

GAMIFICATION APPROACHES IN ELT: IMPLEMENTATION AND ITS INFLUENCE ON ESP ACCOUNTING STUDENTS' VOCABULARY MASTERY

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ABSTRACT

High motivation and interest in the teaching and learning process are important factors in achieving learning objectives. Lecturers in the classroom have a very important role in achieving these objectives. Lecturers must use a creative, innovative, and modern learning approach in order to achieve learning objectives. Research with the aim of providing a breakthrough as a role model for technology-based English teaching and learning activities in the context of English for Specific Purpose (ESP) needs to be applied to answer these problems. This research is a qualitative type with a descriptive approach supported by quantitative data through a quasi-experimental design. The research subjects implemented by the Word-wall game in learning were carried out by lecturers through five stages. The use of the Word-wall game in learning activities significantly increased students' English vocabulary scores. The results of the study showed that the Word-wall game is an effective and interesting learning media to improve students' English vocabulary mastery and has an effect on increasing student motivation and participation in class to learning process.

Keywords: ELT, ESP, gamification, English vocabulary

INTRODUCTION

As an English lecturer, it must be realized that students' motivation and interest in learning are very important to achieve the best learning outcomes. However, it often happens that students do not have the motivation or interest in learning, which can be caused by various things, such as internal factors of students or external factors. In the era of Society 5.0, where technology is developing rapidly (Triling & Fadel, 2009). Lecturers certainly have many ways to make students more interested and motivated to learn because the development of innovative and effective learning media is important in increasing interest which ultimately affects students' abilities.

Gamification is a learning innovation that is currently popular and futuristic in line with developments in science and technology. Gamification is an approach that applies game elements in a real-life context that is appropriate to learning activities. Gamification aims to increase motivation for student involvement and participation in the learning process (Nikmah, 2019; Putu Wulantari et

al., 2023). The use of technology in English language learning has become an increasingly dominant trend (Prasongko, 2021). One of the game models that can be used in English learning, especially in vocabulary learning, is word-wall game. Basically, word games are a type of technology-based game that involves students to determine words that can be formed through the arrangement of letters provided. Students who can arrange words in English correctly will get points, the more points they get, the higher the level of student success. This game approach can be packaged through learning activities that are tailored to the needs of learners (Az Zahrah & Anwar, 2023; Dwiningrum et al., 2024).

In Indonesia, the implementation of English language courses at the higher education level is standardized according to the needs of each institution (PERMENDIKBUDRISTEK Nomor 53, 2023). This means that each university is given the authority to design English language learning that best to achieve the goals, the abilities, institution visionp, and needs of students who aim academically and master English skills (Poomarin & Adunyarittigun, 2020). Ideally, the implementation of English learning at the college level is English for Specific Purposes/Special English (ESP) learning. The level of English learning material given to students must be at a high level by adjusting the scientific field. This aims to support learning courses, completing assignments and preparing graduates to face future careers (Luana Sasabone et al., 2021).

In the Accounting study program, Faculty of Economics, UNISKA Kediri, English courses are given to first-year students with a total of 2 credits. The content of this course studies English in general which is integrated with the scientific content that characterizes the field of accounting. The hope is that students have adequate basic skills, but in fact this is not the case. There are still problems related to English teaching and learning activities (Prasongko, 2023). English lecturers must be creative in teaching to present ESP content in the classroom that can be accepted by students. In fact, student still So it is necessary to carry out research on the gamification approach to learning English for ESP accounting studies, especially on its implementation and influence on the ability to master vocabulary in accounting and economic area.

Related to that, lecturer made a new innovation by using a fun and interesting game-based learning media, Word-wall game. This type of game is one of the technology-based games specifically designed to improve English vocabulary. It is hoped that the development and implementation of the Word-wall game can provide effective and innovative solutions to overcome challenges in learning, create a fun and immersive learning experience, and significantly increase motivation and learning outcomes, especially for English vocabulary (Boudadi & Gutiérrez-Colón,

2020; Farikha, 2024; Panagiotidis et al., 2023). The aim of this research is to determine the implementation of the Word-wall game as a game-based English learning approach in improving students' English Vocabulary mastery.

