BUILDING UP STUDENTS' VOCABULARY SKILL THROUGH A GAMIFIED LEARNING PLATFORM: THE USE OF EDUCAPLAY ON TENTH GRADE STUDENTS OF SMKN 1 JEMBER

THESIS

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FACULTY OF TARBIYAH AND TEACHER TRAINING
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Submitted to Islamic State University of Kiai Haji Achmad Shiddiq Jember
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THESIS

Has been examined and approved in Partial of the
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III

MOTTO

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وَعَلَّمَ آدَمَ الأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلاَئِكَةِ فَقَالَ أَنبِئُونِي بِأَسْمَاء هَؤُلاء إِن كُنتُمْ صَادِقِينَ

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"And He (Allah) taught Adam all the names, then He showed them to the Angels and said: "Tell Me the names of these, if you are truthful".[*]

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[*] The Noble Qur'an, Surah Al-Baqarah, verse 31, accessed June 25, 2025, http://en.noblequran.org/quran/surah-al-baqarah/ayat-31/

DEDICATION

With all my heart, I dedicate this undergraduate thesis to:

1. The almighty Allah SWT, the Most Gracious and the Most Merciful. Without his endless blessings, guidance, and strength, I would not be able to get through all the challenges in completing this thesis.

2. My beloved parents, Mr. Supriyadi and Mrs. Suliyah Nawati. Words will never be enough to express my deepest gratitude. Your unconditional love, constant prayers, and unwavering support have been my greatest motivation. You are my everything. I love you both endlessly.

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This undergraduate thesis is submitted as a requirement for a Bachelor's degree in English Language Teaching at UIN Kiai Haji Achmad Siddiq Jember. The researcher realized that the completion of this thesis would not have been possible without the help, guidance, and support from other people. Therefore, the researcher would like to express deepest gratitude and appreciation to:

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May Allah reward all who contributed to the completion of this research. The researcher fully realizes that this thesis is still far from perfect and sincerely welcomes any suggestions or criticism for the improvement of this paper. Hopefully, this humble work can be beneficial to the readers and serve as a helpful reference for future research.

Jember, June 26th 2025

Researcher,

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ABSTRACT

Faradifah Prilia Putri,2025: *Building Up Students` Vocabulary Skill through a Gamified Learning Platform: The Use of Educaplay on Tenth Grade Students of SMKN 1 Jember*

Keyword : Vocabulary, Educaplay, Gamified Learning

English is an important language for education and future careers. However, many students still struggle to learn English because they do not have enough vocabulary to support their skills in listening, speaking, reading, and writing. This was also evident in the X Grade class of Travel Service Business (ULW 1) at SMKN 1 Jember, where most students failed to meet the Minimum Mastery Criterion (KKM 75). The challenges included difficulties in understanding and using new vocabulary, overreliance on translation tools, and low motivation caused by the lack of interactive learning, which often made students less interested and passive in class. To overcome these challenges, the researcher decided to use Educaplay, a fun and interactive platform that supports gamified learning, to help students improve their vocabulary in a more active and enjoyable way.

The aim of this research was to find out how Educaplay was implemented to improve students' vocabulary skill. This study also aimed to see the effect of using gamified activities on students' learning. The research question was: "How is the use of Educaplay as a gamified learning platform in improving students' vocabulary skill at the tenth grade of SMKN 1 Jember?"

This study used Classroom Action Research (CAR) based on the model by Kemmis and McTaggart that includes planning, action, observing, and reflecting. The research was conducted in two cycles with 25 students as participants from X Grade of Travel Service Business (ULW 1), that consists of 11 male and 14 female students. The data were collected through vocabulary tests, observation, and interview.

The results showed that Educaplay had a positive impact on students' vocabulary mastery. Students who passed the Minimum Mastery Criterion (KKM 75) increased from 28% in the pre-test, to 48% in the first post-test, and reached 80% in the second post-test. The use of gamification elements such points, leaderboard and rewards made students more active and confident in learning vocabulary. They also enjoyed the learning process and became more focused. Based on these findings, Educaplay can be considered an effective media to support vocabulary learning in the classroom.

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CHAPTER I

INTRODUCTION

This chapter presents the research background, research question, research objective, research significances, and definition of key terms.

A. Background of Research

English is one of the international languages that has an important role in education, careers, and global communication. This statement aligned with Fahriany, who stated that English is not only recognized as an official second language but also has a significant impact on various aspects of life.[1] A good command of English offers a competitive advantage for students in the era of globalization, especially in facing the challenges in the world of work that increasingly demands the ability to communicate across cultures. In the learning process, mastery of English becomes a crucial factor because students who do not master it often face difficulty in understanding the material, especially in listening, speaking, reading, and writing skills. In addition, an understanding of grammar, vocabulary and pronunciation is also very necessary for more effective communication.[2]

Therefore, teaching English has a crucial role to the maintenance of its status and success as a foreign language. In many educational contexts, students often have few opportunities to interact with English, both in classroom activities and outside the academic environment. This is due to the

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[1] Fahriany, "Second Language Acquisition" (Prenadamedia Group, 2018).
[2] Patel, Shri M.N. *English Language Teaching* (India: Sunrise Published, 2008).

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lack of English use as a medium of instruction or a communication tool in daily interactions. This condition requires teachers to take a central role in creating a conducive learning atmosphere and designing effective learning processes in the classroom. Therefore, teachers' mastery of English, pedagogical competence, and skills in designing integrative learning strategies are the main determining factors in the success of teaching English as a foreign language, as emphasized by Burn and Richard.[3]

To understand English well, learning vocabulary is essential. Vocabulary plays an important role in helping someone to express their thoughts clearly.[4] Even without fully understanding grammar, people can still communicate. However, without enough vocabulary, it becomes difficult to convey any meaningful message. This is why vocabulary is considered as a key component of learning a language.[5]

This importance of vocabulary is also reflected in the Holy Qur'an. In Surah Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلاَئِكَةِ فَقَالَ أَنبِئُونِي بِأَسْمَاءِ هَؤُلاءِ إِن كُنتُمْ صَادِقِينَ

Meaning : "*And He (Allah) taught Adam all the names, then He showed them to the Angels and said: "Tell Me the names of these, if you are truthful*".[6]

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[3] Anne Burns dan Jack C. Richards, eds., The Cambridge Guide to Second Language Teacher Education (Cambridge: Cambridge University Press, 2009), 45.

[4] Janis M. Harmon, Karen D. Wood, and Kendall Kiser, "Promoting Vocabulary Learning with the Interactive Word Wall," *Middle School Journal* 40, no. 3 (2009): 58–63, https://doi.org/10.1080/00940771.2009.11495588.

[5] Liesje Stevens & Jenna Tinkle Averil Coxhead, "Why Might Secondary Science Textbooks Be Difficult to Read," *New Zealand Studies in Applied Linguistics* 16, no. 2 (2010): 37–52.

[6] The Noble Qur'an, Surah Al-Baqarah, verse 31, accessed June 25, 2025, http://en.noblequran.org/quran/surah-al-baqarah/ayat-31/

Based on the verse above, language learning began when Allah taught Adam the names of all things. This verse illustrates that having knowledge of vocabulary is a fundamental aspect of human intelligence and communication. It shows that vocabulary plays a central role in how humans learn and express meaning.

In the language learning process, understanding vocabulary is not only about recognizing new words and its meanings, but also understanding how and in what context they are used. For foreign language learners, vocabulary mastery is the key to effective communication, as limited vocabulary can hinder fluency and lead to unsuccessful communication. As mentioned in Alqahtani, Laufer and Nation explained that vocabulary mastery plays a significant role in understanding texts, both in oral and written form.[7] According to Nation as cited by Alqahtani, all language skills, including speaking, listening, reading, and writing depend on the extent of someone's vocabulary in English, whether as a foreign language (EFL) or a second language (ESL).[8] In other words, the more vocabulary a person has, the better a person's ability in various aspects of English skills.

In the learning of vocabulary, challenges are not only faced by students, but also by teachers.[9] This challenge is even more complex considering that conventional methods, like memorizing lists and translating

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[7] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught" III, no. 3 (2015): 21–34, https://doi.org/10.20472/TE.2015.3.3.002.

[8] Alqahtani.

[9] Abdul Muis Said, "The Difficulties in Teaching Vocabulary Faced by the English Teachers at Mts Madani Pao-Pao Makassar," n.d., 54–62.

vocabulary have proven less effective in engaging students and often lead to oversaturation. A study by Said et al. confirmed that teacher-centered approaches tend to make students passive, so that it can hinder students' mastery of vocabulary contextually.[10] In this digital era, teachers are required to creatively integrate technology and interactive media to enhance student understanding. One of the examples is gamification, which uses game-like elements and competition to boost students' enthusiasm. This approach not only facilitates understanding of the material, but also builds proactive learning habits where students become active subjects in exploring and applying vocabulary in the real situation.

Based on the interviews with the X grade English teacher at Travel Service Business (ULW) 1, this research is focused on a class where most of the students have difficulty in learning English vocabulary. The main problem found was the low English score compared to the set the Minimum Mastery Criterion (KKM 75), only around 20% out of 25 students met the Minimum Mastery Criterion (KKM 75) score, while others still below the standard. Key issues include difficulty in pronouncing and memorizing English vocabulary due to the dominant Madurese mother tongue influence, low self-confidence to practice, and overreliance on AI tools like Google Translate that made students lack in contextual understanding. The teacher's method is also still dominated by 75% using Indonesian, therefore reducing students' English

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[10] Said.

exposure. Those factors caused the motivation of students' learning outcomes to not be optimal.

In addressing the problems described above, the researcher identified that gamification can be a solution to overcome the challenges in students' vocabulary learning. Within Indonesia's Kurikulum Merdeka, which emphasizes student-centered learning and differentiated instruction, gamified platforms offer flexibility to tailor activities to students' vocabulary mastery. By integrating game like elements, such as points, badges, leaderboards, etc, gamification fosters engagement and transforms language acquisition into an interactive process.[11] As highlighted by Baptista and Oliveira, this approach incorporates gaming mechanics, like challenges, rewards, and progression systems into non-gaming contexts like education, creating a dynamic and low-pressure environment that aligns with the preferences of digitally native students.[12]

By merging these gamified mechanics, conventional methods are transformed into interactive experiences that boost motivation, engagement and understanding through challenges and direct feedback.[13] In the context of language learning, this approach not only helps students repeat vocabulary

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[11] Sebastian Deterding et al., "From Game Design Elements to Gamefulness: Defining 'Gamification,'" *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments, MindTrek 2011*, no. March 2014 (2011): 9–15, https://doi.org/10.1145/2181037.2181040.

[12] Tiago Oliveira Gonçalo Baptista, "Gamification and Serious Games: A Literature Meta-Analysis and Integrative Model," 2018, https://doi.org/doi: 10.1016 /j.chb.2018.11.030.

[13] Christian E Lopez et al., *The Effects of Player Type on Performance : A Gamification Case Study Corresponding Author : The Effects of Player Type on Performance : A Gamification Case Study*, 2018.

contextually, but also builds confidence through competitive and collaborative activities.[14] Various platforms such as Kahoot, Quizizz, Wordwall, Educaplay etc. have been developed to facilitate this approach, where teachers can design interactive activities such as crossword puzzles, word matching games, unscramble letters, etc, to reinforce vocabulary understanding in a fun way. In addition, gamification not only addresses the challenges of learning in the digital age, but also serves as a bridge between vocabulary mastery and its application in the real life.

In this research, Educaplay is chosen by the researcher as a gamification platform to enhance students' vocabulary mastery. Based on the previous interview, the English teacher stated that this platform has never been used to teach vocabulary mastery in the X grade of Travel Service Business (ULW) 1. Educaplay is a digital platform that provides various multimedia-based learning activities in an educational context.[15] The platform allows educators to design educational games and interactive learning materials for free that provide a high quality and innovative experience. The various interactive features offered, such as crossword puzzles, unscramble letters and other educational games, that enable the materials to be presented in a more interesting and varied way.

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[14] Zamzami Zainuddin A and orinne Jacqueline A, Samuel Kai Wah ChuA, Muhammad ShujahatCPerera, "The Impact of Gamification on Learning and Instruction: A Systematic Review of Empirical Evidence," 2020, https://doi.org/https://doi.org/10.1016/j.edurev.2020.100326.

[15] Cristina Páez-quinde and Ruth Infante-paredes, "Educaplay : A Gamification Tool for Academic Performance in Virtual Education during the Pandemic Covid-19 Educaplay : Una Herramienta de Gamificación Para El Rendimiento Académico En La Educación Virtual Durante" 5, no. June 2022 (n.d.): 31–44.

Several studies have explored the use of Educaplay as a gamified learning platform in language learning, particularly in vocabulary mastery. One of the studies was conducted by Cahyani & Adityas in 2024 that explores the effectiveness of Educaplay in helping elementary school students acquire English vocabulary. Using Classroom Action Research, they found a significant increase in students' vocabulary scores after using Educaplay, as shown by the improvement in pre-test and post-test scores.[16] These findings indicate that Educaplay successfully enhanced young learners' vocabulary comprehension. The other study was conducted by Ayuningrum that examined its impact on high school students. Using a pre-experimental study, the research showed a significant improvement in students' vocabulary test scores, demonstrating Educaplay's effectiveness in vocabulary instruction.[17]

Based on the studies above, Educaplay offers several benefits, such as increasing student engagement, improving vocabulary retention through interactive exercises, and enhancing students' motivation in learning English. The studies also highlight that Educaplay allows teachers to design interactive vocabulary activities that facilitate active participation and enjoyable learning. These studies highlight the effectiveness of Educaplay in improving vocabulary that focus on young learners and high school students. However, there has been little research on its implementation in vocational education under the Kurikulum Merdeka. Therefore, this study aims to bridge the gap

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[16] Cahyani, N. R., & Adityas, M. T. (2024). Improving young learners' vocabulary through Educaplay. International Undergraduate Conference on English Education, 3(1), 65-70.
[17] Devina Ayuningrum, "The Effectiveness of Using Educaplay-Based Teaching Media for Teaching Vocabulary of the Tenth Grade Students in SMA 2 Bae" , vol. 2 no. 2 (2024).

by examining the use of gamified learning through Educaplay platform to enhance students' vocabulary skills in SMKN 1 Jember, where English proficiency remains a challenge.

As previously explained, this research tries to explore whether using the Educaplay platform can effectively enhance students' vocabulary skills in a vocational high school setting. Seeing the potential of gamification in vocabulary learning and the challenges faced by students in mastering English vocabulary, this study focuses on how Educaplay can help tenth-grade students at SMKN 1 Jember build their vocabulary skills and achieve better learning outcomes in English. Therefore, this research is titled "Building Up Students' Vocabulary Skill through a Gamified Platform: The Use of Educaplay on Tenth Grade Students of SMKN 1 Jember."

B. Research Question

Based on the research background above, the researcher formulated the research question as follows: "How is the use of Educaplay as a gamified learning platform in improving students' vocabulary skill at tenth grade of SMKN 1 Jember?"

C. Research Objective

Based on the research question above, this research aims to examine how the use of Educaplay as a gamified learning platform in improving vocabulary mastery among tenth grade students of SMKN 1 Jember is.

D. Research Significances

This research is expected to provide both theoretical and practical contributions, particularly in English language teaching and learning, as outlined below:

1. Theoretically

This research is expected to contribute to the growing literature on gamified learning, particularly regarding the use of Educaplay as an alternative medium for vocabulary mastery. It also aims to deepen the understanding of how gamification platforms can enhance vocabulary learning in an engaging and accessible way. Furthermore, the researcher expects this research to serve as a reference for future studies that explore digital tools in language education.

2. Practically

   a. For Teachers

The researcher expects this research to inspire educators to integrate Educaplay as a supplementary tool for teaching vocabulary. By incorporating interactive games, students may become more motivated to engage with the material, thereby improving their ability to retain new vocabulary. Furthermore, it is expected to encourage the implementation of gamification strategies in teaching practice, which could transform the traditional learning into a more dynamic and interactive experience that fosters greater student involvement.

b. For Learners

By utilizing Educaplay, students are expected to engage in a more enjoyable and motivating vocabulary learning process, which can enhance their interest in learning English while strengthening their confidence in using new vocabulary in various situations.

c. For Other Researchers

The results of this research are intended to serve as a foundational reference for further studies on gamification in language learning. It is hoped that this research will catalyze deeper exploration into the potential benefits of digital platforms such as Educaplay, particularly in enhancing long-term learning outcomes.

E. **Definition of Key Terms**

1. Vocabulary

Vocabulary refers to the collection of words that an individual knows and understands in a particular language. In the context of this research, vocabulary specifically relates to students' ability to recognize, comprehend, and apply English words effectively.

2. Gamification in learning

Gamification learning is a way of teaching that uses game-like elements such as points, rewards, challenges and etc, to make learning more fun. Unlike traditional methods, it turns learning into an active and engaging experience, helping students stay motivated and involved.

3. Educaplay as a Gamification Platform

Educaplay is a digital learning platform that incorporates gamification elements to create interactive educational activities. This platform allows teachers to design and implement various vocabulary-based exercises, such as quizzes, fill-in-the-blank activities, etc, which help students practice and improve their vocabulary skills in an engaging way.
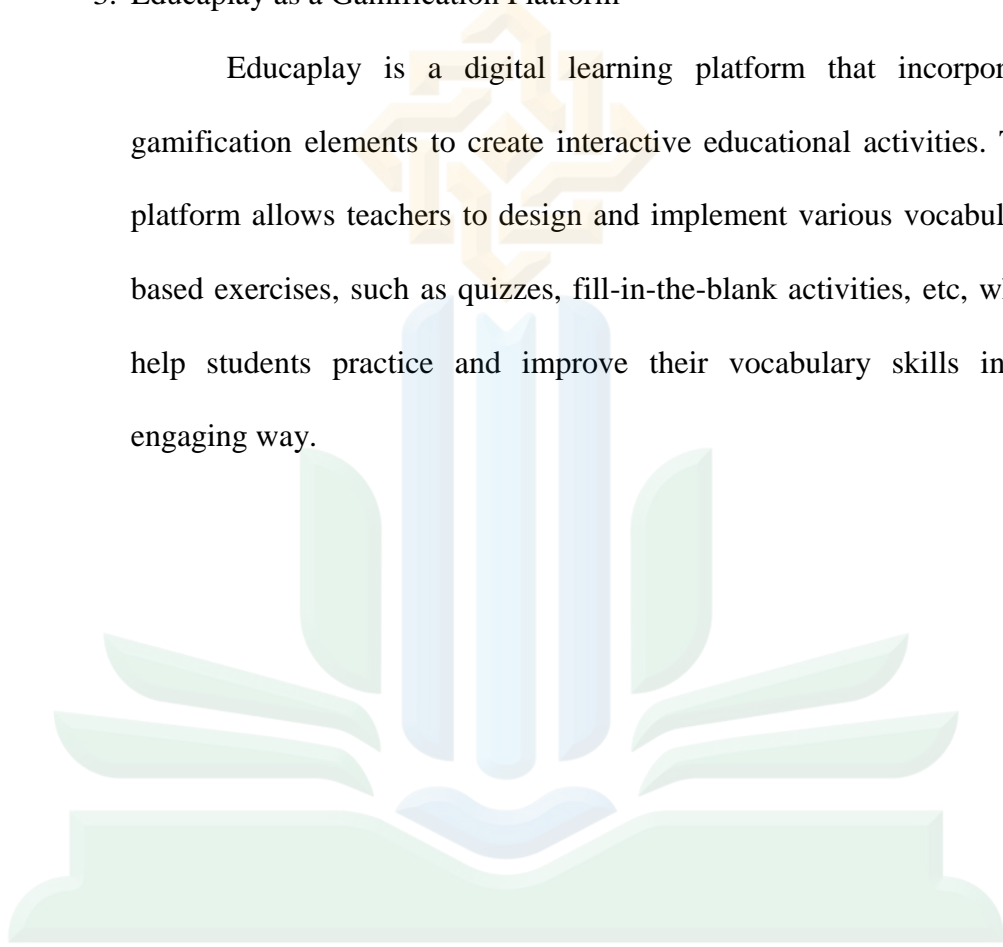
CHAPTER II

LITERATURE REVIEW

This chapter provides an overview of relevant literature, including previous research, and theoretical framework related to this study. It discusses various theories that support the research and examines previous studies that contribute to a deeper understanding of the topic.

A. Previous Research

In this research, the researcher reviews relevant previous studies from various articles and a thesis to gain references for the research topic. These studies include:

The first study belonged to Indah Sri Redjeki and R. Muhajir entitled "Gamification in EFL Classroom to Support Teaching and Learning in the 21st Century." This study examined the use of Duolingo as a gamification tool for learning English grammar in an EFL classroom. Using the Classroom Action Research (CAR) method, the study involved 15 second-semester students from a university in Bogor. Data was collected through observation, questionnaires, and documentation over two cycles. The results showed that Duolingo effectively improved grammar understanding, with 12 students finding the repetition feature helpful in reinforcing learning. In conclusion, Duolingo proved to be an innovative and effective tool for gamification-based

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English grammar learning. Further research is recommended to explore its effectiveness in developing other language skills.[18]

The second study is an article in 2021 entitled "The Utilization of Mobile-assisted Gamification for Vocabulary Learning: Its Efficacy and Perceived Benefits" by Rahmah Fithriani which examined the use of mobile-assisted gamification in learning vocabulary. Using a quasi-experimental design, 74 university students at a state university in Indonesia were divided into experimental and control groups. The experimental group used Quizlet application, while the control group used conventional practice method. Data from pre-test, post-test, and online questionnaires showed that significant improvement in the experimental group. Students reported three main benefits such as better learning outcomes, more enjoyable learning experience, and increased motivation. This study concluded that mobile-based gamification effectively enhances EFL students' vocabulary learning and engagement.[19]

Another research was conducted by Alba Vargas-Saritama and Verónica Espinoza-Celi entitled "Educaplay as a Tool to Potentiate English Vocabulary Retention and Learning" that explored the effectiveness of the Educaplay in improving English vocabulary among high school EFL students in Ecuador. Using a quasi-experimental method, 60 students with A1-A2

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[18] Indah Sri Redjeki and R. Muhajir, "Gamification in EFL Classroom to Support Teaching and Learning in 21st Century," *JEES (Journal of English Educators Society)* 6, no. 1 (2021): 68–78, https://doi.org/10.21070/jees.v6i1.882.

[19] Rahmah Fithriani, "The Utilization of Mobile-Assisted Gamification for Vocabulary Learning: Its Efficacy and Perceived Benefits," *Call-Ej* 22, no. 3 (2021): 146–63.

