

THE EFFECT OF CONCEPT GAMIFICATION IN LEARNING ENGLISH VOCABULARY

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Abstract

This study aims to develop an English learning model using the concept of gamification in a Vocational High School in the Kalijati Subang area. The concept of gamification will be applied to learning English vocabulary so that learning is more interesting and fun. The design of this gamified system will use Marczewski's Gamification Framework. Framework that has user types with learning and self-development needs. Game mechanics in these user types such as levels, challenges, and rewards can support users of the gamified system in achieving goals. The tests that have been carried out have shown success in applying the Marczewski framework to the user's functional needs. This study uses a quasi-experimental method using a nonequivalent control group design in a quantitative approach.

Keywords: Concept Gamification, Vocabulary, Quasi-experimental

INTRODUCTION

English language skills are very much needed today, especially as English is the most spoken language in the world there are 400 million native speakers and 2 billion people learn it as a second language, this means that there are around 2.4 billion people in the world who speak English. English language skills are used for cross-country communication, the spread and development of religion, science, and technology is very dependent on this communication process. Therefore there is a need to be able to communicate and understand each other. This communication process must also be carried out by people from various countries who use different languages. This need encourages an effort to make a language that can be understood and used by all people in the world. Students have their own difficulties in learning English, especially the majority of Islamic boarding schools are too inclined towards Arabic, as well as students' interest in speaking English.

Vocabulary, reading, and writing are inseparable components in English as a Foreign Language (EFL). In a previous study, Laufer (1989) stated that the coverage of about 95%, in terms of individual word comprehension, was sufficient for text comprehension. Hu and Nation

(2000) reported that 98% comprehension of words in the text allows students to understand the content of paragraphs well. In addition, vocabulary and lexical features are important indicators of writing quality, as EFL writers advance in accuracy and fluency through vocabulary learning (Nation, 2013). From this point of view, it seems reasonable to consider one of the serious obstacles that EFL students face when reading and writing in foreign language learning is the lack of vocabulary knowledge. In learning English, there are many memorization materials that must be understood and known to make students bored with Vocabulary learning. According to observations, this also happened at SMA At-Tawazun, the application of the lecture method in English lessons plus the average English lesson schedule during the day made students bored. This saturation will certainly have an impact on student interest and participation in learning. The amount of rote material that must be learned makes children bored.

One way to overcome this situation is to use the concept of Gamification, which is the process of game thinking and game mechanics to engage users and solve problems. School children are more understanding and still like to play, move and like games that have rules and nuances of competition so that players will play continuously regardless of the amount of time used. The use of the concept of gamification with web media is the reason for applying the concept of learning that increases student interest and participation in At-Tawazun High School.

Based on the above background, the author tries to raise the case of his research with the title: The Effect of Concept Gamification In Learning English Vocabulary in Class X Students of SMA At-Tawazun Kalijati Subang.

METHODS

Research Design

According to Silaen (2018:23) research design is a design regarding the entire process required in planning and implementing research. And according to Sukardi (2003: 179) Research design is considered as a strategy to develop a research basis on the characteristics of variables and research objectives so that researchers obtain valid data. In this study, the authors conducted a quantitative study which was defined as a systematic method operated to develop causal relationships. The author uses experimental tests and teaching as techniques to collect data. To support this research, the writer applies statistical formula to analyze the data.

Technique of Data Collection

Data collection is looking for, recording, and collecting everything objectively and as it is in accordance with the results of observations and interviews in the field, namely recording

data and various forms of data in the field. According to Sugiyono (2010: 338) In this study, the authors used tests and classroom observations as data collection techniques.

Vocabulary Test: Researchers gave vocabulary tests to students to evaluate vocabulary teaching competence and measurement of students' memorization ability, and knowledge. Researchers took two types of tests, namely Pretest and Posttest. Classroom Observation: Researchers take data as a source, researchers teach and group learning activities. Researchers can involve each activity and control how the situation of students in class.

CONCLUSION

Strategy language learning, especially strategy vocabulary learning, is the essence of second language and language learning foreign. Researchers hope that this research can provide benefits and influence on learning English, especially in learning vocabulary, and can help students learn using fun learning methods.

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