METHOD

This research is a type of qualitative research with a descriptive approach supported by quantitative data through a quasi-experimental design. The qualitative method was chosen with the aim of finding out a detailed description of the use of Word-wall games as an approach to learning English vocabulary. This study focuses on data collection and qualitative analysis. The descriptive approach allows researchers to describe the situations, processes, and experiences experienced by students when learning vocabulary using the Word-wall game. Qualitative data collection was conducted through observation and interviews, while quantitative supporting data aimed to measure the effectiveness of the use of learning approach determined through changes or improvements in students' vocabulary test scores from the pre-test and post-test results. Qualitative data were analyzed using interactive data analysis techniques by Miles and Huberman (2014) (Sugiyono, 2009). The research was conducted on first-year accounting students at the Faculty of Economics, UNISKA Kediri with a total of 59 students. From the documentation of the vocabulary test results, the researchers then grouped them into three groups of high, middle, and low levels of student vocabulary mastery. The level grouping of the test score results aims to ensure that the results of this research cover various levels of student vocabulary ability.

FINDING AND DISCUSSION

This study was conducted to determine the implementation of Word-wall game as a learning approach and its influence on English Vocabulary mastery of accounting students at UNISKA Kediri. Based on the results of the research carried out, several important findings were found which are presented below:

Observation Result

Observations of the learning process show that the Word-wall game implemented in vocabulary learning in the classroom can be used as an effective and enjoyable learning approach. The results of observations show that students become active and enthusiastic in participating in learning. There is interaction between students and teachers, students often ask questions and

provide interactive feedback. Implementing games in classroom learning makes the classroom atmosphere active and productive in the activities of teachers and students. In implementing game-based learning, lecturers carry out the following stages:

- a. Choosing the type of game
- b. Explanation of concepts and rules
- c. Implementation of the game
- d. Summarizing knowledge
- e. Reflection

The stages above are the development of the implementation process of learning English vocabulary in the classroom. The stages of the game creation process were conducted by previous researchers, the steps are in the form of a description by making an easy and fun interactive game (Fitria, 2023).

Interview Result

Based on the results of interviews with students, vocabulary learning using Word-wall game makes students feel fun during teaching and learning activities in the classroom. In addition, based on students' perception that the implementation of this game is very easy. So, according to students, this game is considered an appropriate learning approach for vocabulary courses. In the results, researchers observed an increase in student participation and significant progress in mastering English vocabulary. It is shown that the use of the Word-wall game is appropriate to the characteristics of students in the class and allows the achievement of learning objectives. Through this game, it creates a fun and interactive learning atmosphere, so that it can be an alternative solution to students' challenges in learning vocabulary. The result in line with the research conducted about (Fikky Aulia Novianti & Fitrotul Mufaridah, 2023).

Questionnaire Results

The questionnaire distributed to all respondents consisted of four questions. The purpose of these questions was to determine the use of Word Wall Game during vocabulary learning in class, in addition to determining students' perceptions of the use of games in learning. The results of the questionnaire are as follows.

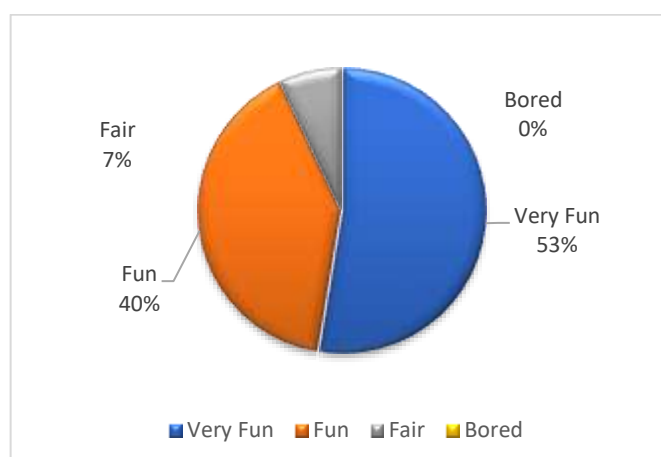


Figure 1. Do Using Word-wall game in class is fun?

