

The Effect of Gamification Method on vocabulary Achievement of Junior High School Students

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ARTICLE

ABSTRACT

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This research project explores the use of gamification techniques as a teaching tool, particularly with reference to the platform Bamboozle. Gamification techniques are not widely used in Indonesia, especially in rural and suburban areas with little access to educational resources. The purpose of this research is to assess how well gamification might improve students' language skills and provide useful information for researchers and educators. The research involved 25 participants who volunteered to contribute to the study. Quantitative research methods were used, specifically pre- and post-experimental research, utilizing tests consisting of 15 to 20 multiple-choice questions and 5 essay questions. The results indicated a significant improvement in the participants' vocabulary achievements following the implementation of the Bamboozle-based treatment. The treatment was more successful than the researchers were expecting, proving that gamification techniques especially those utilizing Bamboozle are effective at improving learning outcomes. This study emphasizes how gamification might help with educational difficulties, especially in resource-poor areas. It also emphasizes how crucial it is to use cutting-edge teaching techniques in order to enhance students' educational experiences and results. Future research could examine how gamification affects education in the long run and how it can be used in a variety of learning settings.

INTRODUCTION

Language and communication depend on vocabulary, which is made up of the words and expressions people know and can utilize while speaking or writing. These are some essential vocabulary ideas. Vocabulary is a collection of words mastered by students or can be considered as vocabulary and the way to get it is to read and hear, but just reading or listening will make you bored quickly, a new method is needed that combines both with something interesting and

innovative, that's where the role of the gamification method becomes vital so that it is not monotonous, and also this method can be applied through many platforms such as bamboozle which will be used in this article. Several examples of educational technology tools that can be utilized in academic settings include Kahoot, Quizizz, FlipQuiz, Duolingo, Ribbon Hero, and ClassDojo, among others (Priyanti et al 2019).

Since the parents have a high hopefulness and belief in the English private course, the teacher takes an important role to engage the students to have better knowledge of English (Nurbani, 2020). Teachers must be selective and creative in choosing learning media that can be used (Susanto et al., 2021). Teachers can choose or even modify their own teaching modules that have been provided by the central government (et al., 2022), even though vocabulary acquisition processes are complex and explicit vocabulary instruction in class can only cover a small proportion of words students learn (Van Vu & Peters, 2021). So learning in class is not too influential, because the provision of vocab lessons in class is usually only in the form of instructions and brief discussions, and will be left to learn alone but not all students will really do that or not, it can happen because the interest of students in Indonesia towards English is not too high just like mathematics lessons and regional languages which are even like the experience experienced by researchers when in junior high school, all male students except the researcher himself always left the classroom and did not participate in the learning process during Javanese language lessons, instead going to the school cafeteria at that time. The factors that have been explained in the previous paragraph occur because of the lack of interest that could come from teaching methods that are less interesting, coupled with interest in learning that can be said to be non-existent if you look at the situation that has been described in the experience of researchers even to the point of not caring about the existence of a lesson can actually be considered an act of violation,

The group of individuals known as "Gen Z" were born approximately between the middle of the 1990s and the beginning of the 2010s. While there are differences in the precise birth years that characterize each generation, demographers usually concur on this period for Generation Z. The most common trait of this Gen is they are known how to use and sometimes dependency on internet, Gen Zers' lives are significantly impacted by social media. Apps like Instagram, Snapchat, TikTok, and others are well-liked means of self-expression, communication, and maintaining relationships with peers. Gen Z is renowned for appreciating diversity and inclusivity as well as for being socially aware. They frequently have greater tolerance for people of various racial, ethnic, gender, and sexual orientations.