English proficiency levels participated. Data collected from pre-test, post-test, observation list showed a significant vocabulary improvement. Educaplay also increased student engagement and motivation, creating a more interactive learning. However, teacher guidance remains essential for optimal results. This research showed that Educaplay was proven to be an effective gamification tool for vocabulary learning and recommended to be used in wider English language learning, with further research focusing on its long-term impact.[20]

The next study is an undergraduate thesis by Deffina Maulita I in 2024, entitled "The Effectiveness of Educaplay Platform as Learning Media to Improve Reading Comprehension of the Eighth Graders in MTs Negeri 1 Magelang". It was conducted to assess the effectiveness of Educaplay in improving students reading comprehension. Using a quasi-experimental design, the study compared an experimental group using Educaplay and a control group using Google Forms. The results showed that the experimental group experienced a significant improvement in reading comprehension compared to the control group. In addition, Educaplay also increased students' engagement and motivation in reading. Overall, Educaplay proved to be an

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[20] Alba Vargas-Saritama and Verónica Soledad Espinoza Celi, "Educaplay as a Tool to Potentiate English Vocabulary Retention and Learning," *European Public & Social Innovation Review* 9 (2024): 1–16, https://doi.org/10.31637/epsir-2024-614.

effective technology-based learning medium that enhances students' reading skills, motivation, and overall academic performance in English learning.[21]

The fifth study was taken from an article by Ninditya Rian Cahyani and M. Tolkhah Adityas in 2024, entitled "Improving Young Learners' Vocabulary through Educaplay" that focused on improving vocabulary mastery using Educaplay. Using the Classroom Action Research (CAR) method, the study was conducted at Pendampingan Belajar Lantips, Yogyakarta, with students from grades 3 to 5. Data collected from observation, pre-test, and post-test showed significant improvement in vocabulary mastery. The use of Educaplay also increased students' learning motivation, where they were more enthusiastic in participating in game-based learning. In conclusion, Educaplay can be an effective learning tool for vocabulary teaching, helping the learners memorize words better and participate more actively in the learning process.[22]

The table below presents the similarities and differences between previous research and current research:

Table 2.1

The Similarities and Differences Between Previous Research

No.	Research title	Similarities	Differences
1.	Redjeki & Muhajir (2021) entitled "Gamification in	– Both studies used gamification as a strategy in English	– The previous research method was descriptive

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[21] Deffina Maulita Istikhari, "The Effectiveness of Educaplay Platform as Learning Media to Improve Reading Comprehension of the Eight Graders in Faculty of Education and Teacher Training" (2024).

[22] Ninditya Cahyani and M Tolkhah Adityas, "Improving Young Learners ' Vocabulary through Educaplay," 2024, 65–70.

	EFL Classroom to Support Teaching and Learning in 21st Century"	language learning. − Both studies used digital-based platform.	research, while this research uses Classroom Action Research (CAR). − The previous research focused on grammar, while this research focuses on vocabulary. − The media platform used in the previous research was Duolingo, while this research uses Educaplay.
2.	Fithriani (2021) entitled "The Utilization of Mobile-assisted Gamification for Vocabulary Learning: Its Efficacy and Perceived Benefits"	− Both researchers used gamification in English vocabulary learning. − Both researchers used pre-test and post-test as data collection instruments.	− The previous research method was quasi-experimental, while this research uses Classroom Action Research (CAR). − The previous research used Quizlet, while this research uses Educaplay.
3.	Vargas-Saritama & Espinoza-Celi (2024) entitled "Educaplay as a Tool to Potentiate English Vocabulary Retention and Learning"	− Both studies utilized Educaplay as the main platform. − Both studies examined vocabulary improvement through gamification.	− The previous research method was quasi-experimental, while this research employs Classroom Action Research (CAR). − The focus of the previous study was on vocabulary retention, while this study emphasizes students' vocabulary mastery.

4.	Istikhari (2024) entitled "The Effectiveness of Educaplay Platform as Learning Media to Improve Reading Comprehension of the Eighth Graders in MTS Negeri 1 Magelang"	– Both researchers used Educaplay as a learning media. – Both researchers used the Classroom Action Research (CAR) method.	– The previous study focused on reading comprehension, while this study focuses on vocabulary mastery.
5.	Cahyani & Adityas (2024) entitled "Improving Young Learners' Vocabulary through Educaplay"	– Both studies used Educaplay to improve vocabulary. – Both studies used the Classroom Action Research (CAR) method.	– The previous study targeted early childhood, while this study targets adolescents in vocational school.

Based on some previous research described above, the use of gamification in English language learning has proven to be an effective strategy in improving vocabulary comprehension and other language skills. Various digital platforms such as Duolingo, Quizlet and Educaplay have been used in previous studies with results showing increased motivation, student engagement and better learning outcomes. However, the differences in the research methods, subjects, and learning focus indicate that there is still a gap for further exploration, especially in the application of gamification in vocational learning environments. Therefore, this study tries to fill the gap by exploring the use of Educaplay in improving vocabulary skills of vocational students through Classroom Action Research (CAR) method.

B. Theoretical Framework

1. Teaching English

In neighboring countries such as Singapore, Hong Kong and Malaysia, English is used as a second language in social, educational and business contexts. In contrast, in Indonesia, English is positioned as a foreign language where the learning mostly limited to academic contexts. It causes the English learning process in Indonesia to be more focused on the classroom environment rather than direct practice in daily life. As a result, most learners are not adequately prepared to apply English in practical interactions in non-academic environments. In this condition, English teachers play a central role as both knowledge provider and facilitator of language development, considering the lack of exposure to English outside the classroom. Thereby, teachers are not only in charge of delivering materials, but also creating simulations of real situations and encouraging the contextual use of English to reduce the gap between classroom learning and communication needs in the real world.[23]

According to the Minister of Education and Culture's decree in 1993 and the 1989 Law that has been replaced by the 2003 Law No. 20 regarding the National Education System, the main purpose of teaching English in schools is to equip students with the ability to communicate in English to

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[23] Djoko Susanto, "Teaching English as a Foreign Language in Indonesia: The Role of School Environment" 7, no. 2 (2013): 59–69.

prepare for the challenges of globalization era.[24] Nowadays, English is not only seen as an ordinary subject, but also as an essential international communication tool. In this context, teachers act as education professionals who are supposed to transfer knowledge as well as develop students' skills so that they are able to grow intellectually, understand their potential, and master the competencies needed to answer the dynamics of the future.

The teacher's role includes transferring knowledge, honing skills, and forming attitudes that support students' holistic development. The teaching process itself is a responsive activity in which teachers need to deeply understand the needs, experiences, and emotional conditions of learners, and then design learning interventions that allow students not only to master the material, but also to reach beyond the boundaries of the teaching material through independent exploration.[25] In the context of English language teaching, Fachrurrazi asserted that an understanding of theoretical foundations, such as the principles of second language acquisition, adaptive teaching methods, and the psychology of learning are the key prerequisites for teachers to design effective learning strategies, whether through communicative, participatory, or technology-based approaches.[26]

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[24] Republik Indonesia. (2003). Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. BPK RI. https://peraturan.bpk.go.id/Details/43920/uu-no-20-tahun-2003

[25] Endriyati et al., "Challenges in Teaching English at Rural and Urban Schools and Their Solutions," *International Journal of Scientific and Technology Research* 8, no. 10 (2019): 3406–10.

[26] Fachrurrazi, *Teaching English as a Foreign Language* (Bandung: Alfabeta, 2011).

According to Douglas Brown as cited in Drachsler & Kirschner, teaching refers to the process of guiding and facilitating learning, enabling learners to learn and creating an environment that supports the learning process.[27] Educators' understanding of the students' learning success level will form the basis of their teaching philosophy, teaching style, selection of strategies, methods, and classroom management. In the context of Teaching English as a Foreign Language (TEFL), teachers encourage the improvement of students' English competence through the development of listening, speaking, reading and writing skills. Textbooks, audio-visual media and technology-based tools are often used to optimize learning. In addition, non-formal activities such as role-play and language educational games are also integrated to complement formal learning methods.[28]

Teachers need to have the ability to manage the classroom effectively when teaching English as a foreign language, as Brown stated that the teaching role includes guiding students in understanding the material, providing clear instructions, and facilitating the language comprehension process.[29] It requires teachers to apply creative and innovative approaches to create a fun and motivating learning environment for students, especially in English language learning, so that they can focus during the learning process.

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[27] Drachsler, H., & Kirschner, P. A., "Learner Characteristics," in Encyclopedia of the Sciences of Learning (2012), https://doi.org/10.1007/978-1-4419-1428-6_347.

[28] Ikhfi Imaniah, *Teaching English as Foreign (Teaching and Learning Strategies)*, 2018.

[29] James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, 1995, https://doi.org/10.2307/415773.

Furthermore, Rohmah defined TEFL as a method of teaching English that is aimed for students with a mother tongue background other than English. This learning process generally takes place in the student's home country, either in the state or private school system. In its practice, TEFL teachers do not have to come from an English-speaking country, but can also be taught by qualified educators, both native and non-native speakers.[30]

In light of the discussion on teaching approaches and learning theories, the researcher summarizes that teaching is not only about delivering material, but also facilitating the learning process that allows students to understand, explore, and apply knowledge in a broader context. In English language teaching, the teacher acts as a facilitator who not only transfers the knowledge, but also creates a conducive, interactive, and appropriate learning environment. One of the important aspects in language learning is vocabulary, which is the basis for other language skills, such as listening, speaking, reading and writing. Therefore, the following discussion will outline the definition, types and importance of vocabulary in English language learning.

2. **Vocabulary**

   a. **The Definition of Vocabulary**

   Vocabulary is one of the important components of language that greatly influences a person's ability to produce words. By mastering

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[30] Zuliati Rohmah, "Teaching English as a Foreign Language," n.d., 1–295, https://doi.org/10.1007/978-3-476-04480-8.

vocabulary, a person can communicate, convey ideas either in writing or speech, and understand what people talk about. Discussing about vocabulary, it includes words that are commonly learned and used in daily life. In addition, vocabulary also plays a crucial role for language learners to facilitate the communication development.

As aligned with the important role for vocabulary for learners, Web and Nation stated that vocabulary mastery is really needed at every level of education because vocabulary is a basic element in learning a language.[31] In other words, every language skill, such as listening, speaking, reading, and writing, depends on how well a person's mastering vocabulary. Therefore, the better student's vocabulary mastery, the easier it is for them to achieve language learning goals, because their language skills will be more developed.

Many experts have articulated several definitions regarding vocabulary. According to Takac, vocabulary can be interpreted as a dictionary or a collection of words, which means that vocabulary is related to a list of words and their meanings.[32] Meanwhile, the definition of vocabulary according to Richard and Schmidt refers to a collection of lexemes, like single words, compound words, and idioms.[33] As aligned with the experts' statements above, Alizadeh revealed that vocabulary can be described as a set

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[31] Stuart Web and Paul Nation, How Vocabulary is learned, (United Kingdom: Oxford University Press, 2017), p. 2.

[32] Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition* (Great Britain: Cromwell Press, 2008), p.4.

[33] Jack C Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applying Linguistics* (London: Pearson Education Limited, 2002), p.580.

of properties or characteristics, where each word is a combination of meaning, register, collocation, association, spelling, pronunciation, grammatical structure, and frequency usage.[34] In addition, vocabulary is also important for effective communication, both in speaking and listening. Without a mastery of vocabulary, a person will have difficulty understanding or conveying ideas. Besides, Richard and Renandya emphasized that vocabulary is the core language and become the basis of students' abilities in listening, speaking, reading, and writing.[35] Therefore, vocabulary has a fundamental role in language learning. Without having adequate vocabulary, students would have difficulty in developing language skills as a whole.

Based on the brief description above, it can be concluded that vocabulary is a collection of meaningful words that developed by individuals in forming language as a means of communication. Vocabulary plays an important role because it is used in all aspects of language skills. Thereby, mastering vocabulary becomes essential for foreign language learners to improve their language competence.

b. The Importance of Vocabulary

In learning a language, having awareness about the importance of vocabulary is crucial. For instance, when traveling abroad, the ability to communicate in English as a global language is the key, while limited

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[34] Iman Alizadeh, "Vocabulary Teaching Techniques : A Review of Common Practices," *International Journal of Research in English Education* 1, no. 1 (2016).

[35] Jack. C. Richards and Willy A. Renandya, *Methodology in Language Teaching, An Anthology of Current Practice* (Cambridge University Press, 2002).

vocabulary can hinder the conveyance of ideas or understanding of situations, also including when taking English exams. A good knowledge of grammar without a rich vocabulary tends to be less effective. Otherwise, even if someone's grammatical understanding is less than perfect, having an adequate vocabulary still allows someone to convey a complete message, even with a simple structure. Therefore, vocabulary becomes the main foundation that needs to be prioritized, as it serves as the basis for all the language skills.

According to Hiebert and Kamil, as cited by Nabila, explained that vocabulary has a special role in the structure of language components.[36] They emphasized that developed skills or seem to have fully mastered could not be compared to the mastery of vocabulary. On the other hand, according to Daller et al., which also cited by Nabila stated that vocabulary is a fundamental element that is closely related to all aspects of language comprehension.[37] From those statements, it can be concluded that vocabulary has a crucial role in people's lives as it becomes the foundation for the four basic skills, namely listening, speaking, reading, and writing. Furthermore, students' lack of vocabulary mastery will hinder their understanding of auditory material, have difficulty in expressing ideas orally, as well as constraints in digesting and producing written text.

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[36] Hilmatun Nabila, "The Use of Baamboozle Games To Improve Students' Vocabulary of State Junior High School 2 Panti in Academic Year 2023/2024" (KIAI HAJI ACHMAD SIDDIQ OF JEMBER, 2023).
[37] Nabila.

c. **Types of Vocabulary**

In the context of vocabulary, many experts have developed various categories regarding the types of vocabulary. One of those categories was proposed by Hiebert and Kamil, who divided vocabulary into two types, as follows:[38]

1) Productive Vocabulary

Productive vocabulary refers to all the words that a person has mastered and can use actively, either through writing or speaking. It means that when writing or speaking, a person can use the words immediately to express their ideas or thoughts. The main characteristics of this vocabulary are the words that have been well understood, easy to remember, and commonly used in daily communication so that it makes the words easier to be spoken or written by the user. This type of vocabulary is also known as active vocabulary.

2) Receptive Vocabulary

Receptive vocabulary is a collection of words that a person understands through listening and reading but does not actively use in communication. Types of vocabulary is commonly known as recognition vocabulary, as it is considered more passive. The main characteristics is that the words are less familiar and rarely used or appeared in daily conversation. The understanding of this vocabulary is usually gained when a person

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[38] Elfrieda H. Hiebert and Michael L. Kamil, "Teaching and Learning Vocabulary: Bringing Research to Practice," no. July 2005 (2005): 1–279, https://doi.org/10.4324/9781410612922.

receives information, for example through audio or text, but the meaning may not be fully grasped. Additionally, receptive vocabulary does not typically emerge spontaneously when someone speaks or writes. Due to its passive use, this type of vocabulary is also known as passive vocabulary.

Additionally, Graves developed a further classification of vocabulary from both productive and receptive into four categories, those are:[39]

1) Listening Vocabulary

The ability to understand words through listening, such as when listening to conversations, lectures, or audio. This is a receptive vocabulary because it only requires understanding, not production.

2) Speaking Vocabulary

A collection of words that a person actively uses in oral communication. It is considered productive vocabulary as it requires direct and spontaneous speech.

3) Reading Vocabulary

The ability to recognize and understand the meaning of words when reading a text. It also includes receptive vocabulary as the understanding of words is gained through the context of writing.

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[39] Michael F Graves, "The Vocabulary Book: Learning & Instruction," 2006.

4) Writing Vocabulary

Words that are used by a person when composing texts or expressing ideas in writing. It is a productive vocabulary as it involves conscious selection and organization of words.

This classification extended the traditional understanding by separating receptive (listening, reading) and productive (speaking, writing) skills, so it provided a more holistic framework for learning vocabulary acquisition.

In learning a foreign language for students, especially in an academic context, vocabulary is categorized into two main types: (a) general academic vocabulary that can be used in various fields of study, (b) disciplinary and specific vocabulary related to a particular field of study or subject.[40] In other words, each subject has specific vocabulary terms that need to be mastered, so that the learning approach can be tailored to the relevant content or topic. According to Beck, McKeon, and Kucan, as cited by Berger and Woodfin, divided vocabulary into three tiers. This classification aims to guide vocabulary instruction based on complexity, frequency of use, and the role of the word in concept understanding. The three tiers include:[41]

1) Basic vocabulary (everyday words that are commonly understood).

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[40] Kristi L Santi and Deborah K Reed, *Improving Reading Comprehension of Middle and High School Students*, 2015.
[41] Ron Berger, et al, *Transformational Literacy Making the Common Core Shift with Work That Matters 1st Edition Ron Berger*, 2015.

(i.e., house, happy, summer, family, etc.) These words generally do not require special instruction unless the student is a foreign language learner who is unfamiliar with the language.

2) General academic vocabulary (words that frequently appear in various academic contexts and crucial for understanding a text).

(i.e., interpret, modify, assess, generate, etc.) This vocabulary is commonly known as academic vocabulary because it is essential in understanding scientific and academic texts, yet it is rarely used in everyday conversation, even by individuals with a high level of education.

3) Discipline-specific vocabulary (technical or specialized terms related to a particular discipline).

This vocabulary is included technical or specialized terms related to a particular study (i.e., photosynthesis in biology, isosceles triangle in math, or oxidation in chemistry). These terms frequently appear in learning materials and academic texts. Due to its specificity, tier three words are typically explained within the text and repeatedly used.

From the descriptions above, These descriptions illustrate that the types of vocabulary can be categorized differently based on each expert's perspective. Those classifications may help educators prioritize learning materials to better align with student needs and academic objectives.

3. Gamification in Learning

a. Definition of Gamification in Learning

Gamification, a concept that has been widely recognized since around 2010, that nowadays has been applied in various fields such as health, business, or even education. Redy Winatha and Ariningsih in their journal explained that gamification is a learning approach that integrates game components into a non-game context to increase user engagement and motivation in solving tasks or problems.[42] Likewise, Dominguez et al. described gamification as the introduction of game aspects into non-game activities to enrich the user experience and foster participation enthusiasm. Furthermore, the concept is also seen as an adaptation of game design in non-gaming processes.[43] Bozkurt emphasized that gamification is not only a technique, but also a philosophy that utilizes game design principles to increase individual motivation and transform learning into a more engaging and interactive experience for participants.[44]

According to Gokkaya gamification is an educational platform that aims to instill extrinsic motivation in individuals through appreciation and feedback.[45] Analyzing these definitions, gamification can be defined as the enrichment of non-game processes by incorporating game design elements.

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[42] K. A. Redy Winatha, K., & Ariningsih, "Persepsi Mahasiswa Terhadap Penerapan Gamifikasi Dalam Pembelajaran," *Jurnal Pendidikan Teknologi Dan Kejuruan* 17, no. 2 (2020).

[43] Adrián Domínguez et al., "Gamifying Learning Experiences: Practical Implications and Outcomes," *Computers and Education* 63 (2013): 380–92, https://doi.org/10.1016/j.compedu.2012.12.020.

[44] Bozkurt, A. (2014). Homo Ludens: Dijital oyunlar ve eğitim. ResearchGate. https://www.researchgate.net/publication/317342269_Homo_Ludens_Dijital_oyunlar_ve_egitim

[45] Zeynep GÖKKAYA, "Yetişkin Eğitiminde Yeni Bir Yaklaşim : Oyunlaştirma," 2014.

However, in the literature review, there are several concepts that are often misunderstood as gamification. One of them is game-based learning. The use of "game" in gamification is similar to game-based learning, therefore potentially leading to conceptual misunderstanding. The difference lies in the role of the game: in gamification, the game does not serve as the main medium, but rather as the underlying philosophy. As a result, gamification and game-based learning are two different things that need to be clearly distinguished.[46] In the context of learning, gamification plays as a strategy to put learning plans into practice in order to maximize the educational goals.[47]

Gamification in learning is not only transforming routine activities into games, but also aligning the learning process by applying game mechanics to create a more interactive and fun learning experience.[48] The main focus of gamification centers on the user, especially students. Through game mechanics, this approach is designed to trigger emotional engagement and satisfaction, especially in the millennial generation who tend to be responsive to the entertainment-based experience.[49] By integrating game elements, gamification not only increases motivation but also creates a fun learning atmosphere, allowing students to overcome challenges or problems through dynamic and positive exploration.

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[46] Aras Bozkurt and Evrim Genç Kumtepe, "OyunlaĞtırma , Oyun Felsefesi ve Eğitim : Gamification," 2014, 5–7.

[47] Sanjaya, Wina. (2007). Strategi Pembelajaran Berorentasi Standar Proses Pendidikan. Jakarta: Kencana"jurnal pendidikan.

[48] Wood, L. and Reiners, T. 2015. Gamification, in M. Khosrow-Pour (ed), Encyclopedia of Information Science
and Technology (3rd ed.), pp. 3039-3047. Hershey, PA: IGI GLOBAL.

[49] Jerry C Schnepp, "Gamification Techniques for Academic Assessment," 2014.

b. Benefits of Gamification

According to Jaramillo-Mediavilla et al., gamification learning methods offer several benefits, including:[50]

1) Increased Motivation

Gamification creates a variation in the learning process, so that students feel more enthusiastic and motivated. It encourages their active participation in the overall learning activities.

2) Creativity Development

In the context of learning, gamification encourages students to think innovatively in designing strategies and solutions during the game. This method also reduces students' reliance on the teacher-centered explanations.

3) Increasing Interest

Gamification can stimulate students' enthusiasm in learning materials, so that it increases their interest in learning. Schnepp & Rogers added that computer-based gamification can help millennials learn according to the technological developments they are familiar with. In addition, Heni also highlighted three psychological benefits of gamification, namely cognitive, emotional, and social aspects, which contribute to increase students' learning motivation in understanding a material.

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[50] Lorena Jaramillo-Mediavilla et al., "Impact of Gamification on Motivation and Academic Performance: A Systematic Review," *Education Sciences* 14, no. 6 (2024), https://doi.org/10.3390/educsci14060639.

Meanwhile, Adnan outlined several advantages of gamification in learning, including:[51]

1) Creating a fun learning atmosphere.

2) Motivates students to complete learning tasks.

3) Improve students' focus and understanding of the material.

4) Provide space for students to explore, compete and achieve in the classroom.

Gamification plays an important role in education to increase student motivation and engagement in the learning process. This is an effective solution considering that teachers often face challenges in maintaining student participation during material delivery. Through gamification, teachers can present an innovative learning approach that is interactive, transforming conventional methods into more interesting and dynamic ones. Students not only gain knowledge, but also have a fun and motivating learning experience through game elements. With these various advantages, gamification is expected to provide encouragement for students to be more enthusiastic in learning. When implemented appropriately with keeping in mind the learning objectives, this strategy not only makes learning more interesting but also ensures the achievement of instructional goals as well as creating a more vibrant and participatory classroom atmosphere.

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[51] A. Adnan, "Gamification untuk Pembelajaran," Guru Era Baru, November 23, 2013, guraru.org/info/gamificationuntukpembelajaran.

c. Elements of Gamification

There are various elements that exist in gamification, which also often called artifacts or mechanisms of gamification. According to Dicheva et al., some of the most commonly used elements are as follows:[52]

1) Points

Points are used as a reward system for users based on their performance. In gamified learning, points are earned by completing tasks or answering questions correctly. This feature helps motivate students by showing progress and creating a sense of achievement.

2) Levels

It is indicating users who have successfully accomplished a target or task. Levels are designed to provide challenges, making the learning process more engaging and encourages participation continuously.

