

A THESIS
THE IMPLEMENTATION OF GAME-BASED LEARNING FOR
VOCABULARY ACQUISITION OF LINTASAN IMAJINASI
BAHASA MAHASISWA



By
SAKHMALSYAH BAHTIAR
Reg Num: 19.1300.068

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
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2023

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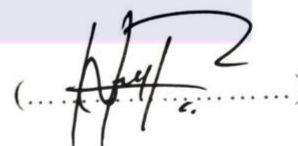
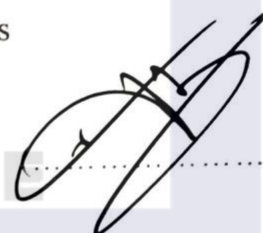
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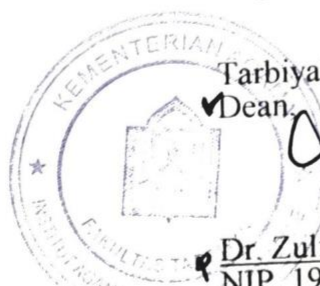
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for Vocabulary Acquisition of Lintasan
Imajinasi Bahasa Mahasiswa.

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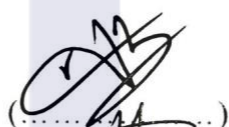
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Faculty : Tarbiyah

By Virtue of Consultant Degree : SK. No. 2707 Tahun 2022

Date of Graduated : 31 July 2023

Approved by Examiner Commissions

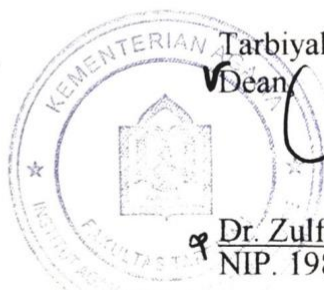
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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ
أَمَّا بَعْدُ

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express his grateful to the lord Allah swt. Shalawat and Salaam are outspoken to his prophet Muhammad Saw. Without his tremendous blessing and encouragement, it would be impossible for me to complete this study. Honored mention is upon Dr. Mujahidah M.Pd and Humaeroah M.Pd as the supervisors of the thesis.

This great time, the writer wants to thank a lot to all people who have supported and helped him in finishing his thesis as effective as he can. He realizes that without their support and help, He could not be able to finish this “Thesis”. This opportunity, the writer would like to express very special thanks to his beloved parents namely his father Bahtiar and his mother is Mardiah, family who have given endless love, advice, support and praying this far.

Another side, the writer would also deliver special thanks to:

1. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.
3. Dr Arqam, M.Pd. as the Chairman of English Study Program for the loyal serving to the students.

4. All lecturers of English Program who have already taught him during his study in IAIN Parepare.
5. The staff of Tarbiyah Faculty who has worked hard in order to complete the administration for this research.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

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ABSTRACT

Sakhmalsyah Bahtiar: *“The Implementation of Game-Based Learning for vocabulary acquisition of Lintasan Imajinasi Bahasa Mahasiswa”* (Supervised by Mujahidah & Humaeroah)

This research intended to describe the implementation of Game-based learning for vocabulary acquisition of Lintasan Imajinasi Bahasa Mahasiswa. The implementation consisted of three main parts; Input, Process, and Output. Moreover, this research also displayed vocabulary acquisition based on CEFR level throughout students' worksheets.

The research used qualitative descriptive method. The researcher conducted the research by using deep interview to describe the implementation of game-based learning for vocabulary acquisition of Lintasan Imajinasi Bahasa Mahasiswa by inquiring three points of implementation of game-based learning. Furthermore, the research was conducted by analyzing students document to obtain information about students' vocabulary acquisition based on CEFR level.

The implementation of Game-based learning divided into three main parts. Those were preparations (Input), Process, and evaluation (Output). The interviewees explained that preparing tools and media, adjusting the vocabulary to the subjects, and choosing games for the class are important steps to consider. Moreover, in process stage interviewees explained the mechanism of each game which they would offer resulting obstacles and solution towards the difficulties. Moreover, the tutor stated that game-based learning satisfied the students for their vocabulary acquisition in the phase of evaluating students. In addition, to evaluate the game-based learning clearly helps the students in vocabulary, the study was conducted by document analysis resulting the information of some student representing B1 vocabulary, others in A2 vocabulary, and various others in pre-A1 to A1 vocabulary.

Keyword: *Game-based learning, students' vocabulary*

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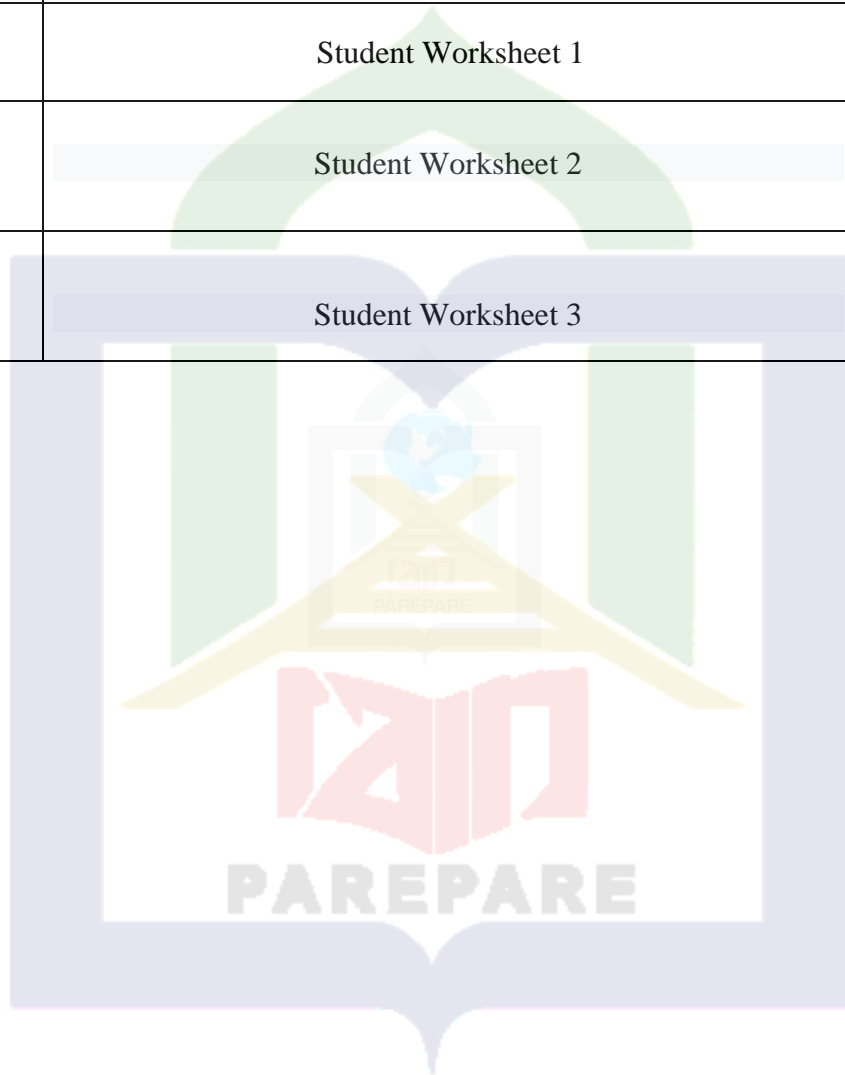
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CHAPTER I

INTRODUCTION

A. Background

Language is one of the most significant achievements of human civilization. It is a complex system of communication that enables us to express our thoughts, emotions, and ideas, and it has played a critical role in the development of human society. Language is not just a tool for communication; it is also a reflection of the culture, values, and beliefs of a society.