Learners of today as digital natives need to develop their knowledge and experiences toward the new emerging technologies adapted to their learning activities (Nabhan, 2019), being an English teacher is a challenge (Agustina et al 2024) even to teach in now era gen that known as gen z. A common belief is that Gen Z represents the first generation of digital natives. From a young age, technology, particularly smartphones and the internet, has played a significant role in their upbringing. Gen Zers typically have a high level of proficiency with digital technology. When it comes to communication, entertainment, and information, they feel at ease utilizing a variety of gadgets, apps, and internet platforms. Gen Z has a tendency to view the world globally because they grew up in a connected society. They frequently participate in global social and political causes and have a greater awareness of global issues. Gen Z prefers to be an independent learner due to their easy access to online resources. They are used to learning new things and developing their abilities on their own, applying technology should be considered for the sake that students nowadays belong to the digital native generation (Thi & Le, n.d.).

With the availability of new tools and resources to improve learning, technology has

drastically changed the face of education. The following are some essential tools that are frequently used in education:

Educational apps

Applications for mobile devices intended for education span a wide range of topics and competencies. These apps frequently offer interesting and interactive content, which enhances the learning experience. For language study, consider Duolingo, and for arithmetic, consider Photomath.

Interactive Whiteboards and Smartboards

Lessons are made more engaging in the classroom by utilizing these interactive resources. They can be used by teachers to construct interactive lessons, collaborate with students, and display multimedia content.

Online Learning Platforms

Numerous courses are available on platforms such as Coursera, edX, Khan Academy, and Udacity; these courses are frequently offered by famous universities and institutes. These platforms give students the freedom to access instructional materials from any location in the globe.

Learning Management Systems (LMS)

Learning management systems (LMS) such as Moodle, Canvas, and Blackboard make it easier to plan, deliver, and monitor courses. They are extensively utilized in business training settings as well as educational institutions.

In today's era, learning methods are increasingly diverse, and one of them is the gamification method, digital game - based learning (DGBl) has recently become one of the hottest topics in education (Byun & Joung, 2018), Game - Based Learning involving the games in the educational process, aiming to enhance learning activities (Trajkovik, Malinovski, Vasileva - Stojanovska, & Vasileva, 2018), the use of technology in the classroom has resulted in significant changes to conventional instructional approaches and presented novel opportunities for student engagement in recent times (Rusmiyanto et al, 2023). Gamification tools are being utilized more frequently in education to improve learning results and student engagement (Review et al., 2023), Unlike video games, gamification allows applying the game into the learning process practically with and / or without using electronic devices (Liu et al., 2020).

The effectiveness of gamification is unquestionable, with many articles that use gamification as a treatment method and the main theme that makes it commonly used but not all educational institutions have used gamification as part of the learning process, there are several studies that are relevant to research to be carried out by researchers, including research conducted:

By Situmorang (2023) with “Gamification-based Apps in Teaching and Learning English in Indonesia-A Systematic Literature Review” that stated Gamification-based Apps today have incorporated features in them to tackle specific language skills such as grammar exercises, vocabulary quizzes, reading quizzes, listening quizzes, as well as writing and many different forms. These features are also equipped with rewarding elements like points, levels, leader boards, badges, and virtual currency to motivate the users. Besides, it has been said as a best teaching practice.

By Qureshi (2023) with “The Impact of Gamification Tools on Reading Comprehension Skills: A Comparative Study of Kahoot! Quizizz and Bamboozle of English Language Learners” that stated Gamification tools are being utilized more frequently in education to improve learning results and student engagement. This study looked into how well

students' reading comprehension skills may be improved using gamification technologies like Kahoot, Quizizz, and Bamboozle.

By Krisbiantoro (2020) with “The effectiveness of gamification to enhance students’ mastery on tenses viewed from students’ creativity Benny” that stated the advancement of ICT has resulted in the fast development of games industry by which teachers are creative to design the learning process and to utilize various kinds of gamifications. Gamification is a teaching method that uses game elements with the aim of motivating students to be directly involved in games and learning at the same time so that students get an interesting and enjoyable learning experience.

By bissonette (2021) with “Implementing Gamification for 5th and 6th Grade at the Alborada School” that stated Gamification is one new educational strategy used to motivate students and promote engagement and participation.