3) Badges, medals and trophies

These elements are to express external acknowledgment of the user's accomplishments, motivating them to complete more challenges and increasing their engagement.

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[52] Darina Dicheva et al., "Gamification in Education: A Systematic Mapping Study," *Educational Technology and Society* 18 (2015): 75–88.

4) Rankings, leaderboards and scoreboards

The elements help to show how far the user's relative position compared to others. Usually, this feature is used to track the progress, manage achievements, and utilize the competition as a motivation booster.

5) Virtual Items

Virtual items function as rewards within a gamified system and can be obtained through point accumulation. These rewards may be either tangible or intangible (digital) and serve to motivate users to complete tasks and overcome challenges. Besides, they can be customized based on individual user needs or preferences.[53] As noted by da Rocha et al., virtual currency is also commonly used in various contexts, such as exchanging goods, enhancing status levels, or gaining prestige.[54]

Based on Prambayun and Farozi's research, there are a number of gamification elements that can be integrated into the learning process to increase its effectiveness. These elements include:

1) Story or Mission

This element is one of the most frequently used in building learner engagement. Through story or mission, learners could understand the context and feel the immersive experience in playing the game. In learning, this

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[53] Luma Da Rocha Seixas, Alex Sandro Gomes, and Ivanildo José De Melo Filho, "Effectiveness of Gamification in the Engagement of Students," *Computers in Human Behavior* 58, no. MAY (2016): 48–63, https://doi.org/10.1016/j.chb.2015.11.021.
[54] Da Rocha Seixas, Gomes, and De Melo Filho.

element combines fun and inspirational learning principles. To maintain learners' interest, the storyline should be designed with an unexpected ending, so that it triggers curiosity and encourages them to complete the game.

2) Challenge

This element plays an important role in stimulating student learning activities in a gamified environment. As one of the key motivational factors in learning, challenges make the game more interesting than if students just follow the procedure seamlessly. A well-designed challenge not only increases the complexity of the game, but also serves as a motivator to develop skills and achieve special rewards. This is in line with the principle of interactive learning which emphasizes competitive aspects and increased motivation.

3) Rewards

Rewards are a key principle in learning strategies that have a major effect on student engagement. One of the ways to increase motivation is through giving rewards. Giving rewards in learning can help to increase learning effort and achieve more optimal results. This system fulfills the principles of intrinsic and extrinsic motivation, where students are encouraged to compete while feeling rewarded for their efforts.

4) Points

Students earn points based on the completion of questions or tasks contained in the learning application. Apart from being an indicator of

achievement, points also serve as feedback to monitor learning progress. With this system, students can evaluate their progress in real-time.

5) Leaderboard

Leaderboards accumulate students' total points to determine their rank in the standings. Placing the student with the highest points at the top triggers a competitive spirit, therefore it can encourage them to strive achieve the best rank. This element also serves as a social element that allows students to show their existence, as well as a reflection of their progress.

6) Badges

Badges are awarded as a form of appreciation or reward for students' success in completing missions or achieving certain targets in the game. Besides being a symbol of prestige, badges serve as short-term goals that motivate students to continue participating. Students who have many badges will feel proud of their achievements, which may increase their learning motivation.[55]

Although various gamification elements have been identified and widely applied in educational contexts, this research focuses only on a few core elements that are considered most relevant to the learning goals and classroom situation. The selected elements include points, badges, leaderboards, and challenges, as these features are directly linked to

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[55] A. Prambayun and M. Farozi, "Pola Perancangan Gamifikasi Untuk Membangun Engagement Siswa Dalam Belajar," Seminar Nasional Teknologi Informasi dan Multimedia 2015, 2015, 6–8, https://docplayer.info/storage/52/30601960/1556118280/omOldYfPXtHv3smtG4FhOw/30601960.pdf.

increasing student motivation, engagement, and vocabulary mastery. By integrating these specific elements into the learning process, the researcher aims to create a more interactive and enjoyable environment that supports students in acquiring English vocabulary more effectively.

4. Educaplay as a Gamification Platform

a. Definition of Educaplay

Educaplay is an educational platform that facilitates teachers to design and access various multimedia-based learning activities. As stated by Taylor, Educaplay is a freely accessible web-based platform that designed to facilitate users in creating multimedia-based online learning activities.[56] This interactive and engaging platform not only simplifies teachers in developing teaching materials, but also boosts students' learning motivation and make the learning process more enjoyable. Through Educaplay, educators can create up to 19 types of educational exercises that can be tailored to the educational level of students in grades 1 to 12. Additionally, the platform also integrates various visual elements, such as images, videos and audio recordings, and supports a time limit feature to increase learning effectiveness. More than that, this app can be directly connected to online classes such as Google Classroom or Microsoft Teams, making it easier for teachers to manage tasks and learning activities in a structured manner.

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[56] L. Taylor, "The Impact of School Libraries on Student Learning," *The School Librarian* 66, no. 4 (2018): 214.

Furthermore, Educaplay is an online platform that enables educators to create learning tools for free with creative and professional outcomes. Developed by Juan Diego Polo, this platform can be operated at no cost and minimizes the dependence on other software applications. According to Becerra, Educaplay is designed to develop interactive and engaging multimedia learning activities, with the aim to build a community of users who are enthusiastic in both learning and teaching through fun approaches.[57] The platform provides a variety of features for teachers to develop learning environments, increase student participation, and strengthen student engagement in the classroom. With the various features offered, Educaplay facilitates educators in creating various types of interactive academic exercises, such as riddle, completion tasks, dictation, dialogue, crosswords, unscramble letters or words, and tests.[58]

b. **Features in Educaplay**

Educaplay offers a wide selection of educational games and interactive activities, that designed with customizable templates, functions, and features to suit the diverse learning objectives and preferences of individual users. The following table below presents the various types of activities available in the Educaplay platform as well as the functions of each activity.

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[57] K. M. Becerra Coba, Educational Websites and Vocabulary. Universidad Técnica de Ambato.
[58] Becerra Coba.

The following are the types of activities available in the Educaplay platform, along with their specific functions.[59]

One of the available activities is the Yes or No Game, which displays cards containing multimedia content (text, images, or audio) that participants must respond to with "Yes" or "No." Another activity is Froggy Jumps, where the player helps a frog jump to land by choosing the correct answer. If the answer is incorrect, the frog falls into the water and the player fails. The question type in this game is multiple choice. In addition, the Matching Game asks students to classify related words based on categories determined by the teacher.

Furthermore, the Alphabet Game presents letters A–Z arranged in a circle, where each letter is followed by a question that students must answer. The Memory Game sharpens students' memory by having them match hidden paired cards, which can include images, text, or audio. The Matching Pairs activity requires students to match elements from two different columns with their correct pairs. Additionally, the Word Search Puzzle challenges students to find hidden words in a grid, which is useful for practicing problem solving skills.

Another popular activity is the Crossword Puzzle, in which students are asked to fill in the blank boxes with letters to form words that match the clues provided, which may include text, images, or audio. The Fill in the

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[59] Dwi Aflah Af, "Educaplay: Media Pembelajaran Interaktif yang Menyenangkan," *Kompasiana*, Maret 18, 2024, https://www.kompasiana.com/dwiaflahaf/65f805fcc57afb5c6369b4b3/educaplay-media-pembelajaran-interaktif-yang-menyenangkan.

Blank Game involves a text where the teacher specifies the word to be omitted, and students complete the text by either clicking or typing the correct word into the blank. Moreover, the Unscramble Letters Game asks students to arrange random letters into correct words, aiming to improve their vocabulary. Similarly, the Unscramble Words Game involves arranging random words into logical and grammatically correct sentences.

In addition, the Riddle activity engages students in guessing the picture or answer based on clues (text or audio) provided by the teacher. This game is also suitable for use as an ice breaker. The Video Quiz enables students to answer questions inserted into a YouTube video while watching. The Map Quiz encourages students to identify elements on a picture, such as a map or diagram, by clicking on the correct answers. Meanwhile, the Slideshow feature displays a series of slides containing text, images, or videos for the presentation of learning material.

Furthermore, the Dictation Game allows teachers to record or upload audio, which students listen to and then retype based on what they hear. This activity is particularly effective for practicing listening skills. The Dialogue Game provides students the opportunity to practice conversation by listening to sample dialogs, repeating them, or creating new ones, making it ideal for language learning. Finally, the Line Up Game requires students to arrange elements, such as pictures, text, or numbers into the correct order. The students' task is to organize each element into a logical pattern or sequence.

c. Advantages of Educaplay

Educaplay is known for its user-friendly interface and numerous features, making it an effective tool for designing learning activities. This platform is very accessible, cost-free, and no installation is required. With Educaplay, the user enables to integrate various types of activities such as crossword puzzles, word search, dictation, also dialog in one place.[60]

Another research by Jurado highlighted the advantages of Educaplay in developing students' skills, competencies, and deep understanding in various subjects and disciplines. In addition, Educaplay is designed as an interactive educational tool, the platform offers visually appealing displays, user-friendly, and practical benefits for both teachers and students. Thereby, teachers can customize exercises based on teaching materials, student ability levels, academic levels, or even years of study. Educaplay is also multi-lingual, accessible both online and offline, and well-integrated with other web tools. This flexibility increases the comfort and reliability of the platform in supporting the learning process.[61]

Furthermore, according to Jurado Educaplay is a gamification platform that facilitates teachers and students in designing and discovering various educational activities, managing groups, and exporting learning

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[60] Y. M. Quimbayo Gómez, Uso de la Plataforma Educaplay en el Fortalecimiento de la Comprensión Textual de los Estudiantes del Grado Séptimo de la Institución Educativa de Girardot, 2017, http://repositorio.uwiener.edu.pe/handle/123456789/1436.

[61] E. L. Jurado Enríquez, "Educaplay. Un recurso educativo de valor para favorecer el aprendizaje en la Educación Superior," Revista Cubana de Educación Superior 41, no. 2 (2022), http://orcid.org/0000-0002-1605-1625.

materials. One of the main advantages of this platform is the convenient accessibility on various devices, especially the optimal support for mobile devices that allows flexible learning anywhere. This platform is designed with a simple interface that makes it easily to be learned and operated. Moreover, this platform provides instructional tutorial videos on Educaplay that explain the steps of creating an activity. These videos are very helpful for users, especially beginners, in structuring learning content appropriately. The registration process is also practical: users only need to register using an email address, and can immediately create or join learning sessions as needed.[62] This convenience makes Educaplay as an efficient solution for the development of interactive educational materials.

d. Steps to Use Educaplay Platform

    1) How to Access the Educaplay Platform

Users can access Educaplay directly through a browser on any device without downloading the application. Simply visit the official website at https://www.educaplay.com/ to start utilizing the interactive learning services available. This platform is a web-based, making it accessible anytime and on any device.
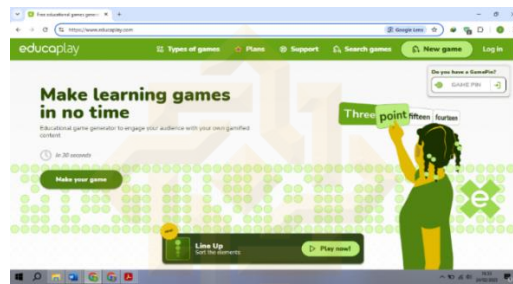
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[62] Jurado Enríquez.

Figure 2.1

The Educaplay Platform Interface

2) Login to Educaplay Account

Before starting to create quizzes on the Educaplay platform, users who already have an account can directly select the login option. For those who are not registered, there is an option to create a new account through a registration process using an email address. This feature ensures easy access for all users, both new and previously registered.
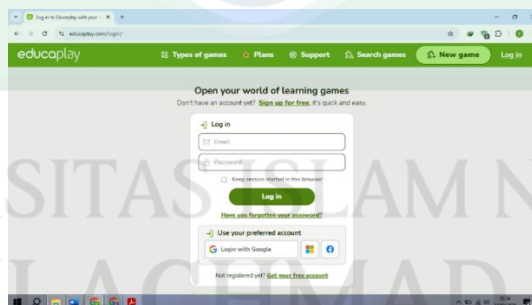

Figure 2.2

Educaplay Platform Login Page

3) Steps to Create a Quiz

Educaplay provides a number of different quiz formats that can be customized according to the needs. Users can select one of the available quiz types, then proceed to fill in the questions, add images or videos as supporting media (if needed), and determine the correct answer key.
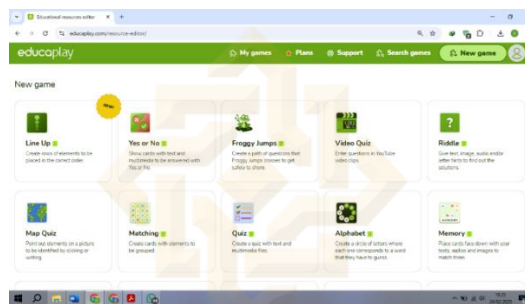
Figure 2.3

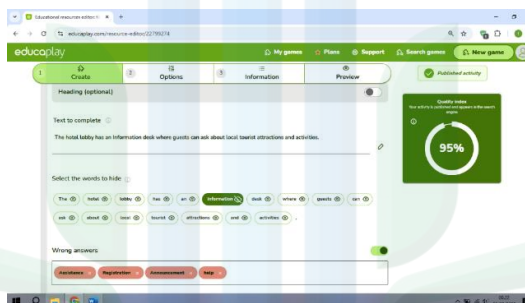Activity Options Available on the Educaplay Platform

Figure 2.4

Creating Questions and Answers on the Educaplay Platform

4) Doing/Completing the Quiz

After the teacher completed the quiz, students can immediately do the quiz through their respective gadget devices. Published quizzes will be available to access independently.

Figure 2.5

Playing the Quiz through Educaplay

CHAPTER III

RESEARCH METHOD

This chapter outlines the research methodology which includes the research design and procedures, research settings, population and sample, data collection techniques, data analysis techniques, and criteria of the action success. The researcher explains all aspects of the methodology in a structured manner to provide clear guidance in this research.

A. Research Design

This research employed Classroom Action Research (CAR) to examine the implementation of a gamified learning platform in enhancing vocabulary skills among tenth grade students of Travel Service Business (ULW) 1 at SMKN 1 Jember by utilizing the Educaplay platform. Furthermore, this research applied a collaborative Classroom Action Research (CAR) model. In conducting the research, the English teacher of X Grade Travel Service Business (ULW) 1 at SMKN 1 Jember was collaborated with the researcher as an observer and collaborator during the research process. The researcher was in charge of teaching English by integrating Educaplay as a gamification platform, while the English teacher was in charge of observing and supporting during the learning process. Additionally, the English teacher also contributed in developing the lesson plan, evaluating the results, and reflecting on the process that has been carried out. Both researcher and English teacher were agreed to utilize Educaplay as an interactive and

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gamified learning tool to improve students' vocabulary mastery especially on Short Functional Text material.

Burns defined action research as a systematic process of identifying the discovery of facts to solve practical problems in a social environment, with the aim to improve the quality of interaction or practice through participatory collaboration between the researchers, practitioners and relevant communities. This approach not only focused on problem solving, but also involves a dimension of critical reflection on the social structures and value systems that influence the classroom context, so that it creates transformative and participatory change.[63]

Meanwhile, Arikunto interpreted that Classroom Action Research (CAR) can be understood through the three main concepts:[64]

1. Research

   Refers to a structured observation activity of the study object using a certain methodology to obtain relevant data, with the aim of improving the quality of certain aspects that are the focus of the researcher.

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[63] Anne Burns, *Collaborative Action Research for English Language Teachers* (United Kingdom : Cambridge Universi, 1999).

[64] Wina sanjaya, (2013), Penelitian Tindak Kelas, Jakarta: Kencana, p. 25-26. https://books.google.co.id/books?id=YMtADwAAQBAJ&printsec=frontcover&hl=id#v=onepage&q&f=false

2. Action

Defined as a series of planned activities that designed in repeated cycles (planning, implementation, observation, reflection) to achieve specific improvement goals.

3. Class

A learning space that involves a group of learners who receive teaching from an educator at the same time and location, so that it is possible to observe the learning context holistically.

Based on the theoretical basis described by Burns and Arikunto above, Classroom Action Research (CAR) can be understood as a collaborative activity that integrates the application of strategies, data collection, and reflection to solve real problems in a social context while improving the effectiveness of learning practices, and evaluating the impact of the actions taken.

The researcher chose Classroom Action Research (CAR) because this method is designed to solve real and ongoing problems in the classroom. In this case, the issue was students' difficulty in mastering vocabulary and their low engagement during English lessons. CAR allows the researcher to apply a strategy, observe its impact directly in the learning environment, and make improvements through reflection and collaboration with the teacher. Since the goal of this study was not only to measure outcomes but also to improve the learning process using gamified media, CAR was considered the most

suitable approach to bring practical changes and support students' vocabulary development more effectively.

In this research, the researcher used the Classroom Action Research (CAR) method that was developed by Kemmish and McTaggart cited in Koshy.[65] This method consisted of four main phases, including planning, acting, observing, and reflecting to analyze the results of the research. Here's a more detailed explanation:
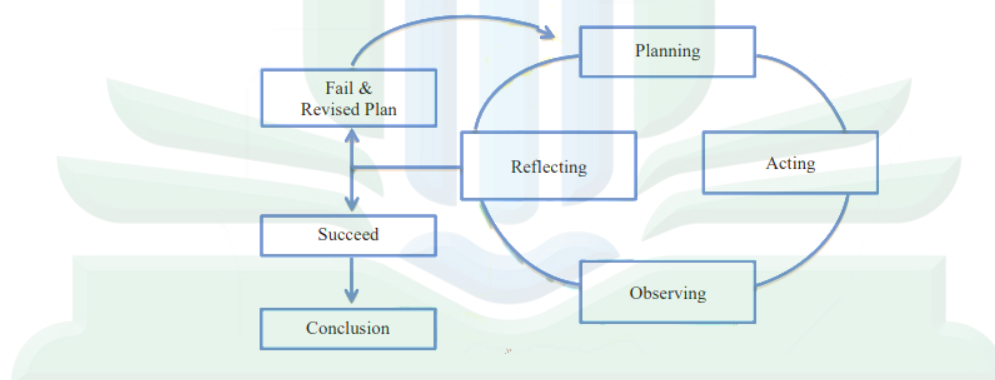
Figure 3.1

The Model of Classroom Action Research by Kemmis and Mc Taggart

1. Planning

In the first phase, the researcher prepared the lesson plan that was used in this research. The main focus in this planning was the use of Educaplay as a gamified platform to improve students' vocabulary mastery in tenth grade of Travel Service Business (ULW) 1 at SMKN 1 Jember. Before formulating the lesson plan, the researcher conducted a preliminary study

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[65] Koshy, V. Action Research For Improving Practice. Paul Chapman Publishing. (2005).

through an interview with the English teacher to understand the condition of vocabulary learning in the classroom.

Based on the findings, the researcher designed a lesson plan that integrated various interactive activities in Educaplay. In this planning, the researcher prepared:

a. Teaching Module which was designed to integrate the use of Educaplay as a gamified learning in the Short Functional Text material,

b. Learning materials with the relevant explanation,

c. Assignments or exercises for students in the form of gamification activities by using Educaplay platform to strengthen vocabulary mastery,

d. Observation sheet to monitor students' engagement during the learning process, also

e. Evaluation instruments, such as pre- and post-tests to measure the improvement of vocabulary mastery after using the Educaplay platform.

The researcher acted as a teacher in the learning process, while the class teacher acted as a collaborator who observed the implementation of gamification-based learning method.

2. Acting

In the action phase, the researcher implemented the lesson plan that has been prepared previously. The learning process was carried out using Educaplay as a gamified platform as well as the main media to improve students' vocabulary skills.

At the first step, the researcher started the learning with giving students brainstorming activity related to Short Functional Text. This activity included a brief discussion and simple questions to activate students' prior knowledge. The purpose of this activity was to build connections between the knowledge students already had and the new material to be learned. After giving brainstorming, the researcher continued with the explanation of the material about Short Functional Text. The researcher provided examples of short functional texts, explains their communicative functions, and highlights the key vocabulary that students need to master. Next, the researcher introduced Educaplay and explained how to use it, including the types of game that would be played and how the exercises were instructed. Students were then asked to actively participate in this game for a predetermined time. Throughout this process, the researcher inserted easy exercises in the Educaplay platform to strengthen students' understanding of the newly learned vocabulary.

3. Observing

The observation phase was conducted during the learning process. The researcher and the collaborating teacher observe the students' response, the students' level of engagement and participation in using Educaplay. In addition, the researcher also took note of the students' difficulties in understanding and using the new vocabulary.

To further observe the outcome of the learning process, the researcher administered a test to evaluate whether the use of Educaplay helped to improve students' vocabulary skills. This test was conducted twice: the pre-test before the use of Educaplay and the post-test after the students have practiced through the platform.

Observation activities were conducted both during the pre-research stage and throughout each cycle of the Classroom Action Research (CAR), applying open-ended techniques such as observation sheets, field notes, and informal feedback from students. These methods allowed the researcher to collect qualitative data regarding the implementation of learning strategies, especially the use of Educaplay in building students' vocabulary mastery:

a. How active the students were in using Educaplay,

b. How effective the game was in helping vocabulary comprehension,

c. Technical or non-technical obstacles faced by students during the use of the platform,

d. Students' success rate in doing vocabulary tasks and tests.

To deepen the observational findings, interviews were also conducted between the researcher and the English teacher to identify students' difficulties in mastering English vocabulary and to evaluate the learning conditions during classroom activities. In addition, the researcher selectively conducted interviews with several students from X Travel Service Business (ULW 1) class to confirm the challenges they faced during the learning process and their perceptions toward the use of Educaplay.

Regarding quantitative observation, the researcher used tests as a data collection tool to measure students' vocabulary mastery. The pre-test was conducted prior to the use of Educaplay to obtain a baseline of students' vocabulary knowledge. The post-test was then administered after the gamified activities to assess improvement. These test results were used to support the findings from observations and interviews.

4. Reflection

At the reflection phase, the researcher and collaborator teacher analyzed the results of the observations and tests that have been conducted. The purpose of reflection was to evaluate the use of Educaplay in improving students' vocabulary mastery, as well as to identify aspects that needed to be improved or adjusted in the next cycle. If the results showed no significant improvement, the researcher would have conducted the next cycle, by adjusting the strategy of using Educaplay.

To carry out this evaluation both qualitative and quantitative data-analysis techniques were applied.