Student perception of the implementation of Word-wall game-based games in class is a fun activity. The total number of respondents was 57 students; there were 30 students or 53% who felt very happy and 23 students or 40% who felt happy. There were 4 students who choose fair when the lecturer implemented Word-wall game-based games during teaching and learning activities.

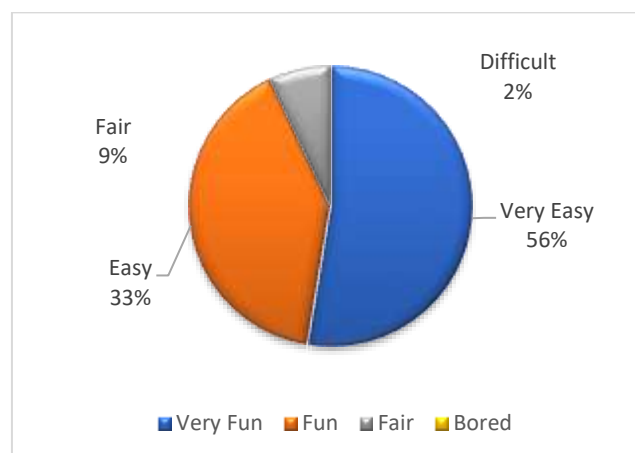


Figure 2. Do Using Word-wall game is easy?

For questions about the use of the Word-wall game during classroom learning, the results showed that 32 or 56% of students considered this game very easy to use, as many as 19 or 33% of students chose easy, and 5 or 2% of students chose difficulty in using the word wall game during classroom learning activities.

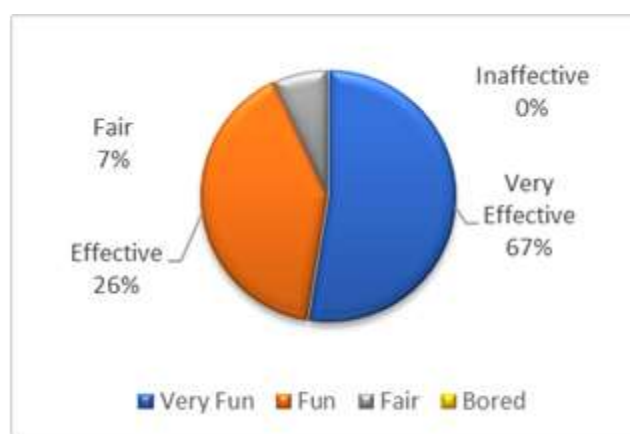


Figure 3. Do using Word-wall game effective in enhancing student engagement in class?

The third question aims to determine students' perceptions of the effectiveness of using the Word-wall game on student engagement in learning activities in the classroom. It is known from the results of the questionnaire that there are 38 or 67% of students who feel that the use of the Word-wall game in learning is very effective in increasing student engagement in the classroom, there are 15 or 26% of students who feel it is effective, and 4 or 7% of students feel that it is fair and no one students feel that the use of the game is not effective.

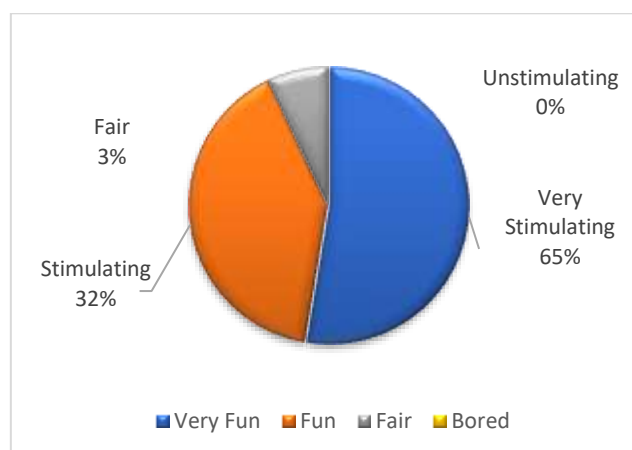


Figure 4. Do using use of Word-wall game in the classroom stimulates students' interest in learning?