Gamification that brings game elements into non-gaming contexts is emerging as an innovative approach in education, the games require cooperation with other members and competition against another team or players (Bakhsh, 2016), the debate over the effectiveness of gamification continues to grow, with numerous studies highlighting its positive impact on engagement and learning outcomes, gamification strives to take the best parts of video games such as awards, badges, and so forth and apply them to pedagogy (Karagiorgas & Niemann, 2017). In this context, this article examines and supports the claim that gamification is an effective strategy for improving student experience and performance, the gaming environment should be fun and engaging (Hosseini & Hartt, 2016). This strategy uses elements commonly seen in recreational games, such as points, badges, and tournaments, to facilitate students’ learning. With the introduction of game elements, students tend to be more focused and active in the learning process so as to strengthen their cognitive aspects, students learn based on problem solving approach through educational game (Pratama & Setyaningrum, 2018). Recent education reform has allowed for the introduction of innovative teaching methods, creating a stable environment for teachers to try gamified lessons. using Internet-based apps in English instruction has been acknowledged as a way to boost students’ interest in studying foreign languages (Gilakjani, 2017), It can accommodate a variety of skills and learning styles, that it makes learning more efficient, that it increases self-confidence, encourages creativity and imagination in discovering, exploring, analyzing, and presenting information, and that it improves English skills (Abbas & Fathira, 2020), the success of technology in education relies heavily on how teachers perceive technology (Ridha & Fithriani, 2023). Gamification-based Apps today have incorporated features in them to tackle specific language skills such as grammar exercises, vocabulary quizzes, reading quizzes, listening quizzes, as well as writing and many different forms (Situmorang & Pramusita, 2023) and practical strategy to create engagement and enjoyment with a purpose (Dichev & Dicheva, 2017), project-based learning in which students are particularly active contribute to meaningful learning (Kızkapan& Bektaş, 2017).

Bamboozle is one of the game platforms that can be used in the gamification method, bamboozle is a web-based program for creating fun games (Saud et al., 2022), Bamboozle offers the opportunity for collaborative work among children (Quraishi et al., 2020) so team - based activities could foster greater student collaboration (Hamdani et al.,2019).

This research will take the same issues that is gamification to advance students achievements of vocabulary.

Based on the previous there are talk about gamification with almost all contain many of game such as bamboozle, quizizz, blooket, and etc. so gap that researcher choose is only use one of them that is bamboozle.The research objective of this research is to Find out if

bamboozle is effective when implemented in gamification methods. The research question of this research is “Does the bamboozle game make student’s achievement better than before?”

METHOD

The researchers used quantitative research as the way to answer the question by implementing experimental research, the researchers conducted the action research in investigating and solving unresolved problem occurred in the classroom concerning by applying Bamboozle Games as a medium to improve student’s vocab achievement.

Researchers used research instruments through vocabulary test. The reading test tested students' understanding using a multiple-choice test of 10 - 20 tests, and 5 essay tests.

For pre - test the object of this research will be give 10 multiple choice and 5 essays. Pre - test is not only just ordinary starter tests, it’s also as data collecting phase to make the post – tests.

For post- test the object of this research will be give 20 multiple choice and 5 essays

In this research I took a sample of Al Muhajirin junior high school students on the grounds that with an age range of 13 to 15 years they still have more enthusiasm than high school students, the smoothness of the research process can also be judged from the enthusiasm of the research object with the ongoing research, the more enthusiastic the better, especially supported by friendly foundation lecturers where the research takes place, the location of this research takes place in a foundation, 'The condition of the building used by research isn't half bad maintained, even so the enthusiasm of students there is very eager to pursue knowledge, In theory, the more active in the learning process. especially in game-based learning, the more knowledge students will gain while reducing tension in the classroom. There the use of gamification methods has not been widely applied, its use is limited by limited facilities and students' ability to apply games in lessons, especially the bamboozle game.

The treatment was introduced to the experimental subject by using gamification method, the test was given before method for first day (pre - test) and after the method for the second day (post - test).