For quantitative analysis, the researcher used three steps, including:

1. The average calculation of vocabulary scores per cycle

The average score was calculated to determine the overall level of students' achievement in vocabulary skills. This calculation used the following formula:[66]

$$X = \frac{\Sigma x}{n}$$

Notes:

X: Average (mean)

χ: Student's individual score

n: Number of students

2. The percentage of participants who reaches the Minimum Mastery Criterion (KKM 75)

The Minimum Mastery Criterion (KKM) for the English subject was set at 75 based on the determination of SMKN 1 Jember. The passing percentage was calculated using the formula below:[67]

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[66] Sudjana, *Metoda Statiska*, (Bandung: PT. Tarsito, 2002), 67.

$$P = \frac{F}{N} \times 100$$

Notes:

P: The class percentage

F: The total number of students who meet the Minimum Mastery Criterion (KKM 75)

N: Total of students

3. The Analysis of Score Improvement from Pre-test to Post-test

The percentage increase in vocabulary comprehension was measured by comparing the pre-test and post-test scores in every cycle. The formula used:[68]

$$P = \frac{y_1 - y}{y} \times 100\%$$

Notes:

P: Percentage of student improvement

y: Pre-test score

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[67] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.
[68] David E. Meltzer, The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores, (Iowa: Department of Physics and Astronomy, 2008), p.3.

y₁: Post-test 1 score

Moreover, to identify the level of students' vocabulary mastery, the researcher analyzed the test results by calculating the average score using the five levels classification in the following table.[69]

Table 3.1
Scoring Classification

No.	Score	Classification	Description
1.	81-100	Very good	− Effective and appropriate word selection − Comprehensive Vocabulary Understanding − No or minimal error structure
2.	66-80	Good	− Minor Errors in Word selection − Good Understanding of Vocabulary Meanings − Some Structural Errors
3.	56-65	Fair	− Occasional Errors in Word selection − Standard Understanding of Vocabulary meanings − Occasional Structural Errors
4.	41-55	Poor	− Frequent Word Choice errors − Limited Understanding of Vocabulary − Frequent Structural Errors in Sentence
5.	<40	Very poor	− Little Knowledge of English Words − Poor Understanding of Vocabulary − Many Structural Errors in sentence

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[69] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi revisi, n.d.

By using this analysis techniques, the researcher was able to measure the implementation of the actions taken in improving students' vocabulary skills.

B. Research Setting

This research was conducted at SMKN 1 Jember in second semester of the 2025/2026 academic year, located in Patrang, Jember, East Java. The researcher selected this school based on several considerations. First, the use of Educaplay as a gamification platform was considered relevant to help the X Travel Service Business (ULW) 1 students in improving their mastery of English vocabulary, especially due to the fact that many students were still struggling to reach the set Minimum Mastery Criterion (KKM 75). Second, no previous research had been conducted at SMKN 1 Jember that specifically addressed the use of Educaplay as an interactive strategy to strengthen students' vocabulary skill. Third, the Educaplay platform also offered a new approach for English teachers who had never applied gamification methods in the classroom learning process, so it was expected to be an inspiration for more varied teaching strategies. Last but not least, the researcher had obtained official permission from the school to conduct this research. Considering these reasons, the researcher selected SMKN 1 Jember, specifically in the X grade of Travel Service Business (ULW) 1, as the research location to examine the implementation of using Educaplay as a gamification platform in improving students' vocabulary mastery.

C. Research Subject

This research involved the English teacher and students of X grade Travel Service Business (ULW) 1 class at SMKN 1 Jember in the 2024/2025 academic year, with a total of 25 students consisted of 11 males and 14 females. The selection of this class was based on an unstructured interview with the English teacher, who stated that the students' vocabulary skill in this class were still lower than the other classes. Therefore, an appropriate strategy was needed to help them improve their English grades through strengthening their vocabulary mastery.

D. Validity of Data

Validity referred to the ability of an evaluation instrument to measure specifically defined objectives without being contaminated by other factors. As cited in Afkarina, Arthur Hughes stated that a test was considered valid if it was able to accurately measure the aspects to be examined. Additionally, the validity of a measuring instrument can be proven through several approaches, such as content validity, face validity, construct validity, empirical validity, and consequential validity.[70]

The researcher adopted content validity as the basis of the test in this research. As cited in Afkarina, Brown explained that this validity was fulfilled if the evaluation instrument covered material relevant to the research

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[70] Rita Afkarina, "The Implementation of Digital Storytelling to Improve Students' Speaking Skill at the 9th GRADE OF SMP PLUS BUSTANUL ULUM MLOKOREJO – PUGER – JEMBER IN ACADEMIC YEAR 2022 - 2023" (2022).

objectives and ensured that the test takers demonstrated the measured behavior or competence.[71] In other words, content validity proved that the content of the test was relevant to the knowledge or skill being tested. Before conducting the test, the researcher verified the validity by matching the items against the curriculum standards and English learning syllabus. After all the items were confirmed as appropriate, the intervention (treatment) was implemented.

In order to ensure content validity, the researcher created a test blueprint that maps the relationship between the learning outcomes, instructional goals, vocabulary content, and test indicators. The blueprint was based on the Merdeka Curriculum (Phase E) for Grade X, emphasizing short functional texts such as signs, notices, memos, and short messages.

The following table presents the vocabulary test blueprint used in this study:

Table 3.2
Blueprint of the Vocabulary Test

Learning Outcome (CP)	Learning Objectives	Essential Material	Question Indicators
By the end of Phase E, students read and respond to various types of texts such as narratives, descriptions, procedures, expositions, recounts, and reports. They read	- Identify various short functional texts such as notices, signs, memos, and short messages. - Understand the function and structure of those	- Short Functional Text: Signs and Notices (Cycle 1) - Short Functional Text: Memo and Short	- Fill in sentences with appropriate vocabulary. - Match signs/messages with their meaning or function. - Explain the difference between

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[71] Afkarina.

to learn something or to obtain information. They search for and evaluate specific details and the main idea of various text types. These texts may be printed or digital, including visual, multimodal, or interactive texts. Their comprehension of main ideas, issues, or plot development begins to grow. They identify the author's purpose and develop their skills to make simple inferences in understanding implicit information from the texts.	texts. - Use vocabulary in the context of signs, notices, memos, and short messages.	Message (Cycle 2)	memo and short message. - Use vocabulary according to formal/informal context.

E. Criteria of the Success

The researcher set the success criteria to determine whether the learning intervention in this research had achieved the expected goals. Based on the agreement of both the researcher and the teacher, the study was declared successful if there was an improvement in the learning outcomes after the cycle, with a minimum of 75 as the Minimum Mastery Criterion (KKM) and at least 75% of the students achieving that score. If this requirement was still not achieved, the research was considered unsuccessful, so further remedial action was required in the next cycle. In contrast, if the criteria were achieved, the learning intervention was considered successful and could be used as a reference for further development.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings, and a discussion of the results collected during the research process. The main focus of this chapter is on how the use of Educaplay as a gamified learning platform is implemented to improve students' vocabulary skill. The research processes were presented in detail as follows:

A. Research Findings

The research was carried out in two cycles, with each cycle consisting of two meetings and one post-test. Overall, the research activities were conducted in six meetings. The purpose of this study is to determine how the use of gamified learning platform through Educaplay media can help students of X grade Travel Service Business (ULW) 1 to build and improve their English vocabulary.

In this section, the researcher presents about the results of each cycle, including action of the research, findings from the learning process, evaluation (test) results, and the reflections obtained from observations and interviews during the research process.

1. Preliminary Study

Before implementing the first cycle, the researcher conducted an observation as a preliminary study to identify the challenges faced by students in learning English, especially in vocabulary mastery. To gather deeper

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information, the researcher also conducted an unstructured interview with the English teacher of X grade Travel Service Business (ULW) 1 at SMKN 1 Jember. This pre-interview was done on January 22nd, 2025, before implementing the Classroom Action Research (CAR).

Based on the interview, some challenges in the teaching and learning process were identified. The teacher explained that most students lacked motivation and tended to be passive during the learning process. They rarely participated and tended to avoid using English in classroom interactions due to a lack of confidence. In addition, students showed a high dependency on translation tools such as Google Translate, which was often used without thoroughly understanding the context or meaning of the words they looked up.

Furthermore, the teacher stated that the use of Indonesian language in the learning process is still very dominant at around 75% while English is only used at around 25%. It caused students to have minimal exposure to English directly, so they were less accustomed in understanding and using vocabulary contextually. On the other hand, the learning media used were still conventional, so that learning seemed monotonous and did not attract students' interest.

From these challenges, vocabulary mastery is identified as the most significant challenge. Most students have difficulty in memorizing and using vocabulary appropriately in sentences, as well as having difficulty in

interpreting the meaning of words contextually. This limitation also impacted

on another language skills such as reading, writing and speaking.

To strengthen these findings, the researcher also conducted a

vocabulary pre-test to 25 students of X grade Travel Service Business (ULW)

1. This test aimed to measure the students' vocabulary skill before the first

cycle was implemented. The results of the pre-test are presented in the

following table:

Table 4.1

The Score of Students' Pre-Test

No.	Students' Name	Students' Score	Status
1.	ABK	73	Fail
2.	ANH	50	Fail
3.	ARP	55	Fail
4.	APK	85	Pass
5.	AGS	70	Fail
6.	BH	48	Fail
7.	DAM	65	Fail
8.	DCA	70	Fail
9.	FF	45	Fail
10.	FTH	83	Pass
11.	FM	53	Fail
12.	HMAA	50	Fail
13.	MEH	79	Pass
14.	MDS	58	Fail
15.	MGR	83	Pass
16.	MAA	48	Fail
17.	MRF	48	Fail
18.	NUR	83	Pass
19.	RDPP	43	Fail
20.	RR	80	Pass
21.	RD	70	Fail
22.	SS	45	Fail
23.	TSAP	85	Pass
24.	VA	73	Fail
25.	ZM	70	Fail

Total Score	1.612	

Based on the pre-test conducted on April 16th, 2025, with 25 students of X Grade Travel Service Business (ULW) 1, the total score obtained by the students was 1,612.

To calculate the average score, the following formula was used:

$$\text{Average Score} = \frac{1.612}{25} = 64,48$$

The highest score achieved was 85, while the lowest was 43. According to the Minimum Mastery Criterion (KKM) for English subject at SMKN 1 Jember, students are expected to achieve a minimum score of 75 to meet the success criteria.

To find out how many students passed the Minimum Mastery Criterion (KKM 75), the following calculation was used:

$$\text{Percentage of Students passing the vocabulary test} = \frac{7}{25} \times 100\% = 28\%$$

From the calculation above, it means that only 7 students (28%) met the Minimum Mastery Criterion (KKM 75), while the remaining 18 students (72%) were still below the Minimum Mastery Criterion (KKM 75). These findings clearly indicate that students' vocabulary mastery is still lacking. Therefore, an improvement is urgently needed, especially for a more engaging and effective learning approach that can foster active participation and deeper understanding.

To address these problems, the researcher decided to use Educaplay as a gamified learning platform. This platform offers a variety of educational game formats designed to create a more enjoyable and motivating environment for vocabulary practice. In this study, the platform was integrated with the lesson on Short Functional Text, providing a fun and interactive way for students to improve their vocabulary understanding and usage.

2. Cycle 1

In the first cycle, the researcher followed four main steps in implementing of the cycle, these are: planning, action, observation, and reflection. This cycle was done in three meetings. Two meetings were used for teaching and learning activities, and the third meeting was allocated for the assessment through a vocabulary test. The details explanation of each step are as follows:

a. Planning

Planning was the first step conducted by the researcher in this Classroom Action Research. on Wednesday, January 22nd, 2025, the researcher had a discussion with the English teacher of X grade Travel Service Business (ULW) 1 at SMKN 1 Jember. This discussion aimed to talk about the students' challenges in learning English, especially regarding vocabulary mastery. Based on the pre-interview, the teacher explained that most students had difficulties in understanding English because their

vocabulary was limited. The teacher also said that students were often not confident to speak in class because they didn't know many English words. Besides that, the class had limited media and learning resources, that made the students less motivated during English lessons.

To understand the classroom situation more clearly, the researcher also casually talked with several students after class. Most of them said they didn't really enjoy learning English because it was hard to remember the words. They also felt shy when speaking in front of their friends because they were afraid of making mistakes. After that, the researcher observed the teaching and learning process in the class. The observation showed that the students were passive and less involved in the lesson. Many students looked confused and only a few joined the learning actively. This supported the teacher's and students' statements about the vocabulary problem.

Based on the discussion and observation, the researcher and the English teacher agreed to try a new strategy to help students learn vocabulary in a fun way. The researcher proposed using Educaplay as an alternative teaching media based on gamification. The teacher responded positively to this idea, as he had never used interactive digital media like Educaplay before. He believed that such a media could potentially increase students' enthusiasm and interest in learning English.

After deciding on the media to be used, the researcher and the teacher reviewed the syllabus and selected materials that matched the topic in the

curriculum, the topic chosen was "Short Functional Text". Then, the researcher developed a Lesson Plan (Modul ajar) and prepared the teaching instruments including materials, activities, and media to be used during the action.

b. Acting

In this phase, the implementation was carried out based on the planning that had previously been developed by the researcher in collaboration with the English teacher. In this classroom action research, the first cycle consisted of three meetings: two meetings for the teaching and learning process and one meeting was allocated for conducting the post-test. The material delivered in this cycle was Short Functional Text, focusing on Signs and Notices, which was considered relevant to the students' major in Travel Service Business (ULW).

1) First Meeting

The first meeting was held on Wednesday, April 23rd, 2025 at 10.15 to 11.45 a.m. The researcher started the class by greeting the students, leading a prayer, and checking attendance. To introduce the topic, the researcher asked the students a lead-in question: "Have you ever seen this kind of sign in a tourist place?". While asking the question, the researcher showed a visual of a "No Entry" sign. This was aimed to stimulate students' background knowledge and lead them into the lesson topic.

After activating the students' background knowledge, the researcher explained the definition, purpose, and common expressions used in Sign and Notice. Subsequently, the students were introduced to Educaplay, a gamification platform used for vocabulary enrichment through gamified learning. Students were guided to access a vocabulary game on Educaplay in the Fill in the Blank format. The game content focused on words commonly used in signs, such as "No Entry," "Caution," "Exit," and "Push."

Figure 4.1

The researcher explaining the material

Students were asked to complete the activity individually using their smartphones. The learning atmosphere became competitive and engaging, as students tried to score higher than their peers. At the end of the session, each student was asked to mention several new vocabulary items they had learned. Two students with the highest scores were given additional points as a form of appreciation, which would contribute to their final evaluation at the end of the cycle. Afterward, the class ended with a short reflection and a pray together.

2) Second Meeting

The second meeting took place on Thursday, April 24th, 2025 at 08.30 to 10.00 a.m. Similar to the first meeting, the researcher opened the class with greetings, prayer, and an attendance check. The researcher briefly reviewed the previous material before continuing to the main activity.

In this session, the students were divided into small groups. Each group was assigned a specific setting related to the tourism field, such as hotels, airports, tourist attractions, or parks. The task required each group to create a short dialogue between a staff member and a tourist, incorporating at least three signs or notices relevant to the context of the assigned place. For instance, the group working on "Airport" used phrases such as "No Smoking," "Baggage Claim," and "Boarding Gate."

After working in groups, each group presented their dialogues in front of the class. Feedback was given by both the teacher and peers. The activity aimed to strengthen the students' contextual understanding and collaborative communication skills. To conclude the meeting, the researcher conducted an interactive quiz using Educaplay Quiz projected on a screen. The quiz served as a formative assessment and review session for all students. A reward gift was given to the group that demonstrated strong vocabulary usage in their dialogue and actively participated in the Educaplay quiz.

Figure 4.2

Students presenting the Educaplay game

Furthermore, both the researcher and the collaborator observed the teaching and learning activities and took notes on the students' participation and responses throughout the lesson. Before leaving the classroom, both students and researcher concluded the lesson by summarizing the key points of the material to strengthen students' understanding. Then, the researcher also informed the students about a test that would be conducted in the next meeting. Lastly, the class was closed with praying together.

3) Third Meeting (Post-Test)

The third meeting was carried out on Wednesday, April 30th, 2025 at 10.15 to 10.55 a.m. The purpose of this session was to evaluate the students' vocabulary mastery after the intervention. As usual, the meeting began with greetings, prayer, and attendance. The researcher explained the post-test procedures and distributed the test sheets to all students. The test consisted of 25 items designed to assess students' understanding of vocabulary related to signs and notices commonly found in public and tourist areas. It was divided

into three sections: fill-in-the-blank section, matching section, and short-answer section.

Figure 4.3

Students Post-Test Cycle 1

The students completed the test individually within the allocated time. After collecting the answer sheets, the researcher reviewed some key questions briefly and gave positive feedback. Before ending the meeting, the researcher informed the students that the results would be used to evaluate their progress and to improve the learning strategy in the next cycle.

c. **Observing**

During the observation phase of Cycle 1, the researcher collaborated with the English teacher to observe and document the students' engagement, behavior, and the overall classroom atmosphere throughout the implementation of gamified learning using Educaplay to improve students' vocabulary mastery. The data were collected using students' and teacher's observation sheets, along with the results of the post-test conducted at the end of the cycle.

Based on the students' observation sheet, it was observed that many students showed enthusiasm and interest when using Educaplay, particularly in completing the Fill in the Blank vocabulary exercise. They followed instructions well and were focused on completing the correct words based on the given context. Although some students initially struggled with navigating the platform independently, many were able to engage actively in the game as the session progressed.

Many students expressed that the activity was both enjoyable and helpful in understanding new vocabulary, especially because the exercise required them to recall and select the correct word from several options. The structure of the game was to train students' understanding about word meaning and usage. In addition, several students demonstrated improvement in recognizing vocabulary usage and correcting their mistakes with the help of the game's feedback feature.

The English teacher also completed an observation sheet during the learning activity. The teacher noted that the vocabulary material presented in Educaplay was clear, well-prepared, and aligned with the learning objectives. The game helped increase student engagement, and the classroom remained conducive throughout the lesson. Although some students required additional guidance, the overall classroom management and activity flow were maintained effectively. Minor technical difficulties were resolved quickly and did not interfere with the learning process. The teacher also highlighted that only one game format was used in this cycle, that was Fill in the Blank

feature, although effective for vocabulary recall, could become challenging or monotonous for students with limited English exposure.

In addition, at the end of the cycle, a post-test was administered to measure the students' vocabulary mastery after implementing Educaplay as a gamified learning. The test consisted of 25 items focused on vocabulary used in signs and notices, and it was given to all 25 students.

d. Reflecting

In this reflection, the researcher and the English teacher collaboratively evaluated the implementation of the first cycle by analyzing the post-test results, observation sheets, and classroom learning dynamics. The instructional strategy in Cycle 1 applied gamified vocabulary learning using the Educaplay platform, with the game format focused on Fill in the Blank to support students' mastery of vocabulary on the topic of Signs and Notices.

The detailed results are presented in the table below:

Table 4.2

The Score of Students' Post-Test (Cycle 1)

No.	Students' Name	Students' Score	Status
1.	ABK	75	Pass
2.	ANH	55	Fail
3.	ARP	75	Pass
4.	APK	78	Pass
5.	AGS	75	Pass
6.	BH	50	Fail
7.	DAM	70	Fail
8.	DCA	83	Pass

9.	FF	55	Fail
10.	FTH	85	Pass
11.	FM	70	Fail
12.	HMAA	60	Fail
13.	MEH	80	Pass
14.	MDS	63	Fail
15.	MGR	85	Pass
16.	MAA	50	Fail
17.	MRF	50	Fail
18.	NUR	85	Pass
19.	RDPP	50	Fail
20.	RR	82	Pass
21.	RD	74	Fail
22.	SS	55	Fail
23.	TSAP	87	Pass
24.	VA	75	Pass
25.	ZM	73	Fail
Total Score		1.740	

The formula to calculate the mean was used:

$$\text{Average Score} = \frac{1.740}{25} = 69,6$$

Then, the formula to calculate the percentage was:

$$\text{Percentage of Students passing the vocabulary test} = \frac{12}{25} \times 100\% = 48\%$$

Based on the post-test results, 12 out of 25 students (48%) successfully reached the Minimum Mastery Criterion (KKM 75), and the class average increased from 64.48 in the pre-test to 69.6 in the post-test cycle 1. These results indicate that the learning strategy applied in this cycle had a positive impact on student achievement, however, the improvement was not yet sufficient to meet the expected success criteria, that was ideally set at a

minimum of 75% of the students achieving the Minimum Mastery Criterion

(KKM 75). Therefore, it was concluded that the learning strategy needed to

be revised and improved in the following cycle.

Table 4.3
Researcher observation list cycle 1

Successful action	Unsuccesful action
The integration of Educaplay captured students' attention.	Some students struggled with unfamiliar vocabulary during the Fill in the Blank game.
Students were more active and responsive during the quiz.	Technical issues such as slow loading and confusion in accessing the game on mobile.
The gamified platform made vocabulary learning more engaging.	A few students lost focus when they failed multiple times during the quiz session.

Observation data showed that the gamified approach improved

students' enthusiasm and classroom engagement. Most students actively

participated and responded positively to the gamified learning model.

Nevertheless, a notable issue was encountered during the initial phase of the

activity: several students struggled to log into the Educaplay platform. This

issue was not caused by technical problems, but rather by students' lack of

attention during the instruction phase, which is consistent with the active and

easily distracted nature of the class. As a result, the teacher and the researcher

had to provide individual assistance, which reduced the available learning

time.

Additionally, the game format used in Cycle 1 was limited to a single type, namely the Fill-in-the-Blank feature, without the integration of other gamification elements such as points, leaderboards, or badges implemented directly by the researcher. The symbolic feedback provided in the form of verbal praise or informal "plus points" was not sufficient to maximize extrinsic motivation, especially for students with lower confidence or slower progress.

In summary, the first cycle showed encouraging progress, but it had not yet reached a level of success that could be considered sufficient. Thus, several adjustments were planned for the second cycle, including:

1. Providing clearer and more structured login instructions, possibly in visual form, to assist students in navigating the platform independently

2. Adding more gamification elements (e.g., points, leaderboard, and badges) to increase motivation and engagement.

3. Diversifying the types of game activities in Educaplay platform to maintain student interest and support different learning preferences.

4. Adding reinforcement tasks after the main activity to improve vocabulary retention and application of what has been learned.

5. Improving classroom management and setting more structured opening routines were needed to help students stay attentive and focused, especially during the explanation part of the lesson.

These insights provided a strong foundation for the development of Cycle 2, which was expected to produce better results and increase the number of students achieving the Minimum Mastery Criterion (KKM 75).

3. **Cycle 2**

a. **Planning**

Based on the reflection results from Cycle 1, the researcher and the English teacher planned several improvements for Cycle 2. The goal of this cycle was to increase the number of students who reached the Minimum Mastery Criterion (KKM 75) and to improve their vocabulary mastery through more engaging learning activities.

One of the main problems in Cycle 1 was that some students still had difficulty logging into the Educaplay platform. This happened because the instructions were only given verbally without any visual support, and some students were not paying full attention. Therefore, in Cycle 2, the researcher prepared a clear visual tutorial that would be shown on the monitor before students accessed the game. This was expected to help students follow the instructions more easily and reduce confusion.

In Cycle 2, the researcher also planned that the learning activity would include more varied game types, not only Fill in the Blank like in the previous cycle. The researcher planned to add Matching Pairs and Word Search games on Educaplay to keep the students interested and support different learning styles. In addition, new gamification elements like points, leaderboards, and

rewards were also added to increase students' engagement and motivation. A leaderboard would be shown on the screen to let students see their progress and feel more encouraged to improve their achievements.

