

The Effectiveness of Gamification Strategy on English Vocabulary Enhancing at SDN Ngronggo 8 Kediri

Sarbanun Tuanany¹

Erwin Hari Kurniawan²

M. Syaichul Muchyidin³

¹²³ Universitas Islam Kediri

¹ sarbanuntuanany270503@gmail.com

² erwin@uniska-kediri.ac.id

³ m.syaichul@uniska-kediri.ac.id

Abstract

This study examines the effectiveness of Blooket media in enhancing English vocabulary among students. A quantitative research approach was employed, utilizing a pre-experimental design with a single group pre-test and post-test. The participants included 31 fifth-grade students from SDN Ngronggo 8 Kediri during the 2024/2025 academic year. The findings revealed that the average pre-test score was 67.25, while the post-test score increased to 81.61, indicating a marked improvement. Statistical analysis using a paired sample t-test yielded a significance value (2-tailed) of 0.001, which is less than the threshold of 0.05, confirming a significant increase in vocabulary performance. These results demonstrate that the implementation of Blooket media effectively enhances students' English vocabulary learning.

Keywords: *gamification, Blooket media, vocabulary enhancement, elementary education*

Introduction

In the 2022/2023 school year, the Indonesian government empowered all educational institutions to implement the curriculum based on their readiness (Oktavia, Habibah, Balti, & Kurniawan, 2023). According to Mulyani R, Kurniawan, & Setyawan (2023), The Merdeka Curriculum is an initiative by the Indonesian government aimed at enhancing student competency and character while promoting autonomy in selecting their academic path. The Merdeka Curriculum has significantly changed education in Indonesia, particularly in English language learning. It has positively impacted students' motivation, active engagement, and language skills, especially in speaking and writing ((Rintaningrum, Fahmi, Nuswantara, & Trisyanti, 2023). It also encourages critical thinking, creativity, and problem solving skills (Hunaepi & Suharta, 2024). The Merdeka curriculum offers extensive directives for topic organization, pedagogical approaches, and evaluation, granting educators the autonomy to select instructional resources (Meisya Rawenda & Nirwanto, 2023). Implementation challenges include logistical issues, teacher readiness, and digital resource gaps (Hunaepi & Suharta, 2024b). Overall, the Merdeka Curriculum is a significant step in transforming Indonesian education to meet the demands of the times. This gives teachers the flexibility to create more creative and innovative teaching methods. Educators can customize their approach to accommodate diverse learning styles and meet the individual needs of students. Through this initiative, teachers can offer a more relevant and interesting learning journey, by integrating various elements such as games to increase students' interest and confidence.

Recent studies have explored the impact of gamification on vocabulary acquisition and student engagement in English language learning. Research indicates that gamified approaches can be as effective as traditional methods for vocabulary development (Cancino Avila & Castillo Fonseca, 2021) and can positively influence students' vocabulary acquisition (León-Flores & Vega-Auquilla, 2021; Ocktaviani, Recard, & Amery, 2024). Gamification has been shown to increase student motivation (Sadeghi et al., 2022) and engagement (Nikmah, 2020). Various gamification tools, such as Kahoot and Quizizz, have been implemented successfully in language classrooms (Panmei & Waluyo, 2022). However, some studies found no significant differences in overall vocabulary test results between gamified and traditional approaches. Designing a gamified vocabulary curriculum involves setting clear learning goals, selecting key terms, and transforming activities into quest challenges (Kingsley & Grabner-Hagen, 2018). Overall, gamification emerges as a promising strategy for enhancing vocabulary learning and student engagement in English language education.

According to (Tri Wahyuni, Asep Purwo Yudi Utomo, Indah Fitrianingrum, 2023), learning is currently undergoing modernization. One form of modernization is the application of technology in learning. This is an innovation that emerged to create a meaningful and enjoyable learning atmosphere. Traditional paper-based learning seems old-fashioned to students who grew up with technology. Therefore, the integration of technology in education has become very important. Gamification has emerged as a key approach to fulfil this need. According to (Manzano-le et al., 2021), define gamification as the application of game mechanics in an educational context to increase student motivation and engagement. According to (Mystakidis, 2023), gamification also serves as an incentive for students to actively participate in learning activities. In general, gamification aims to improve students' competencies both in academic and social terms. Its primary objective is to enhance student motivation and engagement through game-like elements. According to Ananda et al. (2024), the benefits of gamification are increasing motivation, engagement, skills, performance, information retention, customer engagement, behaviour, innovation, decision-making, and technology adoption. By using game elements in various contexts, gamification can create fun experiences, motivate individuals, and drive positive change.