For more explanation will be explained into some different steps:

1. First day

In the first phase, researchers give a test in the form of a pre - test to get a start while preparing a bamboozle game that will be used in the treatment process, students will be given several themes from the game such as fruit names, school items, and others to support the results of the post-test that will be given the next day.

2. Second day

In the second phase, researcher give some bamboozle games first to boost the student’s achievement same as first phase but with different theme, after doing some games students will give a test in form of a post - test and the results from pre - test and post - test will rate in the next phase.

3. Third day

In the third phase, the results from pre - test and post - test It will be assessed and then entered into SPSS 25 to get results in the form of data that will be used in the finding and discussion section.

In the result processing process researcher do some step such as descriptive, normality, and wilcoxon test.

RESULTS AND DISCUSSION

In these Result and discussion, researcher will elaborate and explain about the data that come from the result of the pre - test and post - test, itself will be process by spss 25, there are 25 participants that 13 male and 12 female, that mean there are 25 results will be converted into data.

For starters, a descriptive will be shown from the results of the two tests that have been given, namely pre - test and post - test.

Descriptive

A basic overview of the results of the research data will be presented in this segment

Table 1. Pre – Test Descriptive

	Descriptive Statistics								
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Pre Test	25	40	50	90	1830	73.20	1.997	9.987	99.750
Valid N (listwise)	25								

The SPSS descriptive table view above shows the number of respondents (N) there are 25, out of these 25 respondents the smallest student score (Minimum) is 50, and the largest student score (Maximum) is 90. The Range score is the difference between the minimum and maximum scores of 40 and the Sum value is the sum of the 25 students' pre-test scores

Table 2. Post – Test Descriptive

	Descriptive Statistics								
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Post Test	25	22	78	100	2302	92.08	.929	4.645	21.577
Valid N (listwise)	25								

The SPSS descriptive table view above shows the number of respondents (N) there are 25, out of these 25 respondents the smallest student score (Minimum) is 78, and the largest student score (Maximum) is 100. The Range score is the difference between the minimum and maximum scores of 40 and the Sum value is the sum of the 25 students' pre-test scores

Normality

The normality test results will be presented on this segment

Table 3. Pre – Test Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.186	25	.026	.941	25	.157

a. Lilliefors Significance Correction

Based on the SPSS normality table, it is known that the significance value of Sig of 0.157 is larger than 0.05. So, it is appropriate in accordance with the basis of decision making in the normality test above, it can be concluded that the data is normally distributed. Thus, the assumptions or requirements of normality in regression models are met.

Table 4. Post – Test Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post Test	.167	25	.070	.890	25	.011

a. Lilliefors Significance Correction

Based on the SPSS normality table, it is known that the significance value of Sig of 0.011 is smaller than 0.05. So, it is not in accordance with the basis of decision making in the normality test above, it can be concluded that the data is not normally distributed. Thus, the assumptions or requirements of normality in regression models are not met.

The Shapiro-Wilk sig is utilized in place of the Kolmogorov-Smirnov because it is a better approach for smaller sample sizes (less than 50 samples), while it can also be applied to higher sample sizes; in contrast, the Kolmogorov-Smirnov is utilized for $n \geq 50$ samples.

Wilcoxon

Table 5. Pre – and Post – test Wilcoxon Ranks

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	25 ^b	13.00	325.00
	Ties	0 ^c		
	Total	25		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

Negative Ranks or the difference (negative) between the results for Pre – Test and Post – Test is 0, be it on the value of N, Mean Rank, or Sum Rank. This value of 0 indicates no decrease (reduction) from the Pre – Test value to the Post – Test value.

Positive Ranks or the difference (positive) between the results for Pre – Test and Post – Test. Here there are 25 positive data (N) which means that 25 students have increased results from Pre – Test scores to Post – Test scores. The Mean Rank or average increase is 13.00, while the number of positive rankings or Sum of Ranks is 353.00.

Ties is the similarity of Pre – Test and Post Test values, here the Ties value is 0, so it can be said that there is no equal value between Pre – Test and Post – Test.