To help students remember the vocabulary better, the researcher designed a short ice-breaking activity involving all students before the final discussion. This review game was created to make vocabulary practice more enjoyable and meaningful. The complete procedure of this activity will be explained in detail in the Acting phase.

The topic for Cycle 2 was still focused on Short Functional Text, but with a different subtopic: Memo and Short Message. Unlike Cycle 1, which connected the material to the students' vocational major (Travel Service Business), this topic was selected to reflect to help students understand the use of short functional texts in everyday life. The aim was to help students understand how English can be used in everyday situations, both in and outside of the school environment.

The lesson plan was revised to include these improvements and to make sure the activities matched the learning objectives and curriculum standards. Similar to Cycle 1, Cycle 2 was planned to be conducted in three meetings: two meetings for learning activities using the and one meeting for the post-test. The researcher and the English teacher would continue to work together in every stage of planning, acting, observing, and reflecting to monitor student progress and improve the quality of the teaching strategy.

b. Acting

The second cycle was carried out in three meetings. In this cycle, the researcher applied some improvements based on the reflection from Cycle 1. The activities were made more interactive and structured, using new types of games and extra gamification features supported by the use of Educaplay. The topic was still Short Functional Text, but this time it focused on Memo and Short Message. Unlike the first cycle, where the topic was connected to the students' major (Travel Service Business), this cycle introduced a topic that was more general and related to daily life, so students could see how English is used outside of school or work settings.

1) First Meeting

The first meeting was conducted on Wednesday, May 7th, 2025, from 10.15 to 11.45 a.m. The lesson began with the usual routine by greeting, praying together, and checking attendance. To introduce the topic, the researcher asked a lead-in question: "Have you ever sent a short message to your friends?" This was followed by an example of a short message displayed on the screen, allowing students to connect the material with their real-life experiences.

Before presenting the new material, the researcher briefly reflected on the previous topic. "Last time we talked about Signs and Notices, right? Those are also part of short functional texts. Today, we're going to explore

two more examples: Memo and Short Message. These are simple texts we often use when we want to leave information for someone."

Figure 4.4

The researcher explaining the material

The researcher briefly reviewed the previous topic (Signs and Notices) and explained that both signs and memos are part of short functional texts. The session then continued with an explanation of the new topic, covering the definition, function, structure, and example expressions commonly used in memos and short messages. The researcher delivered the material clearly and encouraged students to ask questions if anything was unclear.

After delivering the material, the researcher provided step-by-step instructions on how to log in and access the first vocabulary game on Educaplay. To avoid the confusion experienced in Cycle 1, a visual tutorial was also displayed on the monitor to help students follow the process more easily. For this meeting, students played the Matching Pairs game, where they matched vocabulary words with their correct meanings. The activity was completed individually using the students' smartphones, while the researcher and the teacher monitored and provided support when necessary. The classroom atmosphere became lively as students showed interest in achieving

high scores. After completing the game, every student showed their results to the teacher, which would later contribute as a "bonus point" at the end of the cycle.

In the post-activity, the researcher concluded the session by reviewing key points from the lesson and giving the students opportunity to ask questions if there were any unclear parts. Before really close the meeting, the researcher reminded students to review the vocabulary at home and asked them to memorize some of the common words for the next meeting. Then, the meeting ended with praying together

2) Second Meeting

The second meeting was held on Thursday, May 8th, 2025, from 08.30 to 10.00 a.m. The session started with greetings, prayer, and a review of the previous lesson. Before starting the main activity, a warming-up challenge was conducted. In this session, students were invited to participate in a quick and fun game, and the student who lost the round was asked to mention at least five vocabulary words from the previous meeting material. This activity created to refresh their memory and reinforce the vocabulary in a light and engaging way.

After the warm-up, the class moved on to continue the Educaplay Challenge, which was designed as a fun competition. There were three games in total: Word Search, Matching Pairs, and Fill in the Blank. The game was completed individually. Each student had to complete all three games one by

one. After finishing a game, they showed their score to the teacher and scanned a new barcode to move to the next stage or game. The teacher kept track of the progress and updated the leaderboard. The challenge was simple: the more correct answers in less time, the better the score. Students who finished all games with high scores were listed at the top of the leaderboard. At the end of the session, the top six students were announced and given small rewards as a form of appreciation. It was a fun and energetic atmosphere, with many students showing excitement and healthy competition

Figure 4.5
Students presenting the Educaplay game

After finishing the game session, students participated in a vocabulary chain game as an ice-breaking. The students sat in a circle. One student started by saying a word related to the topic, and the next student had to continue with another word that started with the last letter of the previous words. It went on until everyone got a turn. The activity brought a lot of laughter and helped them review the vocabulary in a fun way, also strengthen their vocabulary knowledge while encouraging active participation.

In the post-activity, the researcher reviewed the lesson by summarizing important points and clarifying any questions. Students were reminded to prepare for the post-test in the next meeting. Before closing the class with a prayer, the researcher expressed appreciation for the students' active participation and enthusiasm during the lesson. Finally, the class ended by praying together.

3) Third Meeting (Post-Test)

The third meeting was conducted on Wednesday, May 14th, 2025, from 10.15 to 10.55 a.m. The session began with the usual classroom routine, including greeting the students, praying together, and checking attendance. After opening the class, the researcher informed the students that they would take a post-test as the final activity in this cycle to measure their vocabulary improvement.

The researcher then distributed the test papers and gave clear instructions on how to complete the tasks. The test consisted of 25 items, which were designed to evaluate vocabulary understanding related to Memo and Short Message, different from the vocabulary used in the previous cycle. The question types included fill-in-the-blank, matching pairs, and short answer. Students were instructed to work individually and complete the test within the allocated time. The researcher and the English teacher walked around to monitor the students and ensure the test ran smoothly without distraction.

Figure 4.6

Students Post-Test Cycle 2

Once the students had finished, the test papers were collected. Before closing the session, the researcher gave a brief conclusion, reminded the students of the vocabulary they had learned throughout the cycle, and thanked them for their participation and efforts during the lessons. The meeting was officially ended with a group prayer.

c. **Observing**

During the implementation of Cycle 2, the researcher and the English teacher observed the teaching and learning process using an observation sheet. The observation focused on both student participation and the effectiveness of the learning strategy, especially the use of Educaplay as a gamified platform for vocabulary development. Observations were made throughout the three meetings to record the students' level of engagement, responsiveness, and interaction with the activities provided.

The results of the observation showed several positive developments compared to Cycle 1. Students appeared more prepared and confident when completing the vocabulary tasks. Most of them were able to log in and follow

the instructions correctly, which was an improvement from the previous cycle. This was likely influenced by the visual guidance provided at the beginning of the first meeting. In addition, the integration of various game formats such as Matching Pairs, Word Search, and Fill in the Blank also helped to accommodate different learning styles, making the lessons more engaging.

In terms of student behavior, participation increased during both the game sessions and supporting activities, such as the vocabulary chain and the warm-up task. The competitive atmosphere created through the leaderboard appeared to boost motivation and focus. Many students showed enthusiasm in trying to reach higher scores and complete the games faster, which led to a more dynamic classroom environment.

d. Reflecting

Based on the results of the observations, field notes, and post-test analysis, it can be concluded that the implementation of Cycle 2 successfully addressed the problems identified in Cycle 1. The teaching and learning process in this cycle ran more effectively and smoothly, with increased student engagement, improved classroom atmosphere, and higher learning outcomes.

The results showed a clear improvement. Out of 25 students, 20 students (80%) successfully achieved the Minimum Mastery Criterion (KKM

75). This means the research had met the expected success indicator set for this classroom action research.

The average class score also increased significantly, rising from 64,48 in the pre-test and 69,6 in the post-test cycle 1 to 77,48 in the cycle 2 post-test, indicating not only broader improvement in student achievement but also the effectiveness of the gamified learning strategy implemented.

The summary of student achievement is presented below:

Table 4.4

The Score of Students' Post-Test (Cycle 2)

No.	Students' Name	Students' Score	Status
1.	ABK	80	Pass
2.	ANH	75	Pass
3.	ARP	78	Pass
4.	APK	85	Pass
5.	AGS	80	Pass
6.	BH	60	Fail
7.	DAM	75	Pass
8.	DCA	85	Pass
9.	FF	75	Pass
10.	FTH	90	Pass
11.	FM	75	Pass
12.	HMAA	75	Pass
13.	MEH	85	Pass
14.	MDS	75	Pass
15.	MGR	90	Pass
16.	MAA	60	Fail
17.	MRF	65	Fail
18.	NUR	90	Pass
19.	RDPP	60	Fail
20.	RR	88	Pass
21.	RD	78	Pass
22.	SS	65	Fail
23.	TSAP	90	Pass
24.	VA	80	Pass

25.	ZM	78	Pass
Total Score		1.937	

Mean Score Calculation used was:

$$\text{Average Score} = \frac{1.937}{25} = 77{,}48$$

Then, the formula to calculate the percentage was:

$$\text{Percentage of Students passing the vocabulary test} = \frac{20}{25} \times 100\% = 80\%$$

Based on the data above, the implementation of cycle 2 was considered successful. The target of having at least 75% of students achieved the KKM was reached. Additionally, the class atmosphere was more interactive and enjoyable, and student performance showed clear improvement both during the activities and in the post-test results.

Several key improvements were also identified. In Cycle 1, a major issue was students' confusion when logging in and accessing the Educaplay games due to lack of visual guidance. In Cycle 2, this was resolved by providing a clear visual tutorial before starting the game. As a result, most students were able to access the platform independently and focus on the task.

Table 4.5
Researcher observation list cycle 2

Successful action	Unsuccesful action
Students demonstrated more confidence and enthusiasm in using Educaplay.	
The use of multiple game formats improved vocabulary retention.	
Classroom participation increased, and learning atmosphere was more dynamic.	

The integration of more diverse game types (Matching Pairs, Word Search, and Fill in the Blank), along with visible gamification elements such as points and leaderboards, contributed to a more competitive yet supportive learning environment. Students showed enthusiasm in participating and demonstrated higher levels of focus during activities.

Additionally, the post-test results in Cycle 2 showed that 80% out of 25 students achieved the Minimum Mastery Criterion (KKM 75), surpassing the success target set in the research. The average score also rose significantly to 77.48, compared to 64.48 in the pre-test. This indicated that the strategy used in Cycle 2 was more effective in helping students master vocabulary related to Memo and Short Message.

Furthermore, Student participation was more evenly distributed, and even those who were previously passive began to engage more actively, especially during warm-up sessions and the vocabulary chain game. The friendly competition created by the leaderboard and the variation of activities

also helped reduce boredom and increased their confidence in using English vocabulary.

Lastly, the collaboration between the researcher and the English teacher also improved. The teacher provided real-time feedback and played an active role in managing the class and guiding students who needed help. This collaborative approach contributed to a more effective learning experience overall.

From these findings, it was concluded that Cycle 2 successfully met the criteria for a completed action research cycle. The teaching strategy that incorporated gamified media, clear instructions, and structured classroom activities proved to be both engaging and impactful in improving students' vocabulary mastery. Therefore, no further cycle was necessary.

Table 4. 6

The percentage of the students' vocabulary mastery

Meeting	Students Achieving the Minimum Mastery Criterion (KKM 75)	Mean Score	Percentage
Pre-Test	7 students	64,48	28%
Post-Test Cycle 1	12 students	69,6	48%
Post-Test Cycle 2	20 students	77,48	80%

The table above showed that students' vocabulary mastery improved in each cycle. To provide clearer insight into the level of progress, the following percentage improvement was calculated using the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Notes:

P: Percentage of student improvement

y: Pre-test score

y1: Post-test 1 score

From Pre-Test to Post-Test 1:

P= $\frac{69.6 - 64.48}{64.48}$ x 100% = 7.94%

From Pre-Test to Post-Test 2:

P= $\frac{77.48 - 64.48}{64.48}$ x 100% = 20.16%

These results showed that the students' scores improved by 7.94% after the first cycle, and by 20.16% after the second cycle. This means that the use of Educaplay and the changes made in Cycle 2 helped the students learn vocabulary better than before.

B. **Research Discussion**

The results of this classroom action research indicated that the implementation of gamified learning using Educaplay had a positive impact on improving students' vocabulary mastery in learning Short Functional Texts. This finding is in line with Dicheva et al., who stated that gamification in education supports student motivation, engagement, and learning achievement by integrating game elements into classroom activities.[72]

In this study, students were engaged in learning through interactive games such as Matching Pairs, Fill-in-the-Blank, and Word Search, all designed to strengthen their vocabulary retention. These games helped create a more enjoyable learning environment and encouraged students to participate more actively. The use of a leaderboard also contributed to a healthy sense of competition, motivating students to improve their performance.

The improvement in students' vocabulary mastery was reflected in the results across cycles. In the pre-test, only 28% of the students reached the Minimum Mastery Criterion (KKM 75). After the first cycle, this number increased to 48%, and in the second cycle, it reached 80%, successfully meeting the expected success criteria. The class average score also increased from 64,48 in the pre-test to 69,6 in Cycle 1 and 77,48 in Cycle 2. These students' improvement aligned with the result of a journal by Jaramillo-Mediavilla et al. that gamified learning not only promotes cognitive development but also emotional and social engagement. During the

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[72] Dicheva et al., "Gamification in Education: A Systematic Mapping Study."

implementation, students showed greater confidence in using new vocabulary and demonstrated better recall through structured games and review activities.[73]

Another important factor contributing to the success of this approach was the improvement in technical guidance. In Cycle 1, some students faced difficulties logging in and understanding the game procedures. This issue was resolved in Cycle 2 by providing clear visual instructions, which ensured that all students could participate without confusion. This highlights the importance of accessibility and scaffolding in gamified instruction, as noted by Prambayun & Farozi.[74]

The research also demonstrated that gamification can be adapted to different types of short functional texts, not just those closely related to the students' vocational major (such as signs and notices), but also those used in general communication (memos and short messages). This variety exposed students to different types of real-world texts, helping them understand vocabulary in broader and more practical contexts.

Overall, the success of this study supports the conclusion that gamified learning when carefully planned and adjusted can be an effective strategy to improve vocabulary mastery among high school students. By

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[73] Jaramillo-Mediavilla et al., "Impact of Gamification on Motivation and Academic Performance: A Systematic Review."

[74] A. Prambayun and M. Farozi, "Pola Perancangan Gamifikasi Untuk Membangun Engagement Siswa Dalam Belajar," Seminar Nasional Teknologi Informasi dan Multimedia 2015, 2015, 6–8, https://docplayer.info/storage/52/30601960/1556118280/omOldYfPXtHv3smtG4FhOw/30601960.pdf

combining digital games with structured activities, the classroom became more interactive, and students became more involved and confident in their English learning process.
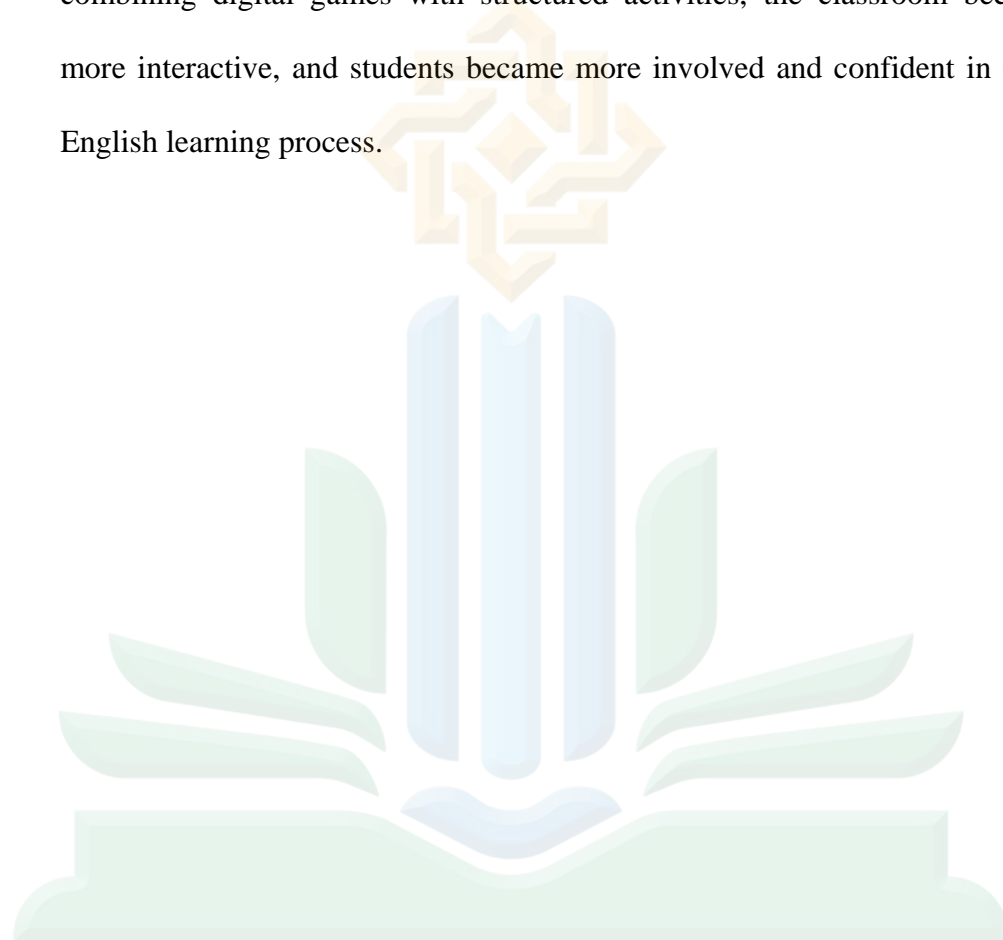
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted through Classroom Action Research (CAR) in two cycles, aiming to improve students' vocabulary mastery using the gamified learning platform Educaplay. The study involved 25 students of grade X Travel Service Business (ULW) 1 at SMKN 1 Jember and consisted of six meetings, including pre-test, learning activities, and post-tests in both cycles.

Based on the findings, the use of Educaplay significantly improved students' vocabulary skills. In the pre-test, only 28% of students achieved the Minimum Mastery Criterion (KKM 75), with a class average of 64.48. After the first cycle, the percentage increased to 48%, and the average score rose to 69.6. Although there was progress, it had not yet met the success criteria, so a second cycle was conducted. In cycle 2, the number of students who passed increased to 80%, with an average score of 77.48. This means that the learning activities in the second cycle were successful and reached the criteria of success.

The improvement was not only shown in students' test scores but also in their participation and motivation during the learning process. The interactive games, points, and leaderboard features in Educaplay made the lessons more fun and engaging. Most students showed better focus, more

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confidence, and greater interest in learning English vocabulary. Based on these results, it can be concluded that the use of Educaplay as a gamified learning platform was effective in helping students improve their vocabulary mastery.

B. Suggestion

Based on the results of the research, the following suggestions are offered for English teachers and future researchers:

For English Teachers

Teachers are encouraged to utilize Educaplay as a supplementary tool in teaching vocabulary. The platform provides a variety of game formats that can enhance student engagement and make vocabulary learning more interactive and enjoyable. By integrating Educaplay into the lesson, teachers can facilitate contextual learning, encourage students' creativity, and increase vocabulary retention. Moreover, Educaplay can help students overcome learning boredom and boost their confidence, especially for those who usually struggle with passive learning methods.

For Future Researchers

This study can serve as a reference for future researchers who aim to explore gamification in language learning. Future studies could investigate the long-term impact of using Educaplay or compare it with other

gamification platforms such as Wordwall, Quizizz, or Kahoot. Moreover, researchers may explore how gamified learning affects other language skills beyond vocabulary, such as speaking, reading, or listening. Expanding research in different educational levels and contexts will contribute further to the development of engaging and effective learning strategies.

While Educaplay proved to be an effective platform for enhancing vocabulary mastery in this research, it is important to acknowledge that the use of specific digital tools in education may be limited by time and technological relevance. As digital trends evolve and user needs shift, certain platforms may lose popularity or face technical limitations. This study was conducted at a time when Educaplay was accessible, functional, and aligned with the learning objectives. However, the long-term use of Educaplay beyond the next 5 to 10 years may depend on its ability to adapt to educational needs and maintain technological support. Therefore, teachers and researchers should stay flexible and ready to explore newer educational technologies that may better suit future contexts and student preferences.

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APPENDIX 1

RESEARCH MATRIX

TITTLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	RESEARCH QUESTION
Building Up Students` Vocabulary Skill through a Gamified Learning Platform: The Use of Educaplay on Tenth Grade Students of SMKN 1	Vocabulary	- Definition of Vocabulary - Types of Vocabulary - Importance of Vocabulary	**Primary Data:** - Students' vocabulary score (pre-test and post-test) **Secondary Data:** - Observation - Interview - Field notes - Documentation of activities	**Research Design:** Classroom Action Research (CAR) by Kemmis and McTaggart's Model: a. Planning b. Acting c. Observing d. Reflecting **Data Collection:** a. Observation b. Test c. Interviews	How is the Use of Educaplay as a Gamified Learning Platform in Improving Students' Vocabulary Skill at tenth Grade of SMKN 1 Jember?

| Jember | Gamified Learning | - Definition of Gamification in Learning
- Elements of Gamification
- Benefits of Gamification | | d. Field Notes

Data Analysis:
a. Average Score

$$X = \frac{\Sigma x}{n}$$

Notes:
X: Mean
x: Total Score
n: Number of students
b. Pass Score

$$P = \frac{F}{N} \times 100\%$$

Notes:
P: The class percentage
F: Total Percentage score
N: Number of Students
c. Improvement Score

$$P = \frac{y1 - y}{y} \times 100\%$$

Notes:
P: Percentage of student improvement
y: Pre-test score
y_1: Post-test 1 score

Validity of data:
Content Validity | |
| | Learning Platform (Baamboozle/Edu caplay) | - Definition of Educaplay
- Features in Educaplay
- How to Access Educaplay
- Advantages of Educaplay
- Steps to Use Educaplay Platform | | | |

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

APPENDIX 2

LESSON PLAN

MODUL AJAR BAHASA INGGRIS – CYCLE 1

Judul Modul Ajar	: **Short Functional Text (notice dan sign)**
Penyusun	: **Faradifah Prilia Putri**
Sekolah	: **SMKN 1 Jember**
Tahun Pelajaran	: **2025/2025**
Fase	: **E**
Kelas/Jenjang	: **X**
Konsentrasi Keahlian	: **Usaha Layanan Wisata (ULW)**
Alokasi Waktu Pelajaran	: **4 x 45 menit (2 pertemuan)**
Mata Pelajaran	: **Bahasa Inggris**

Capaian Pembelajaran

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

Tujuan Pembelajaran

Peserta didik diharapkan mampu:
1. Mengidentifikasi berbagai *Short Functional Text* berupa *notice* dan *sign* yang biasa ditemukan dalam kehidupan sehari-hari dengan benar.
2. Memahami ciri-ciri *sign* dan *notice*, termasuk tujuan, bentuk, dan kosakata yang umum digunakan.
3. Membedakan berbagai jenis *sign* dan *notice* serta memahami makna dan penggunaannya dalam konteks yang sesuai.
4. Menginterpretasikan makna *sign* dan *notice* dan menjelaskan maksudnya sesuai dengan konteks penggunaannya.
5. Menggunakan media digital interaktif untuk memperdalam pemahaman tentang materi yang dipelajari.
6. Meningkatkan daya ingat dan keterampilan berpikir kritis melalui permainan berbasis gamifikasi.