One gamification platform that has demonstrated its effectiveness in various educational contexts is Blooket. According to Diana, Chairunnisa, & Viratama (2024), Blooket is an online learning platform that presents interactive quizzes in the form of games. It is a quiz-based gaming platform that allows educators to create interactive quizzes with diverse game formats such as Tower Defense, Gold Quest, and Battle Royale. Students compete directly with their peers, answering vocabulary questions in a stimulating and competitive environment. According to (Nabila & Nurhamidah, 2024), Blooket can be said to be a platform that can be used in learning such as doing play mode quizzes with the play-based learning method. In Blooket media, students must have a code to join before working on questions. Teachers can monitor the course of this Blooket game. In addition, Blooket combines elements of speed and repetition, thus facilitating better vocabulary retention. By using Blooket, students can collaborate while enjoying a more engaging learning experience compared to traditional methods. The intrinsic appeal of games utilized through gamification can cultivate a more engaging and more effective learning experience, especially in the context of vocabulary acquisition. According to (Sartika, Heriyawati, & Elfianto, 2023) Although Blooket has some limitations, such as internet connectivity requirements and free account restrictions, its benefits in improving students' motivation and vocabulary acquisition are significant.

Within the realm of vocabulary learning, gamification strategies can be employed to enhance vocabulary retention. For instance, the implementation of interactive quizzes, reward systems, or leader boards can motivate students to recall and utilize the vocabulary they have learned. Research that was conducted by (Thiagarajah, Ng, Benjamin Jeyaraja, Gunasehgaran, & Maniam, 2022) has shown the impact of gamification with Kahoot in student learning. Similarly, quiz-based gaming platforms like Blooket have proven effective in improving vocabulary retention. According to Diana et al. (2024) Blooket is a reliable resource for creating engaging supplementary educational tools.

Ni et al. (2020) and Agung, Skolastika, Damayanti, & Wisanta (2023) emphasize the importance of vocabulary acquisition as a foundation in English language learning. Previous studies have shown a positive correlation between vocabulary richness and overall language proficiency. Based on this, this study aims to evaluate the effectiveness of gamification strategy in improving English vocabulary skills of grade 5 students at SDN Ngronggo 8 Kediri. The choice of SDN Ngronggo 8 Kediri as the research location is based on several supporting factors. First, the school has provided access to mobile devices to learners during the learning process. This creates a conducive learning environment for the implementation of gamification strategies that utilize technology. Second, SDN Ngronggo 8 Kediri has adopted the Merdeka Curriculum which provides flexibility for educators in designing learning that is innovative and relevant to the needs of learners. This curriculum is in line with the research objective of exploring alternative learning approaches. Third, this educational institution strongly supports the implementation of technology-based learning. This is reflected in the school policy that encourages the use of various digital devices and applications in the learning process. Thus, SDN Ngronggo 8 Kediri is an ideal context to test the effectiveness of the gamification strategy in improving English vocabulary retention. Therefore, the researcher wanted to examine and find out "Is Blooket media effective in improving English vocabulary among students at SDN Ngronggo 8 Kediri?" By emphasizing the effectiveness of gamification as a pedagogical tool, this research seeks to offer an alternative learning approach that is more interactive and student-center.

Previous research has identified the benefits of gamification in education, albeit primarily at the secondary or tertiary levels. For instance, studies by (Gortaire Díaz, Sandoval Pérez, Romero Ramírez, & Mora Aristega, 2022) at the University of Babahoyo and (Nabila & Nurhamidah, 2024), at Vocational High School have yielded positive results in gamification implementation. However, research focusing on platforms like Blooket at the elementary level, especially in Indonesia, remains limited. Consequently, This research has the potency to provide new insights into the application of gamification in basic education, specifically exploring the effectiveness of gamification strategy on English vocabulary retention at SDN Ngronggo 8 Kediri.

Method

The experimental method is used in this research. According to Keskin & Yilmaz (2020); (Fong, Gursoy, & Sigala, 2020) experimental research is a valuable method for testing the effectiveness of interventions and establishing causal relationships in various fields, including education. And according to (Rukminingsih, Adnan, & Latief, 2020), experimentation is the most effective quantitative research method for uncovering causal relationships between two or more variables. In other words, experiments are

the best way to find out whether a factor (independent variable) causes changes in other factors (dependent variable).

