of the day" list. In addition, the feedback the researchers got from the mentor showed that the "Words of the day" list enriched the students' vocabulary, improved their vocabulary, and the used of points motivated the students.

Table 1 Words of the Day List

Destination	Remarkable	Sightseeing
Attractive	Dreadful	Clean
Stunning	Delicious	Passengers
Astonishing	Hospitable	Experience

Source: Lesson Plan

The use of game elements which was points that was aimed to enhance students' engagement and learning outcomes were proven works. The teacher explains that the points that the students got, will be

added to their final score. The students were engaged more in the teaching and learning process compared to the teaching and learning process that was not implemented the gamification. The students were given feedback by the teacher after they submitted their story and being checked. This is where the second element of a game being used, which is feedback. The teacher also gives rewards to the students when their finished their story. The reward was in a form of gift as the third game element being used by the teacher. The reward was in a form of biscuits.

The benefits of implementing gamification in the classroom are the students get fun and meaningful learning. Other than that, the use of gamification is not to replace the lesson with games. The teacher wants to guide and help the students to be able to enhance their vocabulary knowledge. Essentially, the implementation of gamification in the classroom is used by the teacher to optimize students' potential and ability. That is why in doing the role as a guide, the teacher wants the students to grow holistically. Students need to realize that they cannot achieve their goals in life if they only depend on themselves.

Having good vocabulary knowledge is connected to the students' engagement. The implementation of gamification makes the students engage more in the learning process (Wulantari et al., 2023). When the students participate actively in the learning process, the learning goals will be achieved. Therefore, in implementing gamification, it gives positive impact towards students' engagement (Kang & Recard, 2023). During the practicum at school, the researchers found that the implementation of gamification also has an impact towards students' engagement which is talking about affective aspect.

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Based on the fact, that happened in the classroom, there is an improvement towards students' engagement in the classroom that can be seen in the students' diagnosis in the lesson plan and the feedback from mentor teacher.

In the implementation of gamification in the classroom, the researchers asked the students to do activity such as pre and post-test and students' work which was created a story about interesting travel experience using the words in the "Words of the day" list. In pre and post-test, the researchers used two out of five game elements which are points and rewards. The researchers told the students to do pre and post-test and the students who got it right and has many vocabularies will get points. The points will be added to their final score. For the second game element which is reward, the researchers told the students that those students who get the high score in the pre and post-test will get rewards. The rewards were in a form of chocolate biscuits. For the students' work, which was created a story about their interesting traveling experience, the researchers used two out of five game elements. The first element is point. The students who were able to make a story using the words of the day lists will get points. The second element is feedback. After checking the students' work, the researchers give feedback towards students' work. The feedbacks were in a form of oral feedbacks. The data from the mentor feedbacks and lesson plans showed that the students were showing their enthusiasm actively in the classroom during the implementation of gamification which means it affects students' engagement. Feedback from mentor teacher is *"… the students also engage and feeling fun doing the activities."*

The implementation of gamification in the classroom shows that it has positive impacts towards

students' engagement in the classroom. The students become more actively participate in the learning process by showing their enthusiasm. Study conducted by Kang and Recard (2023) shows that the implementation of gamification approach enhances students' engagement. Other than that, the teacher as a guide also plays significant role through the learning process. Aligned with it, study conducted by (Bouchrika et al., 2021; Jonathan & Recard, 2021; Smiderle et al., 2020) show that gamification has impacts on enhance students' engagement. Students' engagement become one important aspect that the teacher must consider in arrange the teaching and learning process. The teacher needs to arrange the lesson that will motivate the students to engage in the classroom.

The teacher guides the students to be able to go out from their comfort zone and improve their ability. Lack of vocabulary knowledge makes the students feel anxiety, afraid of being judge and fear to speak and communicate with the teacher and their friends in English. The feeling of anxiety, afraid of being judge and fear are always there if the students do not go out from their comfort zone.

E. Conclusion

Vocabulary is an essential part in learning a language, in this case English. One of the struggles the students face is lack of vocabulary knowledge. Students' lack of vocabulary knowledge is an important thing that the teacher needs to consider. The students need to have good English ability to understand teacher's instruction, grasp the lesson and communicate with the teacher and their friends. However, the grade 11 and 12 students in a private

school in South Tangerang have lack of vocabulary knowledge.

Gamification gives the students fun and meaningful learning experiences. Through gamification the students are able to express their opinion and improve their vocabulary knowledge. As a result, gamification improves students' vocabulary knowledge which can be seen from the students' work. The data shows that students' vocabulary knowledge has increased. Other than that, there is drawback of gamification which consumes much time to apply. However, the teacher needs to understand students' needs and conditions first before implementing gamification in the teaching and learning process. In conclusion, gamification is viable to be implemented at school to improve students' vocabulary knowledge.

The recommendation for future research is to apply gamification in the teaching and learning process, the teachers need to adjust with the students' condition and needs.

Acknowledgement

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