1. **LANGKAH-LANGKAH PEMBELAJARAN**

PERTEMUAN PERTAMA

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU	TUJUAN
PENDAHULUAN	• Guru membuka kelas dengan salam, doa bersama, dan pengecekan kehadiran siswa. • Guru memulai apersepsi dengan menunjukkan gambar visual "*No Entry*" sign yang umum ditemukan di tempat wisata. • Guru kemudian mengajukan pertanyaan pemantik seperti "*Have you ever seen this kind of sign in a tourist place*?" untuk mengaitkan materi dengan pengalaman siswa. • Guru menjelaskan tujuan pembelajaran dan pentingnya memahami *notice* dan *sign* dalam dunia pariwisata	10 Menit	▪ Membangun koneksi awal siswa dengan materi dan menciptakan suasana belajar yang positif dan komunikatif.
KEGIATAN INTI	• Guru menjelaskan definisi, tujuan, dan contoh-contoh *Short Functional Text* seperti *notice* dan *sign* yang sering dijumpai di tempat umum, khususnya lingkungan wisata. • Dilanjutkan dengan demonstrasi platform Educaplay, guru memperlihatkan cara mengakses game *Fill in the Blank* melalui link yang telah disediakan. • Siswa diminta untuk mengakses permainan tersebut menggunakan smartphone mereka masing-masing dan mengerjakannya secara individu. • Game berisi kosa kata seperti "*Exit*", "*Push*", "*Caution*", dll, dengan sistem skor otomatis berdasarkan kecepatan dan ketepatan.. • Guru berkeliling memantau progres	65 Menit	▪ Siswa memahami konsep dasar notice dan sign. ▪ Mengenali kosa kata baru yang umum digunakan dalam tanda-tanda di tempat wisata. ▪ Meningkatkan partisipasi aktif siswa melalui platform interaktif berbasis gamifikasi.

	siswa, membantu yang mengalami kesulitan, dan memberikan semangat kompetitif yang sehat. • Dua siswa dengan skor tertinggi diumumkan dan diberi poin tambahan sebagai bentuk penghargaan dan motivasi.		
PENUTUPAN	• Guru memandu sesi refleksi dengan pertanyaan seperti: "*What new words did you learn today?*", "*Was the game challenging or fun?*". • Siswa diberi kesempatan untuk bertanya dan berbagi pengalaman belajar mereka. • Guru menyampaikan apresiasi kepada siswa atas keaktifan mereka dan memberikan penguatan positif. • Pertemuan ditutup dengan doa bersama.	15 Menit	▪ Meninjau kembali kosakata yang telah dipelajari. ▪ Memberikan kesempatan kepada siswa untuk melakukan refleksi diri dan menyampaikan pendapat mereka.

PERTEMUAN KEDUA

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU	TUJUAN
PENDAHULUAN	• Guru membuka kelas dengan salam dan doa bersama. • Guru menyapa siswa dan melakukan absensi. • Sebelum masuk ke materi utama, guru melakukan kilas balik dengan bertanya: "*Can you recall some notices and signs you learned in the last meeting?*", "*Why are they important in tourism settings?*". • Guru menyampaikan tujuan pembelajaran hari itu: menyusun dialog kontekstual menggunakan kosa kata dari *notice* dan *sign*.	10 Menit	▪ Mengingat kembali materi sebelumnya. ▪ Mengaitkan materi dengan konteks dunia nyata. ▪ Membangun kesiapan mental siswa untuk kegiatan kelompok..
KEGIATAN INTI	• Guru membagi siswa menjadi beberapa kelompok secara acak. • Masing-masing kelompok diberikan satu konteks tempat wisata, seperti hotel, bandara, taman hiburan, museum, dll. • Tugas mereka adalah membuat dialog pendek antara staf dan wisatawan yang menggunakan	65 Menit	▪ Mengembangkan kerja sama tim. ▪ Menguatkan penggunaan bahasa Inggris dalam konteks nyata. ▪ Melatih keberanian berbicara di depan umum. ▪ Memberikan penilaian

	vocabulary dari *notice*/*sign* yang relevan dengan tempat tersebut (misal: "*No Smoking*," "*Information Desk*," "*Emergency Exit*").		formatif melalui kegiatan quiz berbasis gamifikasi.
	• Siswa menyusun dialog dengan kreativitas sendiri, mengacu pada kosakata yang telah dipelajari di pertemuan sebelumnya.		
	• Setelah diskusi, masing-masing kelompok diminta untuk mempresentasikan dialognya di depan kelas oleh guru.		
	• Guru memberikan umpan balik terhadap pelafalan, tata bahasa, dan penggunaan *vocabulary* dari *notice*/*sign*.		
	• Setelah semua kelompok tampil, guru mengadakan quiz interaktif menggunakan Educaplay yang ditayangkan melalui proyektor..		
	• Guru memproyeksikan quiz di layar menggunakan Educaplay platform.		
	• *Ice-breaking* digunakan untuk memilih peserta quiz, dan skor dimasukkan ke *leaderboard* antar kelompok.		
	• Kelompok dengan kontribusi paling aktif dan skor terbanyak diberi *reward*.		
PENUTUPAN	• Guru mengajak siswa melakukan refleksi dengan pertanyaan: "*What did you learn from today's activity?*", "*Do you feel more confident using signs and notices in English?*". • Guru memberi ruang untuk pertanyaan dan diskusi terbuka jika ada materi yang masih membingungkan. • Guru memberikan penghargaan simbolis untuk kelompok aktif dan menyampaikan rencana pertemuan selanjutnya termasuk adanya tes. • Kelas diakhiri dengan doa bersama.	15 Menit	▪ Menguatkan pemahaman materi melalui refleksi. ▪ Meningkatkan kepercayaan diri dan keterlibatan siswa. ▪ Menutup pembelajaran dengan suasana positif dan terarah.

2. **METODE PEMBELAJARAN**

✓ Inquiry-Based Learning

✓ Cooperative Learning

✓ Project-Based Learning

✓ Gamification-Based Learning

✓ Direct Instruction

3. **MEDIA DAN SUMBER PEMBELAJARAN**

✓ Media: Laptop, proyektor, dan smartphone siswa.

✓ Sumber Belajar: Modul Bahasa Inggris Kelas X, materi tambahan tentang notice dan sign (sumber digital), dan platform Educaplay.

BAHAN AJAR

A. SHORT FUNCTIONAL TEXT

Short Functional Text in English is defined as a short text that provides information about something related to daily life. The definition and examples of Short Functional text itself can be adjusted to a particular function or activity. Examples of functional text include notices, signs, advertisements, movie posters, invitations, announcements, product reviews, warnings, etc.

B. NOTICE

Notice/caution is one of the short functional texts that instructs someone to do or not to do something. This notice/caution can be in the form of a phrase, a clause, or a picture/sign.

Warning is a prohibition for someone not to do something because it is considered very dangerous. So, warning is almost the same as Notice but the level of danger is higher than Notice. So, the prohibition is harsher.

Functions of the Notice:

To give instruction/to instruct people; To give direction; To ask people to ... ; To advice/to suggest/to recommend; To remind people to ... ; To warn/to give warning; To ban/forbid/prohibit people to ...

Notice/caution according to its meaning is basically divided into two types:

1) Notice in the form of directions or instructions.

This notice can be in the form of a command sentence, invitation, advice, direction or instruction. It can be in the form of a picture/sign/mark.

For example: Be Silent. Slippery be Careful

Examples of Notice Instructions in the form of a sign/image.
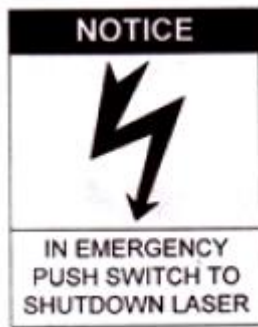
It means that we have to turn off the laser in emergency.

2). Notice in the form of a prohibition.

This notice is in the form of a prohibition sentence, (No, Not, Don't, Never), or in the form of a picture / sign / sign marked with a slash or cross (crossing).

For example: Don't be noisy

Example of a Prohibition Notice in the form of a sign/image

It means we are not permitted to have meal there

Notes:

1) If the Notice is in the form of a directive, then the meaning will be identical to the sentences that contain the meaning: can/may; must/have to; should/ought to; are/are allowed/permitted to; are/are suggested/recommended to; are/are asked/hoped/requested to ...

2) If the Notice is a prohibition, then the meaning will be identical to the sentences containing the meanings: can't/may not/must not; are/are forbidden/banned/prohibited to; should not; are/are not allowed/not permitted to: are/are not suggested/not recommended to ...

Examples of Common Words in NOTICE:

Notice is usually longer, can be a complete sentence. It is informing or reminding.

PURPOSE	EXAMPLE PHRASES/SENTENCES
General Information	This room is under maintenance.
Notice	The meeting will be held at 10 a.m.
Polite Request	Please keep the room clean. / Please switch off your phone.
Prohibition	Visitors are not allowed during school hours.
Caution	Do not touch - high voltage. / Use at your own risk.

C. SIGN

In general, Sign is symbols containing warning signs, mandatory signs, prohibition signs and direction or information of a place intended as information to the crowd or an object whose presence or occurrence indicates the probable presence or occurrence of something else. One of the most commonly used types of signs in daily life is traffic signs.

Traffic Signs

Traffic Signs are part of the road equipment containing emblems, letters, numbers, sentences and/or combinations in between, which are used for traffic control in the form of warning, prohibition, mandatory, and instruction/Information.

The purpose of traffic signs:

1. Reduce traffic accidents.

2. create safety for the users of the road.

3. To discipline the road users.

4. To avoid accidents or casualties.

5. Provide directions for riders.

6. Providing warning about the danger of the place etc.

Signs are grouped into categories based on their color

Geometric Shape	Meaning	Safety Colour	Contrast Colour	Graphical Symbol Colour	Example of Use
	Prohibition	Red	White	Black	No Smoking
	Mandatory Action	Blue	White	White	Wear Eye Protection
	Warning	Yellow	Black	Black	Roadworks Warning
	Direction/Info	Green	White	White	First Aid Room Sign

Overall, there are four types of traffic signs, these are: warning, mandatory, prohibitory, and information/direction.

1.Warning signs

Warning signs have a basic yellow color, the general shape is rectangular. Basically, the image with yellow base color and black line is a symbol to indicate danger. Used to warn of possible dangers or dangerous places in front of the road user. The basic color of warning

signs is yellow with a black symbol or writing. The warning signs indicate a potentially dangerous traffic situation.

Here are some examples:

Signs: Warning Hazard Signs

2.Mandatory Signs

Mandatory signs also known as command signs, usually have a blue base color. The general shape is a circle with a blue base color, and with white images or letters that are symbols of safety instructions. The mandatory signs indicate an obligation you have to fulfill.

Here are some examples:

Signs: Mandatory direction Signs

3.Prohibition Signs

in prohibition signs the general shape is a circle with a white base color and surrounded by red lines and the main image in black. This sign functions as a prohibition. For example, no stopping, no parking and others. The prohibition signs forbid a specific action.

Signs: Prohibition Signs

4.Information/Direction Signs

In this sign, the general shape is a square with a green base color and the main image is white. This one direction sign serves to guide road users during the trip or provide other information to road users. These signs usually indicate directions, boundaries, and locations of public facilities.

For directions to destinations including cities, regions and signs stating the name of the road are stated with a green base color with a white symbol and writing.

Predecessor sign indicating the direction at the intersection ahead.

Predecessor sign indicating the direction of an area.

Examples of Common Words in SIGN:

Signs are short and to the point. They are usually commands, prohibitions, or instructions.

JENIS	CONTOH KATA/FRASA
Warning	Danger, Caution, Beware of Dog, Wet Floor
Command	Stop, Go, Enter, Exit, Push, Pull

| Prohibition | No Smoking, No Parking, Do Not Enter, No Entry |
| Information | Toilet, Fire Exit, Open, Closed, Emergency Exit |

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Students Exercises

LESSON PLAN

MODUL AJAR BAHASA INGGRIS – CYCLE 2

Judul Modul Ajar	: Short Functional Text (memo and short message)
Penyusun	: Faradifah Prilia Putri
Sekolah	: SMKN 1 Jember
Tahun Pelajaran	: 2025/2025
Fase	: E
Kelas/Jenjang	: X
Konsentrasi Keahlian	: Usaha Layanan Wisata (ULW)
Alokasi Waktu Pelajaran	: 4 x 45 menit (2 pertemuan)
Mata Pelajaran	: Bahasa Inggris

Capaian Pembelajaran

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

Tujuan Pembelajaran

Peserta didik diharapkan mampu:
7. Mengidentifikasi ciri, tujuan, dan struktur dari teks *Memo* dan *Short Message*.
8. Memahami dan menggunakan kosa kata yang umum digunakan dalam teks *Memo* dan *Short Message*.
9. Mengembangkan keterampilan membaca dan memahami makna tersirat dari pesan singkat.
10. Mengakses dan menyelesaikan aktivitas interaktif berbasis Educaplay untuk memperkuat pemahaman kosakata.
11. Berpartisipasi aktif dalam kegiatan refleksi, kompetisi edukatif, dan pembelajaran berbasis permainan (*gamification*).

4. LANGKAH-LANGKAH PEMBELAJARAN

<mark>PERTEMUAN PERTAMA</mark>

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU	TUJUAN
PENDAHULUAN	• Kegiatan dibuka dengan salam, doa bersama, dan pengecekan kehadiran siswa. • Guru mengajukan pertanyaan pemantik: "*Have you ever sent a short message to your friends?*" sambil menampilkan contoh pesan singkat di layar. *Dear Rini,* *Please meet me in the canteen at the first break. Be on time. I'll tell you a secret.* *See u,* *Rina* • Guru mengaitkan topik hari itu dengan topik sebelumnya (*Sign* dan *Notice*), serta memperkenalkan dua jenis teks baru yaitu *Memo* dan *Short Message* sebagai bagian dari *Short Functional Text*.	10 Menit	▪ Menghubungkan pengalaman siswa dengan topik pembelajaran. ▪ Mengaktifkan pengetahuan sebelumnya. ▪ Menjelaskan tujuan dan arah pembelajaran hari itu.
KEGIATAN INTI	• Guru menjelaskan pengertian, fungsi, struktur, serta ekspresi umum yang digunakan dalam *Memo* dan *Short Message*. • Guru memberi kesempatan untuk bertanya jika ada hal yang belum dipahami. • Setelah itu, guru menunjukkan tutorial visual cara mengakses game di Educaplay untuk menghindari kebingungan seperti di Cycle 1. • Siswa mengakses game secara individu menggunakan smartphone dan mencocokkan kosa kata dengan maknanya. • Guru dan guru pendamping memantau siswa dan memberikan dukungan saat diperlukan. • Setelah menyelesaikan game, siswa menunjukkan hasilnya ke guru untuk dicatat sebagai poin tambahan.	65 Menit	▪ Memberikan pemahaman menyeluruh tentang *Memo* dan *Short Message*. ▪ Mengembangkan kosa kata siswa. ▪ Meningkatkan keterampilan digital siswa melalui Educaplay. ▪ Memberikan pengalaman belajar yang menyenangkan dan kompetitif.

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU	TUJUAN
PENUTUPAN	• Guru meninjau kembali poin penting dari pembelajaran dan memberi kesempatan bertanya. • Guru meminta siswa untuk menghafal beberapa kosakata penting untuk pertemuan selanjutnya. • Pertemuan diakhiri dengan doa bersama.	15 Menit	▪ Mendorong refleksi dan memperkuat pemahaman materi. ▪ Memberi arahan persiapan untuk pertemuan berikutnya. ▪ Menutup pelajaran dengan suasana yang positif.

<p style="text-align:center;">**PERTEMUAN KEDUA**</p>

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU	TUJUAN
PENDAHULUAN	• Guru membuka kelas dengan salam, doa, dan mengecek kehadiran. • Guru me-*review* materi sebelumnya secara singkat. • Dilanjutkan dengan aktivitas pemanasan yaitu permainan ringan di mana siswa yang kalah harus menyebutkan lima kosa kata dari materi sebelumnya.	10 Menit	▪ Menstimulasi daya ingat siswa terhadap kosa kata sebelumnya. ▪ Mengondisikan suasana kelas menjadi aktif dan antusias sejak awal.
KEGIATAN INTI	• Guru menjelaskan bahwa hari ini akan dilakukan "*Educaplay Challenge*" yang terdiri dari tiga game: *Word Search*, *Matching Pairs*, dan *Fill in the Blank*. • Siswa menyelesaikan ketiga game secara individu menggunakan barcode untuk mengakses tiap game setelah menyelesaikan yang sebelumnya. • Guru mencatat skor dan waktu pengerjaan untuk memperbarui *leaderboard* secara *real time*. • Suasana kompetitif dan seru mendorong siswa lebih fokus dan termotivasi. • Setelah menyelesaikan semua game, 6 siswa dengan skor tertinggi diumumkan dan diberikan *reward* sebagai bentuk apresiasi. • Kegiatan dilanjutkan dengan permainan *Vocabulary Chain*. Siswa duduk melingkar dan secara bergiliran menyebutkan kosa kata baru. Kata yang diucapkan harus	65 Menit	▪ Memperkuat pemahaman kosa kata melalui pendekatan gamifikasi. ▪ Mengembangkan semangat kompetitif yang sehat. ▪ Meningkatkan partisipasi dan kreativitas siswa. ▪ Menyegarkan pembelajaran melalui *ice-breaking* yang edukatif dan interaktif.

	diawali dengan huruf terakhir dari kata sebelumnya.		
PENUTUPAN	• Guru dan siswa bersama-sama meninjau ulang materi hari itu, membahas poin-poin penting, dan menjawab pertanyaan siswa. • Guru mengingatkan siswa untuk mempersiapkan diri menghadapi *post-test* pada pertemuan berikutnya. • Guru memberikan apresiasi atas semangat dan partisipasi siswa. • Kelas ditutup dengan doa bersama.	15 Menit	▪ Memastikan pemahaman siswa terhadap materi. ▪ Mempersiapkan siswa secara mental untuk evaluasi berikutnya. ▪ Meningkatkan motivasi siswa di akhir pembelajaran.

5. METODE PEMBELAJARAN

✓ Inquiry-Based Learning

✓ Cooperative Learning

✓ Gamification-Based Learning

✓ Direct Instruction

6. MEDIA DAN SUMBER PEMBELAJARAN

✓ Media: Laptop, proyektor, dan smartphone siswa.

✓ Sumber Belajar: Modul Bahasa Inggris Kelas X, materi tambahan tentang memo dan short message (sumber digital), dan platform Educaplay.

Text Structures

Structure of Memo:

- To
- From
- Date
- Subject
- Message

Structure of Short Message:

- Informal style
- Very short
- No fixed format
- May start with greeting
- Flexible punctuation

Language Features

Memo:
- Formal style
- Longer
- Fixed format
- No greetings
- Standard punctuation

Short Message:
- Informal style
- Very short
- No fixed format
- May start with greeting
- Flexible punctuation

Example of Memo

MEMO

To : Mr. Zainal Abidin
From : Director
Subject: Meeting
Date : February 5th 2003

Please attend the meeting at Hotel Sriwijaya on Tuesday, 7 February 2003 at 9 a.m. on behalf of the director. Looking forward to your report upon the completion of the meeting.

Example of Short Message

My dearest Sheryl,

Before going to the English course, please have your lunch. Don't forget to bring your money on the desk.

Your mom ♥

©kelasbahasainggris.com

Memo vs Short Message

- Formal
Memo

- For info/announcements
Memo

- Used by teachers, staff
Memo

Memo
- Formal style

Memo
- Longer text

Memo
- Fixed format

Memo vs Short Message

- Informal
Short Message

- For short personal messages
Short Message

- Used by friends, family
Short Message

Short Message
- Casual style

Short Message
- Very short
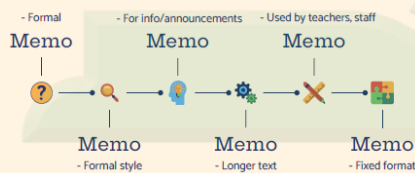
Short Message
- No fixed format
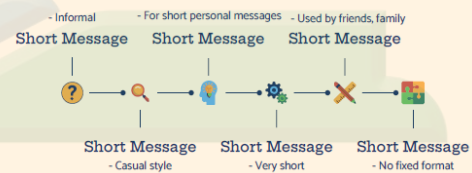
Any Questions?

Thanks!☺

https://www.educaplay.com/learning-resources/23567051-student_s_post_test.html

https://www.educaplay.com/learning-resources/23568555-goooooooooooooooooooone.html

APPENDIX 3

RESEARCH JOURNAL ACTIVITY

Name : Faradifah Prilia Putri

SRN : 214101060040

Tittle : Building Up Students' Vocabulary Skills through a Gamified Learning Platform: The Use of Educaplay on Tenth Grade Students of SMKN 1 Jember

School : SMKN 1 Jember

No.	Date	Activities	Initials
1.	Tuesday, 07 January, 2025	Delivering the Research Permission Letter to the School	
2.	Thursday, 16 January, 2025	Preliminary Study (Observation)	
3.	Wednesday, 22 January, 2025	Teachers' Pre-Interview	
4.	Wednesday, 16 April, 2025	Pre-test	
5.	Wednesday, 23 April, 2025	1st meeting (cycle 1)	
6.	Thursday, 24 April, 2025	2nd meeting (cycle 1)	
7.	Wednesday, 30April, 2025	Post-test (cycle 1)	
8.	Wednesday, 07 May 2025	1st meeting (cycle 2)	
9.	Thursday, 08 May, 2025	2nd meeting (cycle 2)	
10.	Wednesday, 14 May, 2025	Post-test (cycle 2)	
11.	Friday, 16 May, 2025	Teacher Post-Interview	
12.	Wednesday, 21 May, 2025	Asking the School for a Research Completion Letter	

Jember, May 21, 2025

The Head Master of School

Sri Tartatik, M.Pd.

NIP. 196809102000122003

APPENDIX 4

<div align="center">

INTERVIEW GUIDELINES

</div>

Building Up Students' Vocabulary Skill through a Gamified Learning Platform: The Use of Educaplay on Tenth Grade Students of SMKN 1 Jember

Interviewee: English Teacher of X Grade ULW 1 at SMKN 1 Jember
Interviewer: Faradifah Prilia Putri

Questions:

1. How do you usually teach vocabulary in this class?
2. How would you describe the students' vocabulary ability?
3. What are the common difficulties students face in learning English vocabulary?
4. How is the students' motivation when learning vocabulary?
5. What media or strategies have you used to teach vocabulary so far?
6. Have you ever used digital platforms or gamified tools (like Educaplay, Quizizz, etc.) for teaching vocabulary?
7. What challenges do you face in teaching vocabulary in this class?
8. How is the classroom atmosphere during English learning, especially vocabulary learning?