This research using a one-group pre-test-post-test pre-experimental design commonly used in educational research (Marheni et al., 2021; Mahmud et al., 2021), this study aims to evaluate the effect of Blooket media on vocabulary enhancing of 5th-grade students of SDN Ngronggo 8 Kediri. By giving a pre-test o_1 before the treatment and a post-test o_2 after the treatment, this study will identify significant differences between the two scores. The design pattern in this study is as follows:

Table 1. One group pre-test and post-test

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
o_1	X	o_2

o_1 : Pre-test

X: Treatments (Blooket)

o_2 : Post-test

In this study, located at SD Ngronggo 8 Kediri, the data from the pre-test and post-test were analyzed using the t-test. The selection of the t-test is based on its usefulness in comparing the average of two groups of data. Thus, the t-test will provide information on the significance of the difference in the average student vocabulary scores before and after the application of Blooket learning media.

The location of this research was SDN Ngronggo 8 Kediri with the responden being all 5th-grade students of SDN Ngronggo 8 Kediri with participants totalling 31 students consisting of 14 males and 17 females.

The data collection instruments used in this study were pre-test and post-test assessments designed to measure changes in students' vocabulary knowledge before and after the Blooket intervention (Syarifuddin, Lukman Syafie, Koderi, & Ramdan Satra, 2023). Both assessments consisted of 20 multiple-choice questions with consistent levels of difficulty and weight. Prior to administering the tests, the questions underwent validity and reliability analysis using Excel. The validity analysis showed that the point biserial correlation coefficient (PBCC) scores were higher than the R table value (0.686, 0.759, 0.559, 0.822, 0.474, 0.565, 0.610, 0.703, 0.471, 0.562, 0.743 > 0.455). Similarly, the reliability analysis indicated that the Pearson's correlation coefficient (PCC) score exceeded the R table value (0.700 > 0.455), confirming the reliability of the test items.

The data analysis techniques employed included normality testing and t-tests. The Shapiro-Wilk test was selected for the normality test, as recommended for data sets with fewer than 50 samples (Afifah et al., 2022). This comprehensive validation process ensured the accuracy and reliability of the instruments used in evaluating the effectiveness of Blooket in enhancing students' vocabulary mastery

Results

The study aimed to evaluate the effectiveness of Blooket learning media in enhancing students' vocabulary mastery. Data collection involved pre-test and post-test assessments, each consisting of 20 multiple-choice questions designed to maintain consistent difficulty levels. The study was conducted in a single class of 31 Grade 5 students at SDN Ngronggo 8 Kediri during the second semester of the 2023/2024 academic year, focusing on the English learning theme "How much is it?" The research process included three key stages: administering a pre-test to assess baseline vocabulary knowledge, implementing learning activities using Blooket media, and conducting a post-test to measure vocabulary improvement following the intervention.

Statistical analysis using SPSS revealed a statistically significant difference ($p < 0.05$) between the pre-test and post-test scores, highlighting the positive impact of Blooket media on vocabulary mastery. Before the intervention, scores ranged from 45 to 95, with an average of 67.25. Post-intervention, scores improved significantly, ranging from 50 to 100, with a new average of 81.61. This 14.36-point improvement aligns with prior studies emphasizing the effectiveness of gamification in education. Diana et al. (2024) identified Blooket as an engaging platform that combines repetition and competitive elements to enhance vocabulary retention. Similarly, research by Ananda, Rahmah, & Ramdhani (2024) demonstrated that gamification increases motivation and engagement, contributing to better academic performance. These findings corroborate the studies of Sultan, Nurhikmah, and Halik (2024) and Rahmawati, Mandarani, and Megawati (2023), which reported significant vocabulary improvements through gamified learning strategies.