The fourth question aims to find out the use of Word-wall game in the classroom stimulates students' interest in learning. Based on the results of the questionnaire, it is known that there are 37 or 65% of students who feel that the use of Word-wall game in the classroom is very stimulating to learn English, while 18 or 32% of students are stimulated, and 2 or 3% of students feel that it is fair.

There is no one student who feels unstimulated to be interested in learning English after using this Word-wall game during the class activities.

Pre-test and Post-test Results

Quantitative data analysis from pre-test and post-test showed a significant increase in students' English vocabulary mastery after using the "Word Wall Game". The increase was measured by comparing the average score of the post-test and pre-test, which showed that the use of Word Warrior Game was effective in improving students' English vocabulary mastery. To find out that this treatment had an effect on each group of students, the researcher grouped students into 3 categories, high, middle, and low. The grouping of students was based on the vocabulary test conducted by the lecturer in class. The groups of students' vocabulary mastery level show based on the table below.

Table 1. Range of Score Students' Vocabulary Mastery Level test

Level	The average of Pre-test	The average of Post-test
High	67 - 100	22
Middle	34 - 66	20
Low	0 - 33	17

The result of the grouping of student's mastery level based on the range score as in the table above, then the researcher conducted a pretest and posttest on all students in the class. The purpose of the test is to determine the students' scores before and after implemented of the Word-wall game treatment in learning. Based on the test results, the following results are known.

Table 2. Pre-Test and Post-Test Result

Level	The average of Pre-test	The average of Post-test
High	85,1	87,2
Middle	68,4	74
Low	50,6	62,8

Based on the results of the pre-test and post-test, it can be stated that the "Word Wall Game" is effective in improving students' English vocabulary mastery with an average increase of 6.6. This number is the average reduction in post-test scores compared to pre-test scores for each student ability level. The study aims to determine the implementation of the Word-wall game as an

effective and solution-based English learning media to overcome challenges in learning, create a fun learning experience, and significantly increase motivation and learning outcomes, especially for English vocabulary mastery. The results of the study indicate that this game successfully creates a fun and interactive learning environment, increasing student motivation and participation. These findings answer the research problem that emphasizes the importance of innovative and effective learning media in improving students' English vocabulary mastery. In addition, through this study it is known that through game-based learning students are motivated and interested in learning English. Student involvement in teaching and learning activities in the classroom also increased. Quantitative analysis of the pre-test and post-test showed a significant increase in students' vocabulary mastery after the treatment of using Word-wall game. This study result is in line with the results of the study about the influence of word-wall game in student interest and their learning outcome (Hidayaty et al., 2022).

CONCLUSION

The implementation of the use of word-wall games in vocabulary learning is carried out by lecturers through five stages including game selection, explanation of concepts and rules, use of games in lessons, summarizing knowledge, and ending with reflection. The implementation of Word-wall games in learning activities significantly increases students' English vocabulary test scores. The average post-test score is higher than the pre-test for all student groups (high, middle, and low), this shows that learning by implementing word wall games in vocabulary learning is effective. The advantage of this game in vocabulary learning is that it is easy to use, as evidenced by most of students who think this game is easy. The implementation of games in learning makes the classroom atmosphere interactive and fun, as many as 53% of students think that playing Word-wall games is very fun. Classroom observations showed that the use of the Word Wall Game increased student motivation, participation in learning activities. Students had more discussions and Q&A sessions, indicating that the game successfully created an interactive learning environment and supported active student participation. Thus, the results of this study indicate that the Word-wall game is an effective and interesting learning tool for increasing students' English vocabulary, as well as providing various additional benefits such as increasing student motivation and participation in vocabulary learning.

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