The development of civilization and language are closely intertwined. As humans evolved, so did their need for communication. The ability to communicate effectively allowed early humans to work together, share knowledge, and form communities. The first form of communication was likely nonverbal, with gestures and facial expressions used to convey meaning. Over time, these early forms of communication evolved into language.

Moreover, Language is an essential part of human society because it enables us to share our knowledge and ideas with others. It is through language that we are able to transmit cultural values, pass down traditions, and preserve historical knowledge. Without language, the advancement of human civilization would not have been possible. In fact, language is one of the defining characteristics of human civilization.

One of the most critical components of language is vocabulary. Vocabulary refers to the set of words that a person knows and uses in their speech and writing. Vocabulary is the foundation of any language, and it is essential for effective communication. The more extensive a person's vocabulary, the more nuanced and precise their communication can be.

Vocabulary development begins at an early age, as children begin to learn the words that are used in their environment. As they grow and learn, they continue to add to their vocabulary, expanding their knowledge of the world around them. Vocabulary development is a continuous process, and it is something that occurs throughout a person's life.

Another issue with regular learning for English vocabulary is that it can be very slow and inefficient. Teachers may present a limited number of words each day, and students may not have the opportunity to practice using them in context. This can result in lacking of mastery of vocabulary and a slower overall rate of progress.

Additionally, regular style of learning for English vocabulary can be limited in terms of context. Vocabulary words may be presented in isolation, without any connection to real-world contexts or situations. This can make it difficult for students to understand the nuances of the language and to apply their vocabulary knowledge in real-world situations.

Furthermore, issues with regular learning for English vocabulary is that it can be very standardized. Students may be expected to learn a set list of words without any consideration for their individual learning styles or interests. This can lead to a lack of motivation and engagement, as students may not see the relevance of the vocabulary they are learning to their own lives and interests.

Without the assistance of learning method, it may be challenging to address these issues. However, there are solutions that can be implemented. For example, teachers can incorporate more interactive activities into their vocabulary lessons, such as role-playing and vocabulary games. This can help students to actively engage with the material and to develop a deeper understanding of the language.

Teachers can also incorporate more real-world contexts into their vocabulary lessons, such as news articles, videos, and social media posts. This can help students to understand the nuances of the language and to apply their vocabulary knowledge in real-world situations.

In addition to being essential for effective communication, vocabulary is also an indicator of a person's education and intelligence which most of Indonesian can acquire through educational institutions. In Indonesia multidisciplinary is such an important thing, the need of development from different institution is greatly needed. Numerous education practices attempt to develop their home institutions by learning from other institutions.

LIBAM (Lintasan Imajinasi Bahasa Mahasiswa), a voluntary-based community, has assisted various programs in teaching languages, especially for vocabulary acquisition. Most of the programs and action aim to the schools. The pre-observation in this research shows that LIBAM has been cooperating with schools for more than two-decade long. Moreover, it has been known that the formula of teaching vocabularies by most of LIBAM's tutor is a decent game-based learning.

The schools and cooperations (MA Mazraatul Akhirah, SMAN 8 Pinrang, MA Ittihadiyah Pinrang) confirmed that LIBAM tutors has helped numerous classes, they believe that the learning methods delivered by the tutors somehow different from regular method that is used in regular basis. This causes the cooperation of both schools and LIBAM last for almost years.

One of the most significant issues of cooperation among other education practices is the lack of institutions in disclosing secrets in running the method of learning in educational institutions. On the other hand, this study is somehow essential

for the development of educational practice. Furthermore, this required benchmarking study holds an important role in maintaining long lasting academies.

through the background above, the researcher is interested in researching of the implementation of game-based learning provided by LIBAM tutors for students vocabulary acquisition.

B. Research Question

Based on the background of the research previously covered, the researcher formulated the problem statement as follow:

1. How is the implementation of Game-Based Learning for vocabulary acquisition of LIBAM IAIN PAREPARE?
2. How is students' vocabulary acquisition based on CEFR Level after Game-based learning being implemented?

C. The Objective of the Research

Based on the questions above, the researcher formulates the research objectives as follows:

1. To describe the deep mechanism in the implementation of game-based learning in English vocabulary acquisition.
2. To describe students' range of vocabulary after the game-based learning being implemented.

D. Significance of the Research

After conducting the research, the authors hope that this research can make a useful contribution especially for teachers, students and further research, which can be explained below:

1. Teachers

From the research that shall be accomplished later, the plan for this research is that teachers can comprehend the use of technology, especially in learning vocabulary and be able to provide various resources of media in teaching students, so that they can provide/use appropriate materials, assignments, methods, techniques to teach their students.

2. Students

The results of this study are expected to provide more information that is very crucial for students to know. Students are expected to enrich their vocabulary range after the game-based learning being implemented and can be a language master.

3. Further Researchers

The results of the research also aim to the next language researchers, in assisting them to adapt the techniques or media that have been used in this research as an alternative to research context needs. The upcoming researcher can also use the data collected in this study (e.g., field notes, findings, etc.) as a source for further research considerations.

4. Educational Practices

From this study, the researcher also aims that the finding of this research could be greatly idea to educational practices in developing and maintaining long-lasting academy.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section presents the theories that are related to the study, there are some pertinent ideas that explain the concept of the variable of the research:

A. Previous Research Findings

Many researchers have conducted their research on using game-based learning in education. Their findings are consecutively presented below:

Ngu Sze Ling, Azlina Abdul Aziz conducted a study of The Effectiveness of Game-based Learning Strategies on Primary ESL Learners' Vocabulary Learning. The researchers manage to receive the perception of the samples (Pupils) through systematic review of idea analysis, evaluation and synthesis. The researchers came to a conclusion that the pupils engaged exclusively in learning words and had the confidence in communicating and interacting each other's while playing in the game-based learning. The pupils enjoy learning vocabulary within this model.¹

Ziyadullaev, et al. conducted research to examine the effectiveness of game-based learning for teaching English to pharmacy students. The study uses quantitative research. The subject of the study was groups of students consisting 4 to 5 members to examine their range of grammar and vocabularies. The findings serve the summary of the implementation of GBL (Game-Based Learning) that the GBL succeed to improve the samples' vocabulary and potentially assist the grammar improvement.²

¹ Ngu Sze Ling and Azlina Abdul Aziz, "The Effectiveness of Game-Based Learning Strategies on Primary ESL Learners' Vocabulary Learning" (2022)

² Ziyadullaev Makhmudjon Jurakulovich, "International Scientific Conference ' Innovative Trends in Science, Practice and Education' 2022,"

Maria Dimitrij Angie Pavita, Deli Nirmala also conducted a study of using quizizz game-based learning to improve students' vocabulary mastery. The study uses mix methods of quantitative and qualitative approaches by observing the result of pre and posttest with the survey and interview to obtain students' background and need analysis. The samples were twenty-six students of X MIPA 1 at SMA Bruderan Purwokerto. The researchers conducted that the mean score raises significantly, from 64 to 85 concluding that the posttest score rises compared to pretest and claiming that the GBL improves students' vocabulary.³

From the research samples above, a decent conclusion is the similarity between each research in attempting to reveal and examine game-based learning from various aspects. Furthermore, the research plans to reveal the variable of game-based learning for vocabulary acquisition in a different point of view and in a deeper result by conducting of study case research approach.