To validate the data, the Shapiro-Wilk test was performed using SPSS, adhering to the criteria set by Sintia, Pasarella, and Nohe (2022). The test yielded significance values of 0.243 for the pre-test and 0.131 for the post-test, both exceeding the 0.05 threshold, confirming the data's normality and suitability for parametric analysis. Following this, hypothesis testing was conducted using a paired sample t-test to determine the effectiveness of the Blooket gamification strategy. The hypotheses tested were as follows: the null hypothesis (H_0) posited that Blooket media does not improve vocabulary among 5th-grade students at SDN Ngronggo 8 Kediri, while the alternative hypothesis (H_a) suggested that it does. The paired sample t-test results showed a mean difference of -14.35, a standard deviation of 8.44, and a t-value of -9.47 ($df = 30$), with a significance value (two-tailed) of 0.001, which is less than 0.05. These results rejected the null hypothesis (H_0) and accepted the alternative hypothesis (H_a), confirming the significant impact of Blooket media on vocabulary improvement. The cognitive development after the intervention was evident, as the post-test average of 81.61 surpassed the pre-test average of 67.25.

This study supports the findings of Sultan, Nurhikmah, and Halik (2024), who reported improved vocabulary scores through gamification strategies, with an average improvement from 46.36 to 80.23. Similarly, Rahmawati, Mandarani, and Megawati (2023) observed a significant increase in vocabulary proficiency, evidenced by a p-value of 0.000. Consistent with these studies, the current research demonstrates that Blooket media is an effective and engaging tool for enhancing vocabulary acquisition, making it a valuable asset in elementary education.

Discussion

This discussion will examine the effect of Blooket learning media on improving students' vocabularies with the number of respondents, namely all 5th-grade students of SDN Ngronggo 8 in the 2024/2025 academic year. This research was carried out in three stages, namely 1) giving an initial test (pre-test) to determine student learning outcomes before being given treatment, 2) implementing learning using Blooket media, 3) giving a final test (post-test) to determine whether there is an effect of Blooket learning media on increasing student vocabulary.

Booklet media is a media that provides a variety of interesting and interactive quizzes that provide online-based rewards that can increase students' interest in using. Based on the results of the data analysis above, it is known that the t count is -9.470 and is in the H_0 rejection area or H_a acceptance area. While the probability value or Sig. 2 tailed

of $0.001 < 0.05$ then H_0 is rejected. With the acceptance of the alternative hypothesis and the increase in average from 67.25 to 81.61. The average value of students became higher after the application of Blooket media, the difference from the pre-test to post-test was 14.36.

This research demonstrates the effectiveness of Blooket media in enhancing students' vocabulary. This is evident from the difference in pre-test scores before the application of Blooket learning media is lower and post-test scores after the application of Blooket learning media are greater. In addition, Blooket learning media has its attractive for students, which provides online-based rewards so that students are very enthusiastic about doing quizzes provided on Blooket media. It can be concluded that Blooket media effectively enhanced the vocabulary of 5th-grade students of SDN Ngronggo 8 Kediri in the 2024/2025 academic year.

In comparing this study with previous research conducted by (Sultan, Nurhikmah, & Halik, 2024). The similarities identified are the purpose of the study, which is to evaluate the effectiveness of using gamification in improving students' vocabulary, as well as the application of the experimental method. However, the main difference lies in the type of method used; the previous study applied a quasi-experiment method with a control class and an experimental class, while this study used a pre-experiment method with only one class as the experimental class. In addition, the number of respondents is also different, where this study involved 31 respondents, while the previous study involved 41 students.

Additionally, a comparison with research conducted by (Rahmawati, Mandarani, & Megawati, 2023), shows similarities in the use of gamification media to assess the effectiveness of students' vocabulary improvement, and both apply the pre-experiment method. However, there are differences at the school level; this study was conducted at the elementary school level, while the previous study was conducted at the junior high school level. Another difference can be seen in the number of respondents, where this study involved 31 respondents, while the previous study involved 41 respondents. Finally, there is also a difference in the type of questions, where this study only used multiple choice questions, while the previous study used a combination of multiple choice questions and essay questions.

Conclusion

The paired sample t-test analysis revealed a statistically significant difference between the pre-test and post-test scores ($p = 0.001$), supporting the alternative hypothesis (H_a) that Blooket learning media effectively improves the vocabulary skills of 5th-grade students at SDN Ngronggo 8 Kediri in the 2024/2025 academic year.

The findings highlight both advantages and disadvantages of implementing Blooket learning media. A notable disadvantage is the potential for conflict among students, as the competitive nature of digital rewards may lead to protective or aggressive behaviors when students feel threatened by the possibility of losing their points. However, the advantages far outweigh these drawbacks. Blooket enables students to acquire new vocabulary quickly, and the gamified system of rewards boosts their confidence, encouraging them to remain engaged and motivated to learn and explore additional vocabulary.