APPENDIX 5

The Result of The English Teacher's Pre-Interview before Classroom Action Research (CAR)

Interviewer : Faradifah Prilia Putri
Interviewee : Ahmad Mubarok, S.Pd., Gr.
Profession : English Teacher
Day, Date : Wednesday, January 22, 2025
Time : 10.30 – 11.00
Place : Teacher's Office

(R = Researcher, T = Teacher)

The Script of Pre-Interview with English Teacher

R: Assalamu'alaikum, good morning Mr. Mubarok.

T: Wa'alaikumsalam, good morning Miss Faradifah.

R: Thank you for your time, Sir. I would like to ask some questions before conducting my research.

T: Sure, no problem.

R: First, how would you describe the students' vocabulary mastery in your class, especially in X ULW 1?

T: Actually, most students in this class still have difficulties in mastering vocabulary. Many of them struggle to understand word meanings and are not confident in using the vocabulary in context.

R: What are the common problems they face in learning vocabulary?

T: They often have difficulty memorizing new words, especially because most of them speak Madurese at home. Pronunciation is also a challenge. Plus, they rely too much on Google Translate without really understanding the meaning.

R: I see. How do you usually teach vocabulary in this class?

T: I mostly use the textbook and sometimes give vocabulary lists to memorize. We also do some written exercises, but I realize that the method is still very conventional.

R: How is their motivation when learning vocabulary?

T: To be honest, the students look bored during vocabulary learning. They are not really excited, and many are passive in the classroom.

R: Do you use any digital media or gamified tools to support vocabulary teaching, such Educaplay or others?

T: Not really. I sometimes use PowerPoint or videos, but I've never used any vocabulary game platforms like Educaplay.

R: What do you think if we try to use Educaplay as a gamified platform for vocabulary learning?

T: That sounds interesting. If it can make the learning more fun and interactive, I'd love to try it. The students might be more motivated too.

R: Okay Sir, thank you so much for the information and your support.
T: You're welcome. I hope your research goes well.

APPENDIX 6

The Result of the English Teacher's Post-Interview after Classroom Action Research (CAR)

Interviewer : Faradifah Prilia Putri
Interviewee : Ahmad Mubarok, S.Pd., Gr.
Profession : English Teacher
Day, Date : Friday, May 16, 2025
Time : 12.00 – 12.45
Place : Teacher's Office

(R = Researcher, T = Teacher)

The Script of Post-Interview with English Teacher

R: Assalamu'alaikum, good afternoon, Mr. Mubarok.

T: Wa'alaikumsalam, good afternoon.

R: Thank you again for your time. I would like to ask a few questions about the learning process using Educaplay.

T: Sure, go ahead.

R: What do you think about the overall vocabulary learning process after using Educaplay?

T: I think it was a great improvement. The students looked more active and engaged compared to the previous lessons.

R: How was the students' response during the implementation?

T: Most of them seemed to enjoy the games. They were excited, and some even competed with each other to get the best score. I saw a significant increase in their participation.

R: In your opinion, did the Educaplay platform help to improve their vocabulary skills?

T: Yes, definitely. Some students who were usually passive became more confident. The repetition and interaction in the games helped them remember the words better.

R: Did you find any obstacles during the implementation, sir?

T: Maybe the internet connection. Sometimes it was slow, which affected the performance of the platform. But overall, the process went well.

R: What advantages did you find in using Educaplay compared to the conventional method?

T: The biggest advantage is the engagement. The platform turns vocabulary learning into something fun. It also provides immediate feedback, which is useful for both students and teachers.

R: Do you think this platform is worth using again in future classes?

T: Absolutely. As long as the network is stable, I think it's a very effective alternative.

R: Do you have any suggestions to improve the use of gamified learning?

T: I suggest providing clear instructions before starting each game and choosing activities that match students' proficiency level. Also, integrating offline options would help if the internet is down.

R: Thank you very much, Sir. Your feedback is very helpful.
T: You're welcome. Good luck with your research!

APPENDIX 7

➢ Vocabulary Test Questions (Pre-Test)

Pre-Test

Name	**:**
Subject	**: English**
Class	**: X ULW 1**
Time	**: 40 minutes**
Day/Date	**: Wednesday, 16th of April 2025**
Topic	**: Short Functional Text (Signs and Notices in Public Places)**

A. Complete the gaps with the correct word from the box!

> Membership – Luggage – Information – Direction – Staff – Entrance
> – Prohibited – Caution – Exit – Guide – Accessible – Reservation –
> Security – Brochure – Reception

Read the questions below and choose the correct word to fill in the blanks.

1. The hotel lobby has an _____ desk where guests can ask about local tourist attractions and activities.

2. Please use the _____ door to access the main lobby.

3. Smoking is strictly _____ inside the tour bus.

4. In case of fire, please follow the _____ signs to the nearest exit.

5. The mountain resort is only _____ by cable car during the rainy season.

6. Guests are advised to make a _____ in advance for dinner at the rooftop restaurant.

7. The tour _____ will meet all participants at the main gate at 9:00 AM.

8. _____: Slippery floor. Please walk carefully.

9. This area is for _____ only. Unauthorized personnel are not allowed.

10. Follow the _____ signs to find the tourism office.

B. Match the signs and notices to their correct meaning!

Match each sign or notice on the left with the most appropriate meaning from the list of the answer choices. Write the chosen answer and copy the meaning into the answer column.

No.	Sign or Notice	Answer Column
11.	⃠ No Flash Photography	………………………………………………………...
12.	⬢ Authorized Personnel Only	………………………………………………………...
13.	🚪 Fire Exit	………………………………………………………...
14.	P Parking Area	………………………………………………………...
15.	🚭 No Smoking	………………………………………………………...
16.	🔔 Bellhop Service	………………………………………………………...
17.	🧳 Do Not Leave Belongings Unattended	………………………………………………………...
18.	🕐 Check-out Time: 12:00 PM	………………………………………………………...
19.	🆘 Emergency Assembly Point	………………………………………………………...
20.	🏨 Reception Desk	………………………………………………………...

Answer Choices:

A. Designated space where vehicles can be parked.

B. Always keep your personal items with you to prevent loss or theft.

C. Smoking is not allowed in this area.

D. Assistance with luggage is available here.

E. Food is served here during specific hours only.

F. Ask for maps and tour brochures at this counter.

G. This room is under surveillance 24/7 for your safety.

H. Please turn off your mobile phones in this area.

I. Check-in starts at 12:00 PM, please prepare your ID.

J. Guests must leave their rooms by noon.

K. Use this door to leave the building during an emergency.

L. Go to this location in case of fire or emergency.

M. Only staff or certain individuals are allowed beyond this point.

N. Main desk for check-in, check-out, or guest inquiries.

O. Do not use camera flash in this area.

C. Short Answer Section

Answer the following questions in one or two sentences.

21. How would you explain the meaning of "Emergency Exit" to a foreign guest?

_____

22. If you see a sign saying "Staff Only," what would you do?

_____

23. If a hotel entrance has a sign that says "Push," what action should you take?

_____

24. If you see a sign that says "Check-in Counter," where should you go and what should you do?

_____

25. What should you do if you see a sign saying "Baggage Claim" at the airport?

_____

Answer Key of the Pre-Test

A. Fill in the Blank

1. Information
2. Entrance
3. Prohibited
4. Exit
5. Accessible
6. Reservation
7. Guide
8. Caution
9. Staff
10. Direction

B. Matching Pairs

11. O. Do not use camera flash in this area.
12. M. Only staff or certain individuals are allowed beyond this point.
13. K. Use this door to leave the building during an emergency.
14. A. Designated space where vehicles can be parked.
15. C. Smoking is not allowed in this area.
16. D. Assistance with luggage is available here.
17. B. Always keep your personal items with you to prevent loss or theft.
18. J. Guests must leave their rooms by noon.
19. L. Go to this location in case of fire or emergency.
20. N. Main desk for check-in, check-out, or guest inquiries.

APPENDIX 8

➢ Vocabulary Test Questions (Post-Test Cycle 1)

Post-Test (Cycle 1)

Name	**:**
Subject	**: English**
Class	**: X ULW 1**
Time	**: 40 minutes**
Day/Date	**: Wednesday, 30ᵗʰ of April 2025**
Topic	**: Short Functional Text (Signs and Notices in Public Places)**

A. Complete the gaps with the correct word from the box!

> Ticket – Guest list – Entrance – Brochure – Disturbed – ID Card – Parking – Schedule – Suspended – Meeting point – Detour – Accessible – Catalog Map – Information

Read the questions below and choose the correct word to fill in the blanks.

1. The museum's main _____ is located on the north side for ticket purchases.
2. Guests are required to show their _____ before entering the VIP lounge.
3. Tourists are reminded to check the updated _____ for the latest information on available services and opening hours.
4. All tour participants must gather at the _____ before departure.
5. The VIP lounge is _____ to guests with premium membership only.
6. Follow the _____ signs to avoid the closed road.
7. The hotel's shuttle bus service is _____ until further notice.
8. _____ is available in the underground lot for hotel guests.
9. Please place the "Do Not Disturb" sign on your door if you do not wish to be _____
10. In each hotel room, there is a _____ containing information about the hotel's amenities, operational hours, and available activities.

B.   Match the signs and notices to their correct meaning!

Match each sign or notice on the left with the most appropriate meaning from the list of the answer choices. Write chosen answer and copy the meaning into the answer column.

No.	Sign or Notice	Answer Column
11.	ⓘ Quiet Zone	……………………………………………………..
12.	🚧 Road Closed	……………………………………………………..
13.	🛄 Lost and Found	……………………………………………………..
14.	🚪 Automatic Doors	……………………………………………………..
15.	🚕 Taxi Stand	……………………………………………………..
16.	🔧 Maintenance in Progress	……………………………………………………..
17.	⚠ Children Playing	……………………………………………………..
18.	🆘 Emergency Call	……………………………………………………..
19.	🧳 Luggage Drop-off	……………………………………………………..
20.	🗺 Tourist Information	……………………………………………………..

Answer Choices:

A. A place to get maps, guides, or details about local attractions.

B. No loud noises allowed.

C. This road is blocked and cannot be used temporarily.

D. A location to leave your luggage before check-in or after check-out.

E. A place where lost items are kept and can be claimed.

F. Use this to contact help or security during emergencies.

G. Doors that open and close automatically.

H. Be careful; children may be playing nearby.

I. A designated place where taxis wait for passengers.

J. A place to make a reservation.

K. A place to reserve a hotel room.

L. A waiting area near the reception.

M. A zone for priority passengers.

N. A special dining area for VIP guests.

O. Equipment or area under repair.

C. Short Answer Section

Answer the following questions in one or two sentences.

21. What should you do if you see a sign that says "Restricted Area" in a hotel or tourist attraction?

_____

22. What role does a "Tourist Information" sign play in enhancing a visitor's travel experience in a new city or country?

_____

23. Why is a "Fire Exit" sign important in a tourism-related building?

_____

24. What does a "No Flash Photography" sign mean in a museum or tourist attraction?

_____

25. How should you behave when you see a "Please Queue Here" sign at an airport or tourist site?

_____

Answer Key of the Post-Test (Cycle 1)

A. Fill in the Blank

1. Entrance
2. ID Card
3. Schedule
4. Meeting point
5. Accessible
6. Detour
7. Suspended
8. Parking
9. Disturbed
10. Brochure

B. Matching Pairs

11. B. No loud noises allowed.
12. C. This road is blocked and cannot be used temporarily.
13. E. A place where lost items are kept and can be claimed.
14. G. Doors that open and close automatically.
15. I. A designated place where taxis wait for passengers.
16. O. Equipment or area under repair.
17. H. Be careful; children may be playing nearby.
18. F. Use this to contact help or security during emergencies.
19. D. A location to leave your luggage before check-in or after check-out.
20. A. A place to get maps, guides, or details about local attractions.

APPENDIX 9

➤ Vocabulary Test Questions (Post-Test Cycle 2)

Post-Test (Cycle 2)

Name	:
Subject	: English
Class	: X ULW 1
Time	: 40 minutes
Day/Date	: Wednesday, 14th of May 2025
Topic	: Short Functional Text (Memo and Short Message)

A. Complete the gaps with the correct word from the box!

Read the

Message – Text – Memo – To – Casual – Inform – Formal – Short message – Fixed – Simple – Greeting – Date – Form – Reminder – Deliver

questions below and choose the correct word to fill in the blanks.

1. A _____ is used in offices or schools to share formal information.

2. We usually write the words '_____' and 'From' at the top of a memo.

3. A _____ is used to send informal, quick information to a friend.

4. A short message is usually written in a _____ way with no fixed format.

5. A memo should contain the words: To, From, _____, Subject and Message.

6. A _____ is usually written at the top of a short message like 'Hi' or 'Hey'.

7. Compared to a short message, a memo follows a more _____ structure that rarely changes.

8. A memo is usually written in a _____ style because it is used for official communication.

9. A short message usually uses a(n) _____ style because it's written to friends or family.

10. A memo can be used to _____ students about schedule changes.

B. Match the to the correct meaning!

Match each description or example in the left with the most appropriate answer from the list of the answer choices. Write chosen answer and copy the meaning into the answer column.

No.	Term or Statement	Answer Column
11.	A formal message used in schools or offices to give announcements.	…………………………………………………...
12.	An informal message often sent between friends or family.	…………………………………………………...
13.	A message that says: "Hi, good morning!"	…………………………………………………...
14.	A formal internal message that starts with "To: All Staff", includes a subject line, and ends with a statement or instruction.	…………………………………………………...
15.	A short, informal message that begins with a greeting and is typically sent to a friend or relative.	…………………………………………………...
16.	"To, From, Date, Subject" are parts of its structure.	…………………………………………………...
17.	It is used to remind, request, or inform someone in a personal way.	…………………………………………………...
18.	It is used to inform or instruct officially within an organization.	…………………………………………………...
19.	Has a fixed structure, no greetings, and uses formal style.	…………………………………………………...
20.	One uses a formal format, the other is casual and flexible.	…………………………………………………...

Answer Choices:

A. Memo Purpose

B. Short Message Purpose

C. Announcement

D. Memo

E. Structured vs Casual Message

F. Memo Language features

G. Short Message

H. Email Structure

I. Example of Short Message

J. Personal Note

K. Example of Memo

L. Memo vs Short Message Difference

M. Text Message

N. Greetings Example

O. Memo Structure

C. Short Answer Section

Answer the following questions in one or two sentences.

21. What are the key differences between a memo and a short message?

_____

22. Why should memos have a clear structure?

_____

23. In what situations would you send a short message instead of a memo?

_____

24. Why do we need to follow the structure (To, From, Date, Subject, Message) when writing a memo?

_____

25. Write a polite short message to your classmate asking them to bring your English book tomorrow.

_____

Answer Key of the Post-Test (Cycle 2)

A. Fill in the Blank

1. Memo
2. To
3. Short message
4. Simple
5. Date
6. Greeting
7. Fixed
8. Formal
9. Casual
10. Inform

B. Matching Pairs

11. D. Memo
12. G. Short Message
13. N. Greetings Example
14. K. Example of Memo
15. I. Example of Short Message
16. O. Memo Structure
17. B. Short Message Purpose
18. A. Memo Purpose
19. F. Memo Language features
20. L. Memo vs Short Message Difference

APPENDIX 10

Scoring Rubric of Vocabulary Test (Short Answer Session)

Score	Criteria
4	The answer is completely correct, uses accurate vocabulary, and fits the context well.
3	The answer is mostly correct, with minor inaccuracies or slightly incomplete context.
2	The answer is partially correct, but includes vocabulary errors or unclear context.
1	The answer is mostly incorrect, with limited vocabulary use and little relevance.
0	No answer given or the answer is completely irrelevant to the question.

Total Scoring:

− Maximum Score per Question : 4
− Total Maximum Score : 20 points

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J E M B E R

APPENDIX 11

Students' Test Result of the Pre-Test

➢ Student HMAA

Pre-Test

Name	: Hoirum Min Alvauzan Adim
Subject	: English
Class	: X ULW 1
Time	: 40 minutes
Day/Date	: Wednesday, 16th of April 2025
Topic	: Short Functional Text (Signs and Notices in Public Places)

$\frac{20}{90} \times 100 = 50$

50

A. Complete the gaps with the correct word from the box!

Membership – Luggage – Information – Direction – Staff – Entrance – Prohibited – Caution – Exit – Guide – Accessible – Reservation – Security – Brochure – Reception

Read the questions below and choose the correct word to fill in the blanks.

1. The hotel lobby has an _Information_ desk where guests can ask about local tourist attractions and activities.
2. Please use the _Entrance_ door to access the main lobby.
3. Smoking is strictly _Prohibited_ inside the tour bus.
4. In case of fire, please follow the _Direction_ ~exit~ signs to the nearest exit.
5. The mountain resort is only _Accessible_ by cable car during the rainy season.
6. Guests are advised to make a _Reservation_ in advance for dinner at the rooftop restaurant.
7. The tour _Tourist_ ~guide~ will meet all participants at the main gate at 9:00 AM.
8. _Caution_ : Slippery floor. Please walk carefully.
9. This area is for _Membership_ ~staff~ only. Unauthorized personnel are not allowed.
10. Follow the _Direction_ signs to find the tourism office.

B. Match the signs and notices to their correct meaning!

Match each sign or notice on the left with the most appropriate meaning from the list of the answer choices. Write the chosen answer and copy the meaning into the answer column.

No.	Sign or Notice	Answer Column
11.	⊘ No Flash Photography	O: Do not Use camera flash in this area
12.	◉ Authorized Personnel Only	M: Only staff or certain individuals are allowed beyond this point.
13.	🚪 Fire Exit	L: GO to this location incase of fire or emergency. (k)
14.	P Parking Area	A: Designate space wher vehicles can be parked.
15.	⊗ No Smoking	C: Smoking is not allowed in this area.
16.	🔔 Bellhop Service	D: Assistance with luggage is here available here.
17.	📱 Do Not Leave Belongings Unattended	B: Alway keep your personal items wit you to prevan los or theft.
18.	🕐 Check-out Time: 12:00 PM	I: Check-in start at 12:00 PM, please prepare your ID. (J)
19.	🔒 Emergency Assembly Point	K: Use this door to leave the build-ing during an emergency. (L)
20.	🏢 Reception Desk	N: Main desk for check-in, check-out, or guest inquires.

Answer Choices:

A. Designated space where vehicles can be parked.

B. Always keep your personal items with you to prevent loss or theft.

C. Smoking is not allowed in this area.

D. Assistance with luggage is available here.

E. Food is served here during specific hours only.

F. Ask for maps and tour brochures at this counter.

G. This room is under surveillance 24/7 for your safety.

H. Please turn off your mobile phones in this area.

I. Check-in starts at 12:00 PM, please prepare your ID.

J. Guests must leave their rooms by noon.

K. Use this door to leave the building during an emergency.

L. Go to this location in case of fire or emergency.

M. Only staff or certain individuals are allowed beyond this point.

N. Main desk for check-in, check-out, or guest inquiries.

O. Do not use camera flash in this area.

C. Short Answer Section

6 Answer the following questions in one or two sentences.

21. How would you explain the meaning of "Emergency Exit" to a foreign guest?
2
. Emergency is a dor for fire leave.

22. If you see a sign saying "Staff Only," what would you do?
1
I don't go bcs _because_ only members?

23. If a hotel entrance has a sign that says "Push," what action should you take?
1
push te _the_ door

24. If you see a sign that says "Check-in Counter," where should you go and what should
1 you do?
go there to chelcin _check-in_

25. What should you do if you see a sign saying "Baggage Claim" at the airport?
1
go to take my things

➢ Student ZM

Pre-Test

Name	: ZAKKY makruf	$\frac{28}{40} \times 100 = 70$ 70
Subject	: English	
Class	: X ULW 1	
Time	: 40 minutes	
Day/Date	: Wednesday, 16th of April 2025	
Topic	: Short Functional Text (Signs and Notices in Public Places)	

A. Complete the gaps with the correct word from the box!

> Membership – Luggage – Information – Direction – Staff – Entrance – Prohibited – Caution – Exit – Guide – Accessible – Reservation – Security – Brochure – Reception

Read the questions below and choose the correct word to fill in the blanks.

1. The hotel lobby has an <u>information</u> desk where guests can ask about local tourist attractions and activities.
2. Please use the <u>Entrance</u> door to access the main lobby.
3. Smoking is strictly <u>prohibited</u> inside the tour bus.
4. In case of fire, please follow the <u>Exit</u>___ signs to the nearest exit.
5. The mountain resort is only <u>Accessib</u> by cable car during the rainy season.
                                      le
6. Guests are advised to make a <u>Reservatio</u> in advance for dinner at the rooftop restaurant.
                       guide
7. The tour <u>tourist</u>___ will meet all participants at the main gate at 9:00 AM.
8. <u>Caution</u> : Slippery floor. Please walk carefully.
                        staff
9. This area is for <u>Security</u> only. Unauthorized personnel are not allowed.
10. Follow the <u>Direction</u> signs to find the tourism office.

B. Match the signs and notices to their correct meaning!

Match each sign or notice on the left with the most appropriate meaning from the list of the answer choices. Write the chosen answer and copy the meaning into the answer column.

No.	Sign or Notice	Answer Column
11.	⊘ No Flash Photography	G: Do not use camera Flash in this area
12.	◉ Authorized Personnel Only	H: Only staff or certain individuals are allowed beyond this point
13.	🔥 Fire Exit	K: use this door to leave the building an emergency
14.	[P] Parking Area	A: Designated space where vehicles can be parked
15.	⊘ No Smoking	C: Smoking is not allowed in this area
16.	🔔 Bellhop Service	D: assistance with luggage is available here
17.	Do Not Leave Belongings Unattended	b: always keep Your Personal items with you to prevent loss or theft
18.	🕐 Check-out Time: 12:00 PM	I: check-In starts at 12:00 PM, Please Prepare Your ID (J)
19.	🏠 Emergency Assembly Point	L: Go to this location In Case of Fire or emergency
20.	🏢 Reception Desk	F: ask for maps and tour brochures at this counter (M)

Answer Choices:

A. Designated space where vehicles can be parked.

B. Always keep your personal items with you to prevent loss or theft.

C. Smoking is not allowed in this area.

D. Assistance with luggage is available here.

E. Food is served here during specific hours only.

F. Ask for maps and tour brochures at this counter.

G. This room is under surveillance 24/7 for your safety.

H. Please turn off your mobile phones in this area.

I. Check-in starts at 12:00 PM, please prepare your ID.

J. Guests must leave their rooms by noon.

K. Use this door to leave the building during an emergency.

L. Go to this location in case of fire or emergency.

M. Only staff or certain individuals are allowed beyond this point.

N. Main desk for check-in, check-out, or guest inquiries.

O. Do not use camera flash in this area.

C. Short Answer Section

Answer the following questions in one or two sentences.

21. How would you explain the meaning of "Emergency Exit" to a foreign guest?

Emergency exit is a door where we can get out quick when fire or disaster happen

22. If you see a sign saying "Staff Only," what would you do?

If I see staff only I will not go because it's not for me

23. If a hotel entrance has a sign that says "Push," what action should you take?

I push the door

24. If you see a sign that says "Check-in Counter," where should you go and what should you do?

I go to the counter and say my name for check-in. to check-in / for checking-in.

25. What should you do if you see a sign saying "Baggage Claim" at the airport?

I take my things at baggage claim place

APPENDIX 12

Students' Test Result of the Post-Test Cycle 1

➢ Student HMAA

Post-Test (Cycle 1)

Name	: Hoirum Min Alvauzan Adim
Subject	: English
Class	: X ULW 1
Time	: 40 minutes
Day/Date	: Wednesday, 30th of April 2025
Topic	: Short Functional Text (Signs and Notices in Public Places)

$$\frac{26}{40} \times 100 = 65$$

65

A. Complete the gaps with the correct word from the box!

> Ticket – Guest list – Entrance – Brochure – Disturbed – ID Card – Parking –
> Schedule – Suspended – Meeting point – Detour – Accessible – Catalog
> Map – Information

Read the questions below and choose the correct word to fill in the blanks.

1. The museum's main _Ticket_ *entrance* is located on the north side for ticket purchases.
2. Guests are required to show their _Guest list_ *ID card* before entering the VIP lounge.
3. Tourists are reminded to check the updated _Schedule_ for the latest information on available services and opening hours.
4. All tour participants must gather at the _meeting point_ before departure.
5. The VIP lounge is _Accessible_ to guests with premium membership only.
6. Follow the _Detour_ signs to avoid the closed road.
7. The hotel's shuttle bus service is _Suspended_ until further notice.
8. _Parking_ is available in the underground lot for hotel guests.
9. Please place the "Do Not Disturb" sign on your door if you do not wish to be _Disturbed_
10. In each hotel room, there is a _Catalog_ *brochure* containing information about the hotel's amenities, operational hours, and available activities.

B. Match the signs and notices to their correct meaning!

Match each sign or notice on the left with the most appropriate meaning from the list of the answer choices. Write chosen answer and copy the meaning into the answer column.

No.	Sign or Notice	Answer Column
11.	◍ Quiet Zone	B· No loud noises allowed
12.	🚧 Road Closed	C· This road is blocked and canot beused temporarily·
13.	🔲 Lost and Found	E· A place where lost Items are kept and can be claimed·
14.	🚪 Automatic Doors	M· A zone for priority passengers. (G)
15.	🚕 Taxi Stand	L· a waiting are mear the reception
16.	🔧 Maintenance in Progress	O· Equipment or are under repair.
17.	◈ Children Playing	H· Be careful, children my be play-ing nearby.
18.	▣ Emergency Call	F· use this to contact help or secu-rity during emergincies·
19.	🧳 Luggage Drop-off	D· a location to leave your luggage before check-in or after checkout
20.	📖 Tourist Information	J· A place to make resercation. (A)

Answer Choices:

A. A place to get maps, guides, or details about local attractions.

B. No loud noises allowed.

C. This road is blocked and cannot be used temporarily.

D. A location to leave your luggage before check-in or after check-out.

E. A place where lost items are kept and can be claimed.

F. Use this to contact help or security during emergencies.

G. Doors that open and close automatically.

H. Be careful; children may be playing nearby.

I. A designated place where taxis wait for passengers.

J. A place to make a reservation.

K. A place to reserve a hotel room.

L. A waiting area near the reception.

M. A zone for priority passengers.

N. A special dining area for VIP guests.

O. Equipment or area under repair.

C. **Short Answer Section**

Answer the following questions in one or two sentences.

21. What should you do if you see a sign that says "Restricted Area" in a hotel or tourist attraction?

If I see restrict^{ed} area, I _{will} not go bcs it's not for me and not my place.

22. What role does a "Tourist Information" sign play in enhancing a visitor's travel experience in a new city or country?

Tourist infom is to help peple to find plae and map.

23. Why is a "Fire Exit" sign important in a tourism-related building?

Fire exit is dor for run fus.

24. What does a "No Flash Photography" sign mean in a museum or tourist attraction?

Ho flash photo means you canot use camera with light.

25. How should you behave when you see a "Please Queue Here" sign at an airport or tourist site?

Queue sign means we need to wait our turn & not push others.

➤ Student ZM

Post-Test (Cycle 1)

Name	: Zakky Ma'ruf
Subject	: English
Class	: X ULW 1
Time	: 40 minutes
Day/Date	: Wednesday, 30ᵗʰ of April 2025
Topic	: Short Functional Text (Signs and Notices in Public Places)

$\frac{29}{40} \times 100 = 72.5$

73

A. Complete the gaps with the correct word from the box!

> Ticket – Guest list – Entrance – Brochure – Disturbed – ID Card – Parking – Schedule – Suspended – Meeting point – Detour – Accessible – Catalog Map – Information

Read the questions below and choose the correct word to fill in the blanks.

1. The museum's main _ticket_ [entrance] is located on the north side for ticket purchases.
2. Guests are required to show their _ID card_ before entering the VIP lounge.
3. Tourists are reminded to check the updated _Schedule_ for the latest information on available services and opening hours.
4. All tour participants must gather at the _meeting_ [point] before departure.
5. The VIP lounge is _accessible_ to guests with premium membership only.
6. Follow the _Detour_ signs to avoid the closed road.
7. The hotel's shuttle bus service is _Suspended_ until further notice.
8. _Parking_ is available in the underground lot for hotel guests.
9. Please place the "Do Not Disturb" sign on your door if you do not wish to be _Disturbed_
10. In each hotel room, there is a _map_ [brochure] containing information about the hotel's amenities, operational hours, and available activities.

B. **Match the signs and notices to their correct meaning!**

Match each sign or notice on the left with the most appropriate meaning from the list of the answer choices. Write chosen answer and copy the meaning into the answer column.

No.	Sign or Notice	Answer Column
11.	ⓧ Quiet Zone	b. no loud noises allowed
12.	🚧 Road Closed	C. this road is blocked and cannot be used temporarily
13.	🔲 Lost and Found	E. A place whaere lost items are kept and can be claimed
14.	🚪 Automatic Doors	g. Doors that open and close automatically
15.	🚕 Taxi Stand	l. a designated place where taxis wait for passengers
16.	✏ Maintenance in Progress	O. equipment or area under repair
17.	◈ Children Playing	m. a zone for priority passengers (H)
18.	🆘 Emergency Call	F. Use this to contact help or security during emergencies
19.	🧳 Luggage Drop-off	D. a location to leave your luggage before checin or after checkou
20.	📷 Tourist Information	J. a place to make a rservation (A)

Answer Choices:

A. A place to get maps, guides, or details about local attractions.

B. No loud noises allowed.

C. This road is blocked and cannot be used temporarily.

D. A location to leave your luggage before check-in or after check-out.

E. A place where lost items are kept and can be claimed.

F. Use this to contact help or security during emergencies.

G. Doors that open and close automatically.

H. Be careful; children may be playing nearby.

I. A designated place where taxis wait for passengers.

J. A place to make a reservation.

K. A place to reserve a hotel room.

L. A waiting area near the reception.

M. A zone for priority passengers.

N. A special dining area for VIP guests.

O. Equipment or area under repair.

C. **Short Answer Section**

Answer the following questions in one or two sentences.

B

21. What should you do if you see a sign that says "Restricted Area" in a hotel or tourist

    3 attraction?

    IF I See Staff only, I will not go there because H's not For visitor like me

22. What role does a "Tourist Information" sign play in enhancing a visitor's travel

    2 experience in a new city or country?

    tourist information help us to know when we want to take a walk or see

23. Why is a "Fire Exit" sign important in a tourism-related building? Around the City.

    3

    Fire exit is door that actually we use when there is Fire or danger

24. What does a "No Flash Photography" sign mean in a museum or tourist attraction?

    3

    no Flash mean don't take Photo with light because it can damage the ob-
                                                                              ject

25. How should you behave when you see a "Please Queue Here" sign at an airport or tourist

    2 site?

    IF See that sign, I must wait and not Cut others

APPENDIX 13

Students' Test Result of the Post-Test Cycle 2

➤ Student HMAA

Post-Test (Cycle 2)

Name	: Holrum Min Alwauzan Adim
Subject	: English
Class	: X ULW 1
Time	: 40 minutes
Day/Date	: Wednesday, 14th of May 2025
Topic	: Short Functional Text (Memo and Short Message)

$\frac{30}{40} \times 100 = 75$

75

A. Complete the gaps with the correct word from the box!

> Message – Text – Memo – To – Casual – Inform – Formal – Short message – Fixed – Simple – Greeting – Date – Form – Reminder – Deliver

Read the questions below and choose the correct word to fill in the blanks.

1. A _Memo_ is used in offices or schools to share formal information.
2. We usually write the words ' _TO_ ' and 'From' at the top of a memo.
3. A _Short message_ is used to send informal, quick information to a friend.
4. A short message is usually written in a _Simple_ way with no fixed format.
5. A memo should contain the words: To, From, _Date_, Subject and Message.
6. A _Greeting_ is usually written at the top of a short message like 'Hi' or 'Hey'.
7. Compared to a short message, a memo follows a more _form_ _Fixed_ structure that rarely changes.
8. A memo is usually written in a _formal_ style because it is used for official communication.
9. A short message usually uses a(n) _casual_ style because it's written to friends or family.
10. A memo can be used to _Reminder_ _inform_ students about schedule changes.

B. Match the to the correct meaning!

Match each description or example in the left with the most appropriate answer from the list of the answer choices. Write chosen answer and copy the meaning into the answer column.

No.	Term or Statement	Answer Column
11.	A formal message used in schools or offices to give announcements.	D. Memo ....
12.	An informal message often sent between friends or family.	M. Text massage. (G) ....
13.	A message that says: "Hi, good morning!"	N. Greetings Exampl. ....
14.	A formal internal message that starts with "To: All Staff", includes a subject line, and ends with a statement or instruction.	K. Example of memo ....
15.	A short, informal message that begins with a greeting and is typically sent to a friend or relative.	I. Example of short massage .
16.	"To, From, Date, Subject" are parts of its structure.	O. Memo Structure .
17.	It is used to remind, request, or inform someone in a personal way.	B. Shor Message purpose .....
18.	It is used to inform or instruct officially within an organization.	C. Announcement . (A)
19.	Has a fixed structure, no greetings, and uses formal style.	F. Memo f language feature
20.	One uses a formal format, the other is casual and flexible.	E. Structure Vs casual message (L)

7.

Answer Choices:

A. Memo Purpose

B. Short Message Purpose

C. Announcement

D. Memo

E. Structured vs Casual Message

F. Memo Language features

G. Short Message

H. Email Structure

I. Example of Short Message

J. Personal Note

K. Example of Memo

L. Memo vs Short Message Difference

M. Text Message

N. Greetings Example

O. Memo Structure

C. Short Answer Section

15 Answer the following questions in one or two sentences.

21. What are the key differences between a memo and a short message?

1

Memo is formal and fixed format. Short message is informal.

22. Why should memos have a clear structure?

2

So people understand can easyly.

23. In what situations would you send a short message instead of a memo?

3

To tell quick info for my friend

24. Why do we need to follow the structure (To, From, Date, Subject, Message) when writing a memo?

3

Bcs it makes the memo clear and look neat.

25. Write a polite short message to your classmate asking them to bring your English book tomorrow.

3

Hi, please bring my book. I forgot it. Thank you.

➢ Student ZM

Post-Test (Cycle 2)

Name	: Zakky makruf	$\frac{31}{90}$ × 100 = 77.5
Subject	: English	
Class	: X ULW 1	**78** //
Time	: 40 minutes	
Day/Date	: Wednesday, 14th of May 2025	
Topic	: Short Functional Text (Memo and Short Message)	

A. Complete the gaps with the correct word from the box!

Message – Text – Memo – To – Casual – Inform – Formal – Short message – Fixed – Simple – Greeting – Date – Form – Reminder – Deliver

Read the questions below and choose the correct word to fill in the blanks.

1. A __memo__ is used in offices or schools to share formal information.
2. We usually write the words '__to__' and 'From' at the top of a memo.
3. A __Short sage__ is used to send informal, quick information to a friend.
4. A short message is usually written in a __Simple__ way with no fixed format.
5. A memo should contain the words: To, From, __form__ _date_, Subject and Message.
6. A __greeting__ is usually written at the top of a short message like 'Hi' or 'Hey'.
7. Compared to a short message, a memo follows a more __Fixed__ structure that rarely changes.
8. A memo is usually written in a __formal__ style because it is used for official communication.
9. A short message usually uses a(n) __Casual__ style because it's written to friends or family.
10. A memo can be used to __Inform__ students about schedule changes.

B. Match the to the correct meaning!

Match each description or example in the left with the most appropriate answer from the list of the answer choices. Write chosen answer and copy the meaning into the answer column.

No.	Term or Statement	Answer Column
11.	A formal message used in schools or offices to give announcements.	D. memo
12.	An informal message often sent between friends or family.	m. text message (C)
13.	A message that says: "Hi, good morning!"	N. Greetings example
14.	A formal internal message that starts with "To: All Staff", includes a subject line, and ends with a statement or instruction.	K. example of memo ~~Short message~~
15.	A short, informal message that begins with a greeting and is typically sent to a friend or relative.	l. example of Short message
16.	"To, From, Date, Subject" are parts of its structure.	O. memo Structure
17.	It is used to remind, request, or inform someone in a personal way.	b. Short message Purpose
18.	It is used to inform or instruct officially within an organization.	h. email Structure (A)
19.	Has a fixed structure, no greetings, and uses formal style.	F. memo Language Features
20.	One uses a formal format, the other is casual and flexible.	E. Structured vs casual message (I)

Answer Choices:

A. Memo Purpose

B. Short Message Purpose

C. Announcement

D. Memo

E. Structured vs Casual Message

F. Memo Language features

G. Short Message

H. Email Structure

I. Example of Short Message

J. Personal Note

K. Example of Memo

L. Memo vs Short Message Difference

M. Text Message

N. Greetings Example

O. Memo Structure

C. Short Answer Section

15

Answer the following questions in one or two sentences.

21. What are the key differences between a memo and a short message?

4

memo is Formal and actually use in oFFICe. Shot message is inFormal For FriendS.

22. Why should memos have a clear structure?

3

Because
bcs the Structure help People understand to what we want to Say
easily

23. In what situations would you send a short message instead of a memo?

2

When i want to tell my friend Something

24. Why do we need to follow the structure (To, From, Date, Subject, Message) when writing a memo?

3

to make it clear and Formal

25. Write a polite short message to your classmate asking them to bring your English book tomorrow.

3

Lia
Hi LIA, Please bring my english book tomorrow, thank you.

APPENDIX 14

Instrument Validity

LEMBAR VALIDASI AHLI TEST

Judul Penelitian	: Building up Students' Vocabulary Skills Through a Gamified Learning Platform: The Use of Educaplay on Tenth Grade Students of SMKN 1 Jember
Peneliti	: Faradifah Prilia Putri
Validator	: Moh. Rofid Fikroni, M.Pd.

Petunjuk Penilaian:

1. Mohon bapak/ibu kesediannya untuk memberikan penilaian terhadap test yang telah disusun oleh peneliti.
2. Mohon bapak/ibu untuk memberikan tanda checklist (✓) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai skor penilaian angka 1,2,3 dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih maka semakin baik/sesuai dengan aspek yang disebutkan.
3. Mohon bapak/ibu memberikan saran.

Keterangan Skala Penilaian:

1 = Sangat tidak valid

2 = Tidak valid

3 = Valid

4 = Sangat valid

Instrument Angket Validasi

No	Instrument	Skala Penelitian			
		1	2	3	4
	A. Kualitas Konten (Isi Test)				
1	Instrument test relevan dengan materi yang diajarkan				✓
2	Soal dan tugas mampu mengukur keterampilan kosakata siswa secara spesifik			✓	
3	Teks dan gambar yang digunakan dalam test sesuai dengan tingkat pemahaman siswa				✓
4	lembar test memberikan instruksi yang jelas dan mudah dipahami siswa				✓
5	Pembagian bagian dalam lembar test (contoh soal, tugas siswa, bagian jawaban) jelas dan terstruktur				✓
	B. Kepraktisan dan Kejelasan Test				
6	Test dapat diselesaikan dalam waktu yang sesuai dengan jadwal pembelajaran			✓	

7	Konten test menarik sehingga memotivasi siswa untuk berpartisipasi			✓	
8	Bahasa yang digunakan dalam lembar test sesuai dengan tingkat pemahaman siswa				✓
9	Kosakata dalam instrumen bebas dari istilah yang sulit dipahami atau ambigu				✓
10	Kalimat instruksi dalam lembar test menggunakan tata bahasa yang benar				✓

Kesimpulan media pembelajaran dinyatakan:

1. Layak diuji coba dilapangan tanpa revisi
2. Layak diuji coba lapangan dengan revisi
3. Tidak layak digunakan dilapangan

A. SARAN & PERBAIKAN

To make it better, add some additional choices for student within part A and B for the test. Besides that, give test identity in the test.

Jember, 17 Maret 2025

Validator

Moh. Rofid Fikroni, M.Pd.

LEMBAR VALIDASI AHLI MATERI

Judul Peneliatian	: Building Up Students' Vocabulary Skill through a Gamified Learning Platform: The Use of Educaplay on Tenth Grade Students of SMKN 1 Jember
Peneliti	: Faradifah Prilia Putri
Validator	: Dr. Ninuk Indrayani, S.Pd., M.Pd.

Petunjuk Penilaian:

1. Mohon bapak/ibu kesediannya untuk memberikan penilaian terhadap materi yang telah disusun oleh peneliti.
2. Mohon bapak/ibu untuk memberikan tanda checklist (✓) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai skor penilaian angka 1,2,3 dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih maka semakin baik/sesuai dengan aspek yang diebutkan.
3. Mohon bapak/ibu memberikan saran.

Keterangan Skala Penilaian:

1 = Sangat tidak valid

2 = Tidak valid

3 = Valid

4 = Sangat valid

Instrument Angket Validasi

No	Instrument	Skala Penelitian			
		1	2	3	4
	A. Komponen Materi				
1	Materi yang disampaikan sesuai dengan KI & KD				✓
2	Isi materi sesuai dengan tujuan pembelajaran				✓
3	Materi yang disampaikan sistematis				✓
4	Materi yang disampaikan mudah dipahami				✓

A. SARAN & PERBAIKAN

Revisi ....

....

....

....

....

Jember, 23 April 2025

Validator

Dr. Ninuk Indrayani, S.Pd., M.Pd.

APPENDIX 15

Documentations of the Research

Documentation of the Pre-Interview before
Classroom Action Research (CAR)

Teaching Session Conducted by the
Researcher in Cycle 1

Documentation of Students Using
Educaplay for Vocabulary Practice in
Cycle 1

Documentation of Conducting Post-Test in
Cycle 1

The Implementation of Cycle 2

Students' Appreciation Session by Giving
Reward

A Documentation when conducting Post-
Test in Cycle 2

Documentation of the Post-Interview after
Classroom Action Research (CAR)

APPENDIX 16

Letters

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-9861/In.20/3.a/PP.009/01/2025

Sifat   : Biasa

Perihal : **Permohonan Ijin Penelitian**

Kepada Yth.

Kepala Sekolah SMK NEGERI 1 JEMBER

Jalan Jambu No. 17, Patrang, Jember, Jawa Timur 68111

Dalam rangka menyelesaikan tugas akademik berupa skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka kami mohon izin kepada Ibu Dra. Hj. Sri Hartatik, M.Pd. untuk memberikan izin kepada mahasiswa berikut:

NIM	:	214101060040
Nama	:	FARADIFAH PRILIA PUTRI
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset dengan judul "**Building Up Students` Vocabulary Skill through the Use of Gamified Learning Platform in SMKN 1 Jember**", yang direncanakan berlangsung selama **45 (empat puluh lima) hari** di lingkungan SMK Negeri 1 Jember. Kami berharap penelitian ini dapat memberikan manfaat, baik bagi pengembangan keilmuan mahasiswa maupun kontribusi bagi sekolah yg bersangkutan.

Demikian surat permohonan ini kami sampaikan. Atas perhatian dan kerjasamanya disampaikan terima kasih.

Jember, 07 Januari 2025

an. Dekan,

Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 JEMBER
Bidang Keahlian : Bisnis dan Manajemen/Pariwisata/Seni dan Ekonomi Kreatif/Teknologi Manufaktur dan Rekayasa
Jalan Jambu Nomor 17, Jember, Jawa Timur (68111)
Tlp. (0331) 429690, Laman www.smknegeri1jember.sch.id, Pos-el smknegeri1jember@yahoo.com

SURAT KETERANGAN
Nomor : 400.3.8/239/101.6.5.19/2025

Yang bertanda tangan di bawah ini :

nama	:	SRI HARTATIK, M.Pd.
NIP	:	196809102000122003
pangkat / golongan	:	Pembina Tk. I / IV b
jabatan	:	Kepala Sekolah

Dengan ini menyatakan bahwa :

nama	:	FARADIFAH PRILIA PUTRI
NIM	:	214101060040
program studi	:	TADRIS BAHASA INGGRIS
jurusan	:	UINKHAS JEMBER

Benar-benar telah melakukan penelitian di SMK Negeri 1 Jember tanggal 7 Januari s.d. 21 Mei 2025 dengan judul : Building Up Students Vocabulary Skill Through the Use of Gamified Learning Platform in SMK Negeri 1 Jember.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Jember, 20 Juni 2025
Kepala Sekolah,

SRI HARTATIK, M.Pd.
Pembina Tk. I / IV b
NIP 196809102000122003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
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e-mail: info@uin-khas.ac.id Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang

disusun oleh Nama	:	Faradifah Prilia Putri
NIM	:	214101020040
Program Studi	:	Tadris Bahasa Inggris
Judul Karya Ilmiah	:	Building Up Students' Vocabulary Skill through a Gamified

Learning Platform: The Use of Educaplay on Tenth Grade

Students of SMKN 1 Jember

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 9,2%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I	:	11%
BAB II	:	13%
BAB III	:	14%
BAB IV	:	8%
BAB V	:	0%

Jember, 28 Mei 2025

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S. Sos. I., M. Pd.)
NIP. 19830811202321201

APPENDIX 17

<div align="center">DECLARATION OF AUTHORSHIP</div>

The undersigned below :

Name	: Faradifah Prilia Putri
Place, date of birth	: Bondowoso, 01 February 2003
Address	: Tamanan, Bondowoso
Faculty	: Tarbiyah and Teaching Training
Program	: English Education

State that this entitled "Building Up Students' Vocabulary Skill through a Gamified Learning Platform: The Use of Educaplay on Tenth Grade Students of SMKN 1 Jember" is truly my original work. It does noT incorporate any material previously written or published by another person excpect those indicated in quatation and bibliography do the fact I am the only person who is responsible for this thesis if there is any objection or claim for other.

Jember, June 26th 2025

Researcher,

Faradifah Prilia Putri
NIM. 214101060040

APPENDIX 18

CURICULUM VITAE

Name   : Faradifah Prilia Putri

Place, Date of Birth   : Bondowoso, 01 Februari 2003

Address   : Tamanan, Bondowoso

Gmail Address   : faradivapriliaputri@gmail.com

Educational Background :

1. SDN TAMANAN 1   (2009-2015)

2. SMP NURUL JADID   (2015-2018)

3. SMA NURUL JADID   (2018-2021)