³ Maria Dimitrij Angie Pavita and Deli Nirmala Nirmala, "Merdeka Belajar in Pandemic: Using Quizizz Game Based Learning To Improve Students' Vocabulary Mastery" (2021)

B. Some Pertinent Ideas

1. Definition of implementation.

Implementation is a process of activating a theory, method, and other things to achieve certain goals and for the desired concentration by a group or class that has been planned and arranged beforehand.⁴

Unwakoly in Mila Yaelasari, et al. states that ‘Implementation is a major compilation in the formation of knowledge, Scientific and Philosophical in human thought’.⁵ Implementation is activation of ideas that they can be applied towards a civilization or a more fundamental change in education, and be able to produce an innovative change that is systematic, directed and measurable.

Usman in Ali Miftakhu Rosyad states that ‘implementation is reduced to activity, action, or existence mechanism of a system. Implementation is not just an activity, but a planned activities and to achieve the objectives of the activity’.⁶ Ali also explains that Implementation is the expansion of activities that adjust to each other in the interaction process between goals and actions to achieve them and requires a network of implementers.

In the implementation there are several things that must be prepared by the teacher in the learning process as follows:⁷

a. Teacher preparation

⁴ Nurdin Usman “Konteks Implementasi Berbasis Kurikulum,” 2002.

⁵ Mila Yaelasari and Vera Yuni Astuti, “Implementasi Kurikulum Merdeka Pada Cara Belajar Siswa Untuk Semua Mata Pelajaran (Studi Kasus Pembelajaran Tatap Muka Di SMK INFOKOM Bogor),” (2022)

⁶ Ali Miftakhu Rosad, “IMPLEMENTASI PENDIDIKAN KARAKTER MELALUI MANAGEMEN SEKOLAH,” (2019)

⁷ Larlen, “Persiapan Guru Bagi Proses Belajar Mengajar”, 2020

Preparation is preparing or planning action for something. The teacher is defined as a professional educator because he has volunteered himself to accept and assume responsibility for education. Thus, it can be concluded that teacher preparation is an act or action that has been designed by a teacher who imparts knowledge to his students. What should the teacher prepare before teaching, because it is undeniable that professional teachers always prepare themselves to teach their students well. As for what the teacher must prepare before teaching, they are:

- 1) Prepare the material to be taught (according to the lesson plan)
- 2) Prepare props to be used if needed.
- 3) Prepare questions and directions to stimulate students to be active in the learning process.
- 4) Study the state of students, understand the weaknesses and strengths of students.
- 5) Studying students' prior knowledge.

b. Learning process

The process of learning and education in schools needs to be supported by a conducive educational atmosphere. The main task of the school is to teach students to be more independent, the independence of a student is the result of a process. In a comfortable, safe environment, students feel comfortable learning.

In the learning process there are several things that the teacher must do including:

- 1) Invite students to be active in learning by being allowed to ask questions.

- 2) It is necessary to use the scientific method in the process of discovering ideas, thoughts, thoughts so that students feel that they have found their own knowledge.
- 3) Follow the thoughts and ideas of students with the right direction.
- 4) Using a variety of learning models.
- 5) Receive alternative answers from students.
- 6) Students' conceptual errors are shown wisely.
- 7) Students are given the opportunity to think and formulate their ideas
- 8) Students are given the opportunity to seek approaches in their own way in learning.
- 9) Do not rail at students who think wrong.

c. Learning evaluation

Then after the learning process or commonly referred to as the evaluation stage include:

- 1) The teacher gives homework to collect it and correct it.
- 2) Give other assignments for deepening and tests that make students think, not memorize.
- 3) The students are active and the teacher accompanies them. If a question is asked, students cannot answer, there is no need to get angry and digest it.
- 4) Provide a question-and-answer room and discussion.

Teachers and students learn from each other and understand the context of the material being taught.

2. Game-Based Learning

According to Zi-Yu Liu Game-Based Learning refers to the use of video games and elements related to game reality, content, subject and images in the educational process.⁸ In other word, Game-based learning (GBL) is an approach to education that involves the use of games to enhance learning and engagement. In this approach, games are designed to teach specific learning objectives, skills, or knowledge through interactive, immersive, and often competitive gameplay.

Game-based learning is distinct from traditional educational games in that it places a greater emphasis on the learning outcomes rather than simply being entertaining. Games used in GBL are designed to incorporate educational content, and to provide players with immediate feedback and opportunities for experimentation and exploration.

Studies have consistently shown that video games can have a positive effect on problems problem-solving skills, motivation and commitment to acquiring broader knowledge. Year of research who specifically focus on problem-solving skills have noticed some degree of improvement, and most studies examining the impact of video games on students' motivation and commitment to find positive results. However, it is not clear whether these effects can be long-lasting.⁹

⁸ Zi Yu Liu, et al, "Using the Concept of Game-Based Learning in Education,"(2023)

⁹ Pavita and Nirmala, "Merdeka Belajar in Pandemic: Using Quizizz Game Based Learning To Improve Students' Vocabulary Mastery."2020

In summary, game-based learning is an approach to education that leverages the immersive and interactive qualities of games to teach specific learning objectives and enhance engagement and motivation.

3. Vocabulary

a. The Concept of Vocabulary

The concept of vocabulary includes definition of vocabulary, types of vocabulary, kinds of vocabulary, the importance of vocabulary, and teaching vocabulary.

1) Definition of Vocabulary

To understand language, vocabulary is the most important thing for students to master. These are some definitions has found by researcher from several literature about vocabulary according to several perceptions they are:

According to Esra Akdogan, vocabulary is more important than grammar because we can speak without a correct grammar structure but we cannot speak without vocabulary. Words are the root of communication and a strong vocabulary that enhances all areas of communication such as listening, speaking, writing and reading.¹⁰ Vocabulary is the most important skill for learning any language. All languages involve words.

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.¹¹ Harmer says that if language is a body,

¹⁰ Esra Akdogan, "Developing Vocabulary in Game Activities and Game Materials," (2017).

¹¹ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," (2015)

grammar is the bones that make up the frame, while vocabulary is the flesh that makes the body take shape.¹² Thus, a person will not be able to communicate well if the vocabulary is inadequate.