The study recommends that teachers incorporate Blooket into their instructional strategies to enhance student participation and vocabulary acquisition, aligning vocabulary lessons with relevant subject matter for a more integrated learning experience. For future researchers, this study serves as a reference for exploring

Blooket's broader applications and achieving optimal outcomes in improving students' vocabulary skills.

References

- Agung, I. G. A. M., Skolastika, I. M. P., Damayanti, N. L. P. T., & Wisanta, P. A. (2023). Peningkatan Kosakata Bahasa Inggris Melalui Games Bagi Siswa SMA Negeri 1 Penebel. *Madani: Indonesian Journal Of Civil Society*, 5(1), 28–34.
- Ananda, N. P., Rahmah, F. T., & Ramdhani, A. R. (2024). Using gamification in education: Strategies and impact. *Hipkin Journal Of Educational Research*, 1(1), 1–12.
- Ananda, N. P., Rahmah, F. T., Ramdhani, A. R., & Indonesia, U. P. (2024). Using gamification in education: Strategies and impact. *Hipkin Journal of Educational Research*, 1(1), 1–12.
- Cancino Avila, M. O., & Castillo Fonseca, G. I. (2021). Gamification: How does it impact L2 vocabulary learning and engagement? *Electronic Journal of Foreign Language Teaching*, 18(2). <https://doi.org/10.56040/ghcc1824>
- Diana, E., Chairunnisa, V. O., & Viratama, I. P. (2024). Media Pembelajaran Blooket Dalam Meningkatkan Kemandirian Siswa Blooket Learning Media In Improving Student Independence. *Sindoro: Cendikia Pendidikan*, 4(11), 91–100. <https://doi.org/doi.org/10.9644/sindoro.v4i5.3317>
- Fong, L. H. N., Gursay, D., & Sigala, M. (2020). Experimental research in tourism. *Asia Pacific Journal of Tourism Research*, 25(7), 707–709. <https://doi.org/10.1080/10941665.2020.1775277>
- Gortaire Díaz, D., Sandoval Pérez, M. J., Romero Ramírez, E., & Mora Aristega, J. (2022). Case Study: Gamification as a strategy for vocabulary learning in university students. *Ciencia Latina Revista Científica Multidisciplinar*, 6(6), 7992–8005. https://doi.org/10.37811/cl_rcm.v6i6.3970
- Hunaepi, H., & Suharta, I. G. P. (2024a). Transforming Education in Indonesia: The Impact and Challenges of the Merdeka Belajar Curriculum. *Path of Science*, 10(6), 5026–5039. <https://doi.org/10.22178/pos.105-31>
- Hunaepi, H., & Suharta, I. G. P. (2024b). Transforming Education in Indonesia: The Impact and Challenges of the Merdeka Belajar Curriculum. *Path of Science*, 10(6), 5026–5039. <https://doi.org/10.22178/pos.105-31>
- Keskin, H. A., & Yilmaz, M. L. (2020). Review Of Experimental Designs And Methods In Economics Of Education Research. *Finansal Araştırmalar ve Çalışmalar Dergisi*. <https://doi.org/10.14784/marufacd.785236>
- Kingsley, T. L., & Grabner-Hagen, M. M. (2018). Vocabulary by Gamification. *The Reading Teacher*, 71(5), 545–555. <https://doi.org/10.1002/trtr.1645>
- León-Flores, C. L., & Vega-Auquilla, M. V. (2021). The use of gammification in the english language classroom to increase vocabulary in beginners (a1 level). *EPISTEME KOINONIA*, 5(9), 30. <https://doi.org/10.35381/e.k.v5i9.1662>
- Mahmud, M., Ulya, S., Darussalam, I., & Banyuwangi, B. (2021). The Effect of Direct Method in Teaching Speaking Skill. *Journal of English Language and Pedagogy*, 1, 2021.
- Manzano-le, A., Camacho-lazarraga, P., Guerrero, M. A., Guerrero-puerta, L., Aguilar-parra, J. M., & Alias, A. (2021). *Between Level Up and Game Over : A Systematic Literature Review of Gamification in Education*. 1–14.

- Meisya Rawenda, & Nirwanto, R. (2023). the Analysis of the Format and Presentation of English Course in Curriculum Merdeka. *Jurnal Ilmu Pendidikan Nasional (JIPNAS)*, 1(3), 124–132. <https://doi.org/10.59435/jipnas.v1i3.73>
- Mulyani R, E., Kurniawan, E. H., & Setyawan, W. H. (2023). The Implementation of Kurikulum Merdeka in Learning English to Students With Special Needs at SMP Plus Rahmat Kediri. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 7(2), 437. <https://doi.org/10.29240/ef.v7i2.8201>
- Mystakidis, A. C. and S. (2023). Gamification in education. *Informatologia*, 48(3–4). <https://doi.org/10.3390/encyclopedia3040089>
- Nabila, N., & Nurhamidah, D. (2024a). Penerapan Blooket sebagai Media Digital Terhadap Pembelajaran Bahasa Indonesia di Sekolah Menengah Kejuruan. *Edukatif: Jurnal Ilmu Pendidikan*, 6(1), 870–878. <https://doi.org/10.31004/edukatif.v6i1.6148>
- Nabila, N., & Nurhamidah, D. (2024b). Penerapan Blooket sebagai Media Digital Terhadap Pembelajaran Bahasa Indonesia di Sekolah Menengah Kejuruan. *Edukatif: Jurnal Ilmu Pendidikan*, 6(1), 870–878. <https://doi.org/10.31004/edukatif.v6i1.6148>
- Ni, C. K., Jong, B., Dison, M. A., Thomas, S. A., Yunus, M. M., & Suliman, A. (2020). Enhancing Malaysian primary pupils' vocabulary skills using pocable game and pear deck. *International Journal of Learning, Teaching and Educational Research*, 19(6), 145–160. <https://doi.org/10.26803/ijlter.19.6.9>
- Nikmah, H.-. (2020). Gamification To Improve Students' Engagement In Learning English. *Acitya Journal of Teaching & Education*, 2(1), 60–70. <https://doi.org/10.30650/ajte.v2i1.277>
- Ocktaviani, L., Recard, M., & Amery, R. (2024). Implementation of gamification in english classroom to enhance students' vocabulary knowledge. *Interling: International Journal of English Language Teaching, Literature and Linguistics*, 2(2), 44–52. <https://doi.org/10.55210/interling.v2i2.1415>
- Oktavia, D., Habibah, N., Balti, L., & Kurniawan, R. (2023). Kurikulum Merdeka Dan Pengajaran Bahasa Inggris Di Sekolah Dasar: Need Analisis Study. *Jurnal Muara Pendidikan*, 8(1), 257–265. <https://doi.org/10.52060/mp.v8i1.1260>
- Panmei, B., & Waluyo, B. (2022). The Pedagogical Use of Gamification in English Vocabulary Training and Learning in Higher Education. *Education Sciences*, 13(1), 24. <https://doi.org/10.3390/educsci13010024>
- Rahmawati, S., Mandarani, V., & Megawati, F. (2023). The Effect of Gamification in Board Game to Improve Students' English Vocabulary. *Journal of English Education and Teaching*, 7(3), 526–543. <https://doi.org/10.33369/jeet.7.3.526-543>
- Rintaningrum, R., Fahmi, A., Nuswantara, K., & Trisyanti, U. (2023). *Strengthening English Language Learning Through an Independent Curriculum Approach*. 5(5), 161–171.
- Rukminingsih, Adnan, G., & Latief, M. A. (2020). Metode Penelitian Pendidikan. Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas. In *Journal of Chemical Information and Modeling* (Vol. 53).
- Sartika, K. D., Heriyawati, D. F., & Elfianto, S. (2023). The use of Blooket: A Study of Student's Perception Enhancing English Vocabulary Mastery. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 7(2), 357. <https://doi.org/10.29240/ef.v7i2.7406>
- Sultan, M. A., Nurhikmah, N., & Halik, A. (2024). *Gamification in Teaching Vocabulary*. Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-210-1_23

- Thiagarajah, K., Ng, M. M., Benjamin Jeyaraja, S. S., Gunasehgaran, V., & Maniam, M. (2022). Effectiveness of Gamification Tool in Teaching Vocabulary. *International Journal of Academic Research in Business and Social Sciences*, 12(9). <https://doi.org/10.6007/ijarbss/v12-i9/14604>
- Tri Wahyuni, Asep Purwo Yudi Utomo, Indah Fitrianingrum, H. A. (2023). Implementasi Media Edulastic sebagai Instrumen Asesmen dalam Pembelajaran Teks Eksplanasi di SMP Negeri 2 Semarang. *Journal of Social Humanities and Education*, 2(1).