Table 6. Pre – and Post – test Wilcoxon Test Statistic

Test Statistics ^a	
	Post Test - Pre Test
Z	-4.386 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the Test Statistics above, it is known that Asymp.Sig. (2-tailed) is worth 0.000. Since the value of 0.000 is less than < 0.05 , it can be concluded that "Ha is accepted". This means that there is a difference between the results for Pre – Test and Post – Test, so it can also be concluded that "there is an effect of using gamification methods on vocab ability in junior high school students".

Because one of the normality test results shows abnormal results, the Wilcoxon test is the right choice to replace the Mann Whitney test where the condition for using is that the normality results must be normal.

The results obtained are in accordance with the wishes of researchers, with the application of bamboozle as a treatment to increase the vocab ability of participants in a way that is not boring and quite revolutionary if applied to existing educational institutions (especially Indonesians who have an interest in learning foreign languages that are not too high). With the fun aspect of the game combined with lessons making participants more active, during the study participants were very active in participating in this study for 2 consecutive days. The interest of students will increase if there are interesting innovations involved in any activity, if it continues to be the same every day then it does not rule out the possibility of experiencing boredom.

bamboozle is effective when implemented in gamification methods?

Because this study used Bamboozle as an introductory medium for subject matter which was also used as part of both pre- and post-test questions, effectiveness can be seen from the suitability of difficulties with the ability of participants, and the use of Bamboozle in participants who attended school where this study took place can be said to be effective because participants can play Bamboozle which seems to still sound new to them

Does the bamboozle game make student's achievement better than before?

As seen in the results before, that showed about a significant increase in the value of the pre- and post-test without any decrease in grades, and its use is not too complicated also makes the participants who follow the study (none other than students) can do well by showing how to play once.

CONCLUSION

By this research the result that researcher get is using gamification in teaching session can be a teacher improvement in order to get students attention and make they easily absorb the teach materials, instead make pressure situation with this method teacher can make relax and happy situation, recently online game become booming and its can be addictive to youngster that's make it hardly to be remove so instead remove it, researcher think to use it to teaching.

Gamification has gained popularity in a number of industries, including marketing, education, and workplace management, since it can promote good outcomes like motivation and engagement. Gamification is the process of introducing aspects from games, such points, badges, and leader boards, into non-gaming environments in order to increase task enjoyment and promote desired behaviours.

The capacity of gamification to increase motivation is one of its main advantages. People are frequently more likely to participate and stay engaged in activities they might otherwise find boring or uninteresting when there are elements of competition or rewards involved. This has been demonstrated to be especially successful in educational contexts, where gamified learning platforms raise student motivation and improve learning results. Gamification can also promote a feeling of solidarity and collaboration. Leader boards and challenges can motivate people to collaborate and engage in fair peer rivalry, pushing them to work toward shared objectives. This can result in increased output and a more positive atmosphere at accomplish anything.

However, despite its potential benefits, gamification also carries risks that need to be carefully managed. One significant concern is the potential for addiction. Just like in traditional gaming, individuals may become so engrossed in the pursuit of points or rewards that they neglect other important aspects of their lives. This is particularly relevant in contexts such as mobile apps or online platforms where constant engagement is encouraged.

Another risk is the potential for exclusion. If not implemented thoughtfully, gamification strategies could unintentionally alienate certain groups or individuals who may not respond well to competitive or game-like environments. This could exacerbate existing inequalities or create barriers to participation for some users.

To mitigate these risks, it's essential for designers and implementers of gamification systems to prioritize ethical considerations and user well-being. This may involve providing clear guidelines for healthy engagement, ensuring inclusivity in design, and monitoring user feedback to make adjustments as needed. When done responsibly, gamification has the potential to be a powerful tool for driving positive outcomes while minimizing potential harms.

If you want to use gamification, at least first look at the ability of participants to what extent, don't forget to consider the level of difficulty to avoid imbalances in each other's abilities, this is also to avoid cheating that might occur in the process, because if the game involves the cooperation of one team, then there will be no superiority among all teams that can cause the other team to feel inferior Top of Form.

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