Riska Afriyanti Hasman stated that vocabulary is the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be add end to the overall knowledge of the learner.¹³ In addition Trisyuni Shabrina said that vocabulary is defined as a large number of words that students have to know, not only memorizing the form of the word but also can understands the meaning.¹⁴

Based on definition above, the researcher conclude that vocabulary is the key in learning English. Vocabulary is the main and most important component in English. Vocabulary also is the main asset for learning English and communicating fluently. The more vocabulary you have, the easier it will be to understand spoken English or written text and the easier it will be to communicate with other people. In addition, with the large number of vocabularies that is mastered, it will increase self-confidence. Without vocabulary it is impossible for the students to master English.

¹² Jeremy Harmer, *The Practice of English Language Teaching*, 2010.

¹³ Riska Afriyanti Hasman, "Enhancing Students" Vocabulary through Participation Point System (Pps) Method at the Second Grade of Smp Negeri 5 Pinrang," 2020.

¹⁴ Trisyuni Shabrina, "The Implementation Of Hot Seat Strategy On The Students'ability In Mastering English Vocabulary At Grade Eighth Of Smp Swasta Al-Hidayah Medan Tembung," 2018.

b. Types of Vocabulary

Vocabulary refers to words that must be understood in order to communicate effectively. The first two are spoken vocabulary, and the last two are written vocabulary. Before starting to build vocabulary for reading and writing, children have learned listening and speaking vocabulary for many years. Spoken language forms the basis of written language. Each type has a different purpose. Fortunately, the development of one type of vocabulary promotes the growth of another type of vocabulary. There are four types of vocabulary, namely:

1) Listening Vocabulary

Listening vocabulary refers to the set of words that an individual can recognize and understand when they are heard, even if they may not be able to use them in their own speech or writing. It is the vocabulary that is actively used by a person's brain when they listen to others speak or when they watch videos or listen to audio recordings. Listening vocabulary is different from reading vocabulary, which is the set of words that a person can recognize and understand when they read.

2) Speaking Vocabulary

Speaking vocabulary refers to the set of words that an individual is able to use effectively in their speech. It is the vocabulary that a person is able to express in their own words when communicating with others. Speaking vocabulary may include words that a person may not recognize or fully understand when they hear them in spoken language or see them in written form, but they are able to use them appropriately in their own speech. A person's

speaking vocabulary is an important aspect of their language proficiency and can be improved through deliberate practice and exposure to new words and expressions.

3) Reading Vocabulary

Reading vocabulary refers to the set of words that an individual can recognize and understand when reading written texts, such as books, articles, and websites. Reading vocabulary is different from listening vocabulary, which is the set of words that a person can recognize and understand when they hear them spoken.

4) Writing Vocabulary

Written vocabulary are words that we can take when we write to express ourselves. We usually find it easier to explain ourselves verbally, use facial expressions and intonation to help convey our ideas, then find the right words to communicate the same ideas in writing. Our written vocabulary is heavily influenced by the words we can spell.¹⁵

c. Kinds of Vocabulary

Vocabulary has been classified by some writer in different ways. In the following some classifications are given active and passive vocabulary. The first is active vocabulary refers to items which the learner can use appropriately in speaking and writing, and it also called as productive vocabulary. The second is passive

¹⁵ Judy K Montgomery, "Types of Vocabulary," *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 2007.

vocabulary to language items that can be recognized and understood in the context of reading and listening.

There two kinds of vocabulary, namely:

1) Active Vocabulary

Active vocabulary is made up of the words readily used and clearly understood by an individual when speaking and writing. Active vocabulary refers to vocabulary that the students have been thought or learn which they are expected to be able to use by the student.

2) Passive Vocabulary

A learner's passive vocabulary is the words that they understand but don't use yet. This can be compared with active vocabulary, which are words that learners understand and use in speaking or writing. Passive vocabulary refers to the words which the students will recognize when they meet them but which they will probably not able to produce.¹⁶

d. The Importance of Vocabulary

Vocabulary is a very important reason in learning English. Without vocabulary, students will not be able to understand other people or express their own ideas. As definition of vocabulary, it's the component of language with cover four English acquisition. Therefore, without vocabulary, people cannot speak, listen, speak and listen well. If people have a lot of vocabulary, then English will be easy to use, and the listener will also be easy to understand the speaker's speech.

¹⁶ Harmer, *The_Practice_of_English_Language_Teaching*. 2001

There are five importance of vocabulary to use in English, for the first is an extensive vocabulary aids expression and communication. The second is vocabulary size has been directly linked to reading comprehension. The third is linguistic vocabulary is synonymous with thinking vocabulary. The fourth is a person may be judged by others based on his or her vocabulary.

e. CEFR vocabulary

1. A1 Level (Breakthrough):

Basic Vocabulary Range: A1 learners have a limited but essential vocabulary range. They can understand and use familiar everyday expressions and very basic phrases.¹⁷

Core Vocabulary: They possess a limited repertoire of insoluble words and phrases that are commonly encountered in everyday situations.

Basic Communication: A1 learners can use simple phrases and sentences to describe familiar objects, talk about daily routines, and express basic needs.

2. A2 Level (Waystage):

Basic Vocabulary Range: A2 learners have a wider range of vocabulary compared to A1. They can understand sentences and frequently used expressions related to areas of immediate relevance, such as personal and family information, shopping, work, and basic social interactions.¹⁸

¹⁷ Zsolt Lavicza et al., “This Is a Self-Archived Version of an Original Article . This Version May Differ from the Original in Pagination and Typographic Details,” (2021)

¹⁸ Judith Runnels, “Preliminary Validation of the A1 and A2 Sub-Levels of the CEFR-J,”(2013)

Core Vocabulary: They possess enough vocabulary to meet basic communicative needs, which includes expressing preferences, describing daily activities, and making simple requests.

3. B1 Level (Threshold):

Independent Vocabulary Range: B1 learners have an expanded vocabulary range and can understand the main points of clear standard input on familiar matters. They can comprehend texts related to personal and familiar topics.¹⁹

Core Vocabulary: They have enough vocabulary to express themselves in most everyday situations and handle common social interactions. They can talk about personal experiences, describe events, and express opinions.

4. B2 Level (Vantage):

Independent Vocabulary Range: B2 learners have a broader vocabulary range and can understand the main ideas of complex texts on both concrete and abstract topics. They can grasp the vocabulary in various contexts.

Expanded Vocabulary: B2 learners possess a wide range of vocabulary, including idiomatic expressions. They can discuss a range of topics fluently and express their ideas and arguments coherently.

5. C1 Level (Effective Operational Proficiency):

¹⁹ Jan H. Hulstijn et al., “Linguistic Competences of Learners of Dutch as a Second Language at the B1 and B2 Levels of Speaking Proficiency of the Common European Framework of Reference for Languages (CEFR) 1,”(2012)

Proficient Vocabulary Range: C1 learners have a high level of vocabulary proficiency and can understand a wide range of demanding, longer texts. They can recognize implicit meanings and grasp nuances in the language.

Expanded Vocabulary: They possess a broad vocabulary and can use idiomatic expressions effectively. They can produce clear, well-structured, and detailed text on complex subjects.

6. C2 level (Mastery):

Mastery Vocabulary Range: C2 learners have an extensive vocabulary range and can understand virtually everything heard or read. They can comprehend complex texts across various domains and genres.

Expanded Vocabulary: C2 learners have a very large vocabulary and can use idiomatic expressions naturally. They can produce clear, well-structured, and detailed text on a wide range of subjects.

f. Vocabulary Acquisition

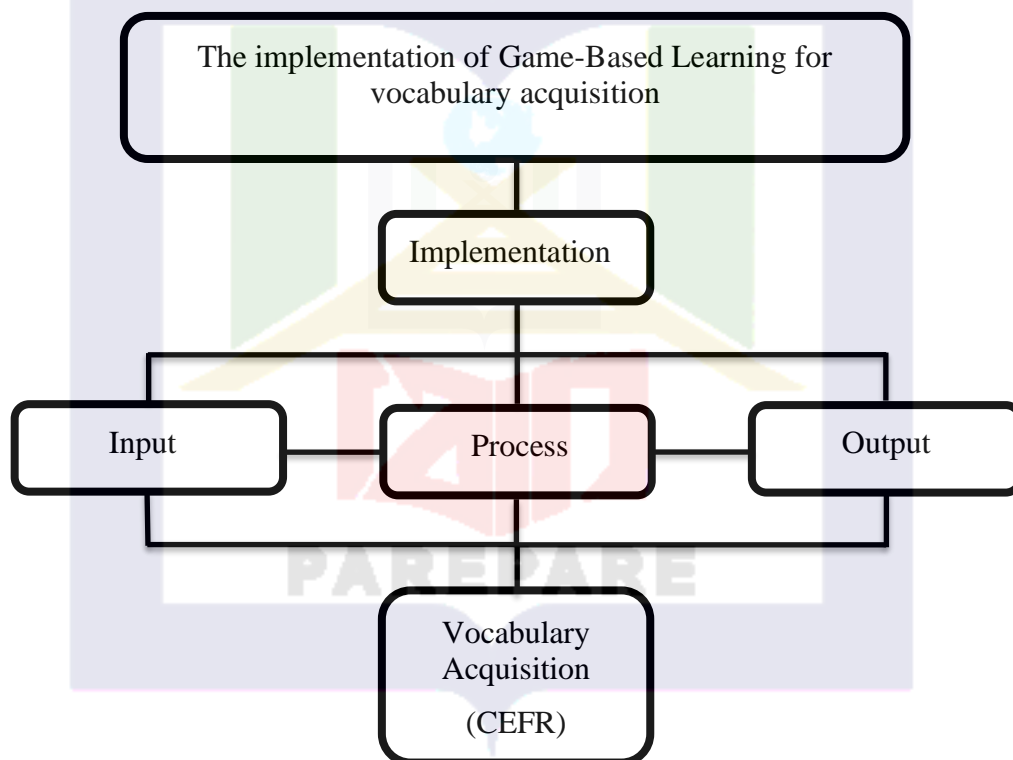
Vocabulary acquisition refers to vocabulary acquirement. Human vocabulary contains around thousands of vocabularies and new vocabularies. Ellis explains that by the age of six the child has acquired the meaning of some 14,000 words. Assuming such learning begins at around 18 months, the child learns an average of nine words a day, one per waking hour. After the age of two, conscious drill on words - for example

by parents pointing at and naming referents - is not typical; therefore, the child learns most of these 14,000 words by hearing people use them in their normal contexts.²⁰

C. Conceptual Framework

The framework is an overview of the model in the form of a concept which basically explains the relationship between one variable and another. The variable concept described in this study is about the implementation of the game-based learning GBL for vocabulary acquisition of Lintasan Imajinasi Bahasa Mahasiswa .

The following is an overview of the framework in this study as follows:



²⁰ N C Ellis, "Vocabulary Acquisition: The Implicit Ins and Outs of Explicit Cognitive Mediation" 1994.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research is a qualitative research method using a descriptive approach. Qualitative research is a research procedure that uses descriptive data, data from written or spoken words from the people and actors observed.²¹ Qualitative research can produce in-depth data in a case, the research is general in nature and can change or develop according to the situation in the field.

Research with a descriptive approach is research that seeks to systematically, factually, and accurately perceive existing facts, research is conducted only to apply facts through presenting data without testing hypotheses.

B. Location and Duration of the Research

The location of the research will be conducted at Lintasan Imajinasi Bahasa Mahasiswa IAIN Parepare (LIBAM), An independent community thriving in language teaching. The address is Amal Bakti, Soreang, Parepare. The consideration of the research location is the quality data that shall be collected in LIBAM IAIN Parepare can be considered diverse and deeper. Whereas LIBAM holds various member from different background.

The time needed to complete this research is approximately forty-five days which is adjusted to the needs of the research. One month shall be an appropriate approximation in collecting data from sources.

²¹ Muh. Fitrah and Luthfiyah, “*Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas dan Studi Kasus*”(2017).

C. Focus of the Research

In conducting this research, it is necessary to have a deeper history of Game-based learning and the implementation of the method over the years. the other focus is the mechanism of the implementation of game-based learning to the class for vocabulary acquisition.

D. Data Types and Sources

The type of data is divided into two, namely primary data and secondary data. Primary data is original data and data directly from objects and their data sources, while secondary data or additional data comes from sources outside the object.

As for the data used is data that includes materials that are primary and secondary

1. Primary Data

Primary data is data taken directly from sources in the field with the aim that this research will obtain clearer and more accurate information. The technique used in determining the sources is to determine the number of sources to be interviewed to obtain information.²²

The primary data were taken from an active member of LIBAM IAIN PAREPARE or member who recently involved in English camp. Moreover, these members are required to answer numerous questions regarding the interview guideline.

2. Secondary Data

²² Joop J. Hox and Hennie R. Boeije, "Hox_05_Data Collection,Primary Versus Secondary" 2005.

Secondary data is data obtained from external sources and internal sources. In this study the authors obtained data from literature books, the internet, journals, related papers and other data that can help provide data relevant to the theme of this research. Secondary data is a source of research data obtained indirectly and through intermediary media.

E. Instrument

Data collection techniques are the most important thing in research with the feasibility and validity of data greatly influenced by the truth in collecting data. Therefore, this stage must be considered by researchers in relation to the results of the data to be obtained. The data collection techniques used by the authors in this study are as follows:

1. Observation

The observation method is a data collection method in which researchers involve directly to the field by making observations related to the phenomenon that is the object of the research problem. In this study, observation was used as material to find out how the implementation of game-based learning. By observing the writer can see directly the English teacher in facing the obstacles that will be faced. This observation was made to complement and refine the data obtained through interviews.

2. Interview

Interviews are used as a technique in collecting data if the researcher wants to conduct a preliminary study to find problems in research. Interviews are also used to

find out the views of respondents who are deeper and more accurate, with a small number of respondents.

3. Documentation

Documentation is a way of collecting data that produces important records related to the problem under study, so that it will be obtained in a complete, valid and not based on estimates. Documentation is used as a complement to data collection, while the author uses data from sources that provide information, in this case teachers and students. Such as documentation in the teaching and learning process, teacher preparation before teaching, and student participation in increasing student competence in English by implementing Game-based learning.

F. Subject of the research

1. Population

Population of LIBAM IAIN PAREPARE includes 546 members who are separated between their interest and status. the status divided into active and non-active members. Active member refers to members who involve into voluntary teaching while non-active members refer to alumni.

2. Samples

Data collection from this research will use the purposive sampling to the active member of LIBAM IAIN PAREPARE who recently or regularly involve into the teaching volunteers. The purposive sampling will assist the researcher in obtaining data from the samples. Furthermore, the criteria of the sample are those who are able to give deeper history of the implementation of Game-based learning in schools and able to describe vocabulary acquisition development.

G. Data Validity Test

research methodology used in writing this proposal is in accordance with the of IAIN Parepare. The research methodology is divided into several fields including types of research, research emphasis, type of data sources, data collection techniques, data validity tests, and data analysis tools.

Verification of the data or the validity of the data in this study will be tested using a triangulation technique. In data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. If the researcher collects data by triangulation, the researcher actually collects data which simultaneously tests the credibility of the data, namely checking the credibility of the data using various data collection techniques and various data sources. In this study, the data validity test used was source triangulation and method triangulation as follows:

1. Triangulation of Sources

Source triangulation can be done by checking the data that has been obtained through various sources. Data can be strengthened by using three or more different sources so that the data that has been analyzed can produce a conclusion and make an agreement (member check). Source triangulation includes comparing and re-examining the degree of reliability of information obtained from different sources, for example by comparing observations with interview results and comparing what people explain in public with what is explained privately and comparing interview results with existing methods.

2. Triangulation of Methods

Method triangulation can be done by checking data from the same source, but with different techniques. In method triangulation can be done by using more than one technique. data collection to obtain the same data that can be in the form of observation and interviews.

H. Technique of Data Analysis

Data analysis is a method of processing data into accurate information, which is easy for readers to understand and useful as a reference source for researchers who are looking for solutions related to the topic of the problem discussed. With this technique, of course, the data generated is guaranteed to be correct and systematic, so there is no need to hesitate to use it as a reference source.²³ The steps in the research data analysis process are as follows:

1. Data Reduction

The data obtained from the report is considered quite a lot, for this reason it is necessary to record it carefully and in detail. Reducing data means summarizing, determining the main points, focusing on the things that are important and looking for themes and patterns. That way the reduced data will provide a clear picture, and make it easier for researchers to collect further data, and search if necessary.

2. Data Display

After the data is reduced, the next step is presenting the data. In qualitative research, the presentation of data can be done in a short form and with narrative text.

²³ Lexy J. Moelong, "Metodologi Penelitian Kualitatif" (2018)

By carrying out the process of presenting the data, it will make it easier to understand what happened and plan the next steps to be taken based on what is understood. Data coding is the technique that is chosen to display this research findings regarding the data presentation that this technique offered is objective and structured.

3. Conclusion

The last step in analyzing qualitative data according to Miles and Huberman in Sugiyono's book is drawing conclusions and verification. The initial conclusions put forward are still tentative, and will change if there is no strong evidence to support the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This chapter is the findings of the research which referred to the research question. The researcher described the data based on the research questions. First research question is to describe the implementation of game-based learning done by the tutors of LIBAM IAIN Parepare, while second research question is to obtain the information of students' vocabulary based on their writing task.

The findings of this research are obtained from the deep interview process describing all items of implementation process and from the document analysis conducted on the students' worksheet.

1. The Implementing of Game-Based Learning of LIBAM IAIN Parepare.

This section serves the data which have been collected from interview. Here will be explained the result from the process of recording and data reduction. It described the result from what the researcher achieved in doing the interview process. The researcher requested three main points of the tutors' responses after performing a game-based learning. Those responses were preparation, practice and evaluation (output).

a. Preparation of Game-Based Learning

To gain deep information on the preparation of game-based learning, the researcher conducted an interview to the tutors who recently performed it to the class, the researcher displays the data after transcript the result of interview with the tutors. There are responses regarding to the first question during the interview. The tutors agreed that lesson planning is the crucial step to take.

“First things first, the first step that I did as a tutor to prepare a game-based learning was preparing a lesson plan. Lesson plan is the guidance to lead the tutors to teach”²⁴

Sitti Amilah believed that preparing a lesson plan is the important step to take or in other word it is a guide for tutors to execute the game-based learning into the class. This idea was supported by another tutor’s statement. Desi Safitri explained the same analogy of how important the lesson plan is.

“Steps that I took using game-based learning consist of numbers. First is the preparation of lesson plan and second is the preparation of learning media”²⁵

Desi Safitri stated clearly that the preparation she did take is creating lesson followed by preparing learning media she needed.

“The first thing I prepared was a game model that was relevant to the subject that I taught. For a real example, in teaching vocabulary I applied shooting vocabulary to the class to teach vocabulary based on their types such as noun, verb, adjective, etc. Other step that I took was preparing a lesson plan, lesson plan is need in teaching.”²⁶

²⁴ Sitti Amilah, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 16th 2023

²⁵ Desi Safitri, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 20th 2023

²⁶ Muhammad Rhafi Harlan, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

However, Muhammad Rhafi Harlan, in other side, stated differently. He assumed that looking for a game model that matched with the subject is important. He opted to search a game model first rather than preparing lesson plans in the early step of implementing game-based learning.

Based on tutors' responses above, Essential steps to start a game-based learning are preparing relevant lesson plans, tools, media and game models. Furthermore, the researcher asked questions related to how important tool and media preparation toward a game-based learning:

“Learning media is essential to assist the learning process especially for game-based learning, without them the class would be boring”²⁷

Muhammad Rhafi Harlan confirmed that learning media is very essential during the process of game-based learning that is why he needed to prepare them and described the class as boring without them. S also agreed that the game-based learning class should be covered by learning media.

“Because a game-based learning without learning media is dull. If the class is covered by the learning media, it could accomplish to deliver the subject properly”²⁸

Salmi presumed that her class need to be covered by learning media. In addition, she explained that the drills of the subject are fully delivered by learning media.

²⁷ Muhammad Rhafi Harlan, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

²⁸ Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

The researcher continued to ask about the preparation, asking obstacles that the tutor may face during preparing the early stage of learning process. Their responses varied to some serious problems.

“A common difficulty related to tool and media preparation is the relevance between the media and the subject, other problem of the learning media is the capability of the media in covering the students in class to involve. For instance, a game-based learning to train vocabulary called scrabble only covers 2-4 students while normally class consists of dozens.”²⁹

Salmi explained how she had faced this problem earlier. A game model she had practiced only covering 2-4 people. She further stated that this type of learning media is decent to teach students vocabulary yet this game-based learning cannot include all students in class to learn. In reverse, Sitti Amilah found it difficult to find proper learning media.

“In my perspective, the common problem that most tutor face is the lack of idea from the tutors to find proper media related to the subject in building a convenient class.”³⁰

Sitti Amilah, within her perspective, assume that the common problem she and her colleges encountered during applying game-based learning is to find proper learning media that has relations toward the subject they were about to teach. Desi Safitri supported her by stating

“The challenge is to discover a matched-up learning media through the subjects of game-based learning”³¹

Desi Safitri’s belief is that the challenge in implementing game-based learning is to discover learning media that matches with the subjects. To conclude, it is obvious

²⁹ Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

³⁰ Sitti Amilah, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 16th 2023

³¹ Desi Safitri, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 20th 2023

that most tutors find a similar difficulty in preparing tool and media of the game-based learning. Therefore, the researcher asked question of how the tutors overcome the drawbacks. Their answers differed to some solution:

“To prepare proper media, I seek for recommendation to friends and colleagues whether the media is proper enough. The learning media should be relevant to the subject that’s why I review the media one by one”³²

Whenever the problem she faced, Salmi chose to discuss this problem by asking for recommendation to her friends and colleagues about the learning media that she might use. However, Muhammad Rhafi Harlan and Desi Safitri thought differently. They tended to be creative if the learning media were not supplied enough during implementing game-based learning.

“I created my own proper learning media. For instance, I made a flash card to teach vocabulary through game-based learning or I can just call one participant as a model in part of body vocabulary.”³³

“When I lack of the learning media, I should be more creative, for an example teaching parts of bodies I can use the students as Visual media to teach them vocabularies”³⁴

They believed that they were being creative whenever they lacked of learning media. For instance, they would invite students as examples in learning body-part vocabulary. Thus, they played and explained the vocabulary directly by using real life models. Continuously, the researcher again asked for the real example of a game-based learning they have practiced. The answers varied to numerous forms.

³² Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

³³ Muhammad Rhafi Harlan, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

³⁴ Desi Safitri, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

“The famous game-based learning applied by LIBAM’s tutors is called scrabble game. It assists the tutors to teach vocabulary. However, there are more types of game that are performed by the tutors based on their preferences”³⁵

As a tutor who regularly involving in teaching English, Salmi explained that the famous game-based learning that was applied by Libam’s members by far is called scrabble game. Furthermore, she stated that this game-based learning really helped in teaching vocabulary. While, Desi Safitri answered that she regularly applied shooting vocabulary games.

“As I teach basics vocabularies such as colors, shapes, nouns, etc. I used shooting vocabulary to teach students”³⁶

Desi Safitri presented her opinion saying that teaching part-of-speech vocabularies was assisted by using shooting vocabulary game. She

“I prefer to teach vocabulary in a game-based learning through the integration of tech such as Quizizz. The developer has already provided us with decent visual, drills, and activities”³⁷

On the other hand, Muhammad Rhafi Harlan preferred to apply game-based learning with the integration of technology. He mentioned an example such as using Quizizz application in his game-based class since this app provided several useful features that may help him to succeed his class due to vocabulary goals.

Based on all the reasons above, it can be assumed that game-based learning comes to numerous forms of competitive design. Moreover, tutors may prefer to use some types of games according to the subject.

³⁵ Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

³⁶ Desi Safitri, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 20th 2023

³⁷ Muhammad Rhafi Harlan, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

b. Process of implementing game-based learning

To elaborate more information of game-based learning process, the researcher aims to know how they executed the game through the class:

“Scrabble game is a game-based learning played by 2-4 students each board. To play this game, the students are required to know vocabulary as many as they can. Each students have the chance to hold 7 letters randomly, say A-A-B-M-K-E-and C. If the student is aware enough. He can create words such as cake, bake, and make. The repetition and challenge assist the students to arrange and acquire new vocabularies”³⁸

Salmi demonstrated the game-based learning that she had applied to the class. In general, Scrabble game is a board game to gain new vocabularies in playing it with others. To play this board game the students were demanded to comprehend new vocabularies. The students were given 7 letters or letter blocks onto their accounts. Moreover, they may design any word they want as long as it is a real vocabulary. They can arrange it to many new vocabularies. If the students are able to create new vocabulary, they will get a point. Otherwise, if the vocabulary they arranged are likely suspicious, other players can ask for a complaint. If the demander can prove that the vocabulary is misspelled or not even existed, they get a point. Others always have some time to learn by others mistakes.

“The shooting vocabulary is played by groups. So, the first thing to do is to group students into several lines. Each line represents one type of word class. When the time for one line comes all members need to mention vocabulary based on their type. They cannot mention it twice or being late to answer. Last group standing is the winner”³⁹

Desi Safitri explained the mechanism of game which she applied in game-based learning. The shooting vocabulary is played by groups. Those groups are labelled to

³⁸ Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

³⁹ Desi Safitri, FEMale, Member of LIBAM IAIN PAREPARE, interviewed on June 20th 2023

types of word class. Each member of groups should mention one word whenever they are pointed to speak. The students cannot mention the word twice or being late in answering. Desi Safitri stated that if this appears the groups lost the game and were out.

According to several answers above, most tutors have their own mechanism in processing game-based learning. However, their goal to let the students enrich their vocabulary range. Thus, the researcher continued to ask if is there any difficulty in the process of implementing game-based learning.

“Usual problem is in explaining new game rules. Therefore, all students require to understand how the game learning works before they start. I, as tutor, need to know either the students are ready or not. If the students are not ready to play or not able to mechanism of the learning, I should make sure they are able first. Because, this can make students losing the achievement or goals”⁴⁰

Salmi explained common difficulties in implementing she found that in the process of implementing game-based learning, Usually, it is difficult to explain new game rules. Therefore, before beginning, all students must comprehend how game-based learning functions. In her capacity as a tutor, she must determine whether the students are prepared. she should first make sure the pupils are capable if they are not yet prepared to play or able to use the learning mechanisms. Because of this, students may lose their motivation to reach their goals. Muhammad Rhafi Harlan felt the same by answering the same drawback.

“Sometimes, the students fail to understand the rules of the games yet the student will understand about the rules at the end. So, it takes time to get them ready for the game-based learning.”⁴¹

⁴⁰ Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

⁴¹ Muhammad Rhafi Harlan, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

Muhammad Rhafi Harlan explained that sometimes, despite their (Students) inability to grasp the game's rules at first, pupils eventually pick them up. Therefore, preparing students for the game-based learning takes time. Along with this, the researcher asks the question about the factors that contribute to this problem. Muhammad Rhafi Harlan gave some reasons why this would happen in the process of implementing game-based learning.

“The reason why this happens because two main reasons; intrinsic factor and extrinsic factor. Intrinsic factor came from the student as an example the students hardly to understand the learning game. While other factor is the external factor such as undersupplying of media and environment”⁴²

He explained that there are two key factors—intrinsic and extrinsic—that contribute to this. The intrinsic component was brought up by students as an illustration of how hardly they understood the educational game. While some factors are external, such as inadequate media and environmental supplies. In the same time, Sitti Amilah again supporting by saying and giving the example along with this motion.

“The factors are internal and external factors. For example, some students are not confident enough to involve to the class. Those are introverts hardly to collaborate as a team in a team-work learning”⁴³

She describes that both internal and external variables are involved. For instance, some pupils lack the confidence to participate in class. She also gave an example what kinds of students who hardly to participate the game-based learning she had offered. Introverts are rarely good team players in a team-work learning environment, she explained. In contrast to this problem, the researcher inquired of

⁴² Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

⁴³ Sitti Amilah, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 16th 2023

solutions that the tutor may offer to the student in the process of implementing game-based learning:

“If the students hardly to understand the learning rules I support them step by step until they are able to join the learning. Since students’ comprehension vary from hard-to-understand to easy-to-understand, the tutors may have different ways to explains the learning rules”⁴⁴

Salmi did some solution due to this problem and she well known that students’ comprehension toward the game-based learning rules varied. She assumed if the pupils have trouble understanding the rules of the lesson, I help them gradually until they can participate in the learning. Since students' comprehension ranges from difficult to understand to understandable, tutors may use many methods to teach the learning rules to their students. Muhammad Rhafi Harlan also thought about this, he did not want to start the game-based learning until all students were well-prepared.

“To overcome this problem, I support the students by leading an example before playing. For example, I called upon voluntary student to help me in demonstrating the rules of game learning.”⁴⁵

Muhammad Rhafi Harlan expanded his answers saying he would help the students by setting an example before playing in order to get around this issue. For instance, he asked a volunteer student to assist me in explaining the game's rules.

Regarding to the explanation above, it can be concluded that challenging factors in implementing game-based learning are internal and external. Continuously, the tutors have their own techniques to overcome the problems.

⁴⁴ Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

⁴⁵ Muhammad Rhafi Harlana, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

c. Output of the game-based learning

To receive information of game-based learning output, the researcher attempted to accomplish the final term of implementation by asking the result of the game-based learning offered by the tutors' LIBAM. Their responses were stunning as follows:

“Game-based learning offers impactful results. Have an example of Scrabble game. Learning using this board game examines the students' range of vocabulary. If the students are not common for new words, they definitely note it as they can use it next time. However, they will always have the time to learn by other players for those uncommon words and new words”⁴⁶

Salmi describes how is the result of game-based learning toward students' vocabulary, he stated that Game-based learning producesd significant effects. Have a Scrabble game example. This board game for learning evaluated the students' vocabulary range. Students took note of unfamiliar words if they were not used frequently so that they can use it later. However, students will always have the opportunity to pick up new and unfamiliar words from other players. Muhammad Rhafi Harlan added by giving the other insight of other game model.

“The implementation of game-based learning significantly impacts the students' vocabulary acquisition. Moreover, a game called shooting vocabulary truly helps the student to remember the words classified based on the words class. Again, Nowadays, there are numerous learning media that could assist a game-based learning towards students' vocabulary acquisition”⁴⁷

Muhammad Rhafi Harlan describes that the use of game-based learning has a big role on the students' vocabulary development. Additionally, the game "shooting vocabulary" really aids the pupil in remembering the words grouped according to word class. Once again, there are several educational media available nowadays that could

⁴⁶ Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

⁴⁷ Muhammad Rhafi Harlan, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

support students' vocabulary development through game-based learning. Consequently, the researcher inquired the interview to provide information about how the student experience throughout all sessions of game-based learning.

“The students were inspired and motivated through the game-based learning. It is different from the conventional method which offered dull and boring class. The game based-learning really helps to recreate a sustainable and joyful class”⁴⁸

Muhammad Rhafi Harlan explained that the game-based learning excited and motivated the students. In contrast to the traditional approach, which provided dry and monotonous classes, it is different. The game-based learning is a great way to replicate a thriving and happy classroom. He added the expression of joyful to describe what a game-based learning class looked like. In addition, Sitti Aminah explained aspects that were covered by this game-based learning

“The students experience many aspects throughout the class of game-based learning. The aspects covering the students are cognitive, psychomotor, and affective”⁴⁹

She assumed, throughout the course, the students engage in a variety of game-based learning activities. The students' cognitive, psychomotor, and affective elements are covered. Furthermore, the tutors are questioned about how they assess the students' vocabulary acquisition after the game-based learning implemented. They answered similar responses;

“I usually assessed the student by giving an evaluation stage, such as a worksheet to do”⁵⁰

⁴⁸ Muhammad Rhafi Harlan, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

⁴⁹ Sitti Amilah, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 16th 2023

⁵⁰ Salmi, Female, Member of LIBAM IAIN PAREPARE, interviewed on June 13th 2023

S explained that, typically, she gave the student a worksheet to complete as part of an evaluation stage. This statement elaborated more by Muhammad Rhafi Harlan's statement

“I gave them a quiz or handed them a task to do, such as making paragraphs describing anything using vocabulary they have just learnt”⁵¹

Finally, the researcher can draw a conclusion how the game-based learning contributes towards student's vocabulary acquisition and leads the students to experience a remarkable class.

2. Students' Vocabulary Acquisition According to CEFR Level.

This finding describes the students' vocabulary acquisition according to CEFR levels taken from students' worksheets. The tutors gave students worksheet to describe certain random topics to value the vocabulary they have just learnt.

Three selected texts were written by Halimah who represents B1 vocabulary level, Rezky who represents A2 vocabulary level, and hafza who represents Pre-A1 to A1 vocabulary level. The students' answer sheets are presented in table below

⁵¹ Muhammad Rhafi Harlan, Male, Member of LIBAM IAIN PAREPARE, interviewed on June 14th 2023

Student Worksheet	
Ha	<p>I want to describe my favorite pet in this universe, I pet a cat named oyen. I met oyen first time in the market. He is very weak. So i take oyen home and feed him. His fur is very gentle and shiny. Wherever I go I bring oyen. One time, I went on the nearby beach. Oyen like to explore and hide. He also like to play with tiny bees and leaf. But he do not like the ocean oyen just play with my father. We are excited to go holidays again.</p> <p>Our friendship is forever. Oyen always play and make happiness. I do not like oyen lock in house. So i just let him play happily.</p>
<p>Notes: Bold words or expressions indicate highest vocabulary level according to CEFR level .</p>	

Halimah Indicates some vocabularies and expression in B1 level ranging her into A2 to B1 level. An intermediate level of competency in a language is defined as having a vocabulary level of B1. With some restrictions, individuals can comprehend and communicate in a range of ordinary circumstances at the B1 level. An individual with a B1 vocabulary level can often grasp the following:

1. Basic Conversations: Halimah and her other friends in B1 are able to comprehend and take part in straightforward discussions on well-known subjects such hobbies, interests, families, and daily routines.

2. They are able to understand and employ a variety of ordinary words that refer to frequent events, locations, things, and feelings.

3. They are capable of carrying out tasks or activities as directed by simple written or oral directions.

Student Worksheet	
Re	<p>Im going to explain my village. I live in lembang, Pinrang. My house is just acrost the river where air and water are so fresh and the sky is so clear i can see starts in night. I like to live around with my family. My mother likes cooking she likes to cook roasted chickens until golden, my father works in company.</p> <p>I have one sister. Her name is tasya. We shared our room together. when she away i feel blue. She likes drawing and painