

## INVESTIGATION OF GAMIFICATION IN LEARNING VOCABULARY

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### ABSTRAK

*Kosakata adalah dasar pertama yang harus dipelajari untuk berkomunikasi dengan orang lain. Kosakata penting dan merupakan dasar bagi seseorang dalam bahasa. Untuk meningkatkan kosakata untuk siswa, guru harus memiliki strategi untuk membuat siswa semangat belajar dan kesenangan dalam belajar sehingga suasana kelas menjadi aktif dan tidak membosankan. Permainan adalah salah satu hal yang membuat siswa senang. Penelitian kosakata ini bertujuan untuk mengetahui efek pengajaran kosa kata dan bagaimana persepsi siswa dalam mempelajari kosakata dengan permainan. Dengan gamification, belajar kosakata melalui game "menebak gambar". Metode yang digunakan adalah observasi dan wawancara sebagai instrumen. Berdasarkan pengamatan dan wawancara kegiatan siswa dalam belajar menggunakan tebak gambar game mendapatkan hasil yang baik. Analisis data dalam penelitian ini menggunakan kualitatif. Hasil studi kosa kata bahasa Inggris untuk siswa melalui permainan menebak gambar untuk meningkatkan kosa kata baru dan antusiasme siswa untuk belajar. Penerapan kosakata melalui permainan akan membuat anak-anak aktif dalam belajar kosakata.*

**Kata kunci:** gamifikasi, kosa kata dan permainan.

### ABSTRACT

Vocabulary is the first basic that must be learned to communication with others. Vocabulary is important and is the basis for a person in language. To increase vocabulary for student's, the teacher must have a strategy to make students the spirit of learning and fun in learning so that the classroom atmosphere becomes active and not boring. Games are one of the things that make student's fun. This vocabulary research aims to find out the observation was used to get information about the effect of the use of gamification in learning vocabulary and the student's perception toward the use of game in learning vocabulary. By using gamification, learning vocabulary through the games "guessing picture". The method used is observation and interviews as the instruments. Based on observations and interviews the activities of students in learning to use guessing pictures games get good results. Data analysis in this study uses qualitative. The results of the study of English vocabulary for students through a picture guessing game to increase new vocabulary and students enthusiasm for learning. The application of vocabulary by using games will make students active in learning vocabulary.

**Keywords:** Gamification, vocabulary and games

### INTRODUCTION

The process of learning a foreign language is an important and challenging component in the student's foreign language life due to limited language exposure and the opportunity to practice language. It is hard work, in far is needed to understand, produce and manipulate the target word.

Learning vocabulary is often boring for learners, especially for those who grew up in the digital age. (Turgut & Irgin, 2009). Learning vocabulary is very important for developing L2 abilities, but task difficulties sometimes make it a frightening feeling for students. (Oxford & Crookall, 1990). To improve vocabulary in children, teacher

must make children more active in the process.

Teaching vocabulary for children is different compared to teaching teenagers or adults, children still tend to have fun and play. Therefore the teacher has to be creative in helping students learn. To teach vocabulary to young learner, it need be requires media that can improve student understanding and memory. According to (Sadiman, 2001) various types of media components in the students environment, which can stimulate them to learn. Thus the use of media facilitates students to capture lessons more easily, serve attract classes to stimulate students to be motivated in learning. (Fauziati, 2002) says that some characteristics are inherent in children, that children like to play, talk", and understanding can also maintain a better meaning when they see some of the objects associated with them.

There are many studie that have been conducted to investigate the effects of games in language learning, (Cheng & Su, 2012) mentioned that game based learning methode can bring competition, motivation and relaxed or stress-free atmosphere in language learning environment, so students can learn and retain target vocabulary more quickly. Gamebased learning can make learners become the center of learning process easier, more interisting and effective. The impact of games in learning to motivation students and makes fun in learning vocabulary. Games is activity whose purpose fun and pleasure (Homby, The important of vocabulary in language learning and how to be taught, 1995). Learning vocabulary through gamification can increase student learning motivation and make vocabulary learning not boring. Gamification is also makes process more interesting, which can give learning experience, and the use of games in the classroom is very beneficial for students (Barab, Gresalfi, & Arinci, 2009). Students may give up easily when they experience failures but they react differently when playing games. Games have shown to help

learners learn better for they are participation and have fun (Barab, Gresalfi, & Arinci, 2009).

On the reasearch, this study is aimed at finding the use of gamification in vocabulary learning as well as the students perception toward the use of gamification in learning vocabulary.

### **Research Question**

How is the effect the use of gamification in learning vocabulary?

## **THEORETICAL FRAMEWORK**

### **Vocabulary**

Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because they are able to speak, write, and listen to know vocabulary first. To learn vocabulary students must often practice at school and home. Learning that is often done can make children understand and master vocabulary faster. (Hornby, 1995) mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. (Gulthion, 2006) state that vocabulary is the knowledge of words and word meanings. It can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. In learning vocabulary automatically we have to know the meaning of words it self and can use it in sentences.

### **Types Vocabulary**

There are two vocabulary types which are expressive vocabulary and receptive vocabulary meanings (Brownell, 2000). Expressive vocabulary is related with the ability of expression and the usage of words while receptive vocabulary is related with the comprehension of meanings (Neuman & Dwyer, 2009). When the expressive vocabulary is tested in early childhood, the child looks at a picture and says the word which best identifies the picture. Therefore, this requires finding words from the memory

and pronouncing them. In contrast, when the receptive vocabulary is tested, the child is asked to point to the pronounced word among the pictures of several vocabularies.

### **Gamification**

Gamification has been shown to engage and motivate learners when used properly in the classrooms (Harmer & Lee, 2011). Its aim is to combine extrinsic and intrinsic motivations to raise the engagement of users by using game-like techniques such as scoreboards and personalized fast feedback, and thus to motivate or influence their behaviour (Flata, 2011). Games help and encourage many learners to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also bring fun for students, thus help them learn and retain new words more quickly. In other words, game-based learning can create a meaningful context for language learning process. After learning and practicing new vocabulary through games, students have the opportunity to use language in a nonstressful way (Uberman, 1998).

### **METHOD**

The writer used case study design in qualitative method. According to (Williams, 2007) said, A qualitative study is taken as a model carried out in natural settings that allows researchers to develop a high level of detail from research in actual experience. Therefore, the qualitative research chosen relates to the natural background and this method is suitable for this title, observation and interview used, which was aimed to increase vocabulary by using games.

The writer used observation and interview as the tools to collect the data. The interview was asked to five students (as the respondents), to see their the effect the use of gamification in learning vocabulary.

The reseach was conducted in a junior high school in Cibinong. The data collection was done on July 16 and 18, 2019. The data collection was LPIA (Lembaga Pendidikan Indonesia America).

The writer chose students from the 7th grade multimedia class as the participants.

In analyzing the data. The writer did several process after getting the data. First of all, the writer prepared and organized the data for analysis. After that, the writer represented and report qualitative findings in percentage. Last but not least, the writer interpreted the findings based on the perposes of this study.

### **RESULT AND DISCUSSION**

The writer used observation and interview to the effect of the use of gamification in learning vocabulary. Observations were used to find out how the process of learning vocabulary through games. In the game of guessing picture to improve the new vocabulary by describing the picture given by the teacher. From the results of the study, it can be concluded that vocabulary learning with guessing picture games influence good results in learning. The game is made in groups because it builds communication and cooperation between students.

#### **1. The Effect of the Use of Gamification in Learning Vocabulary**

This point discusses about the effect of the use of gamification in learning vocabulary. Vocabulary is one the language aspects which should be learned and foundation to buid languages which plays a fundamental role in communication. Gamification has been shown to engage and motivate learners when used properly in classrooms. Learnig vocabulary through games can give attention belived that the value of educational games has ben increasing in language education since they help to make language education entertraining.

The results from observastion is guessing picture as a strategy for vocabulary learning. The first activity was the teacher gave the material and explained how to play the game to the students. Here's how to play it:

1. Student are divided into 4 groups eg A, B, C and D. then the group

representatives come forward to class 2 students.

2. The teacher gives a picture to one student and the picture is held above his head.
3. His friend answer about the image. For example the teacher took a picture of gireffe and the child asked member complaints to friends behind him. For example: It is food, sweet, roud, color is variation, soft. This is cake
4. The child is asked to quickly tell his friend about the picture as mentioned earlier.

| Meeting | Games            | Material            | Time     |
|---------|------------------|---------------------|----------|
| 1.      | Guessing picture | Food and Drink      | 90 menit |
| 2.      | Guessing picture | Fruit and Vegetable | 90 menit |

From the table above, it can be concluded that students know about vocabulary learning by using games is fun, although most of them from learning English rarely use it, most of them feel happy, excited, and more interesting than before when learning to use the game. It has several advantages such as; games can use images, videos, and manage the way we want to play, and it can create motivation to increase the enthusiasm for learning and student activity than before. In addition, there are disadvantages such as students who are not focused on playing and feeling bored.

## CONCLUSION

The results of the observation started that the game of guessing picture can motivate them to study spirit and foster curiosity of new words that they do not know or understand. This results are due to the prosess of data procedures supported by learning strategy guessing picture game. The results of interview mentioned that they agreed learning vocabulary with playing guessing picture because it was fun, increasing new vocabulary, enthusiasm and active learning, not boring, easier to remember words,

moreover, this study give feedback from students, motivating in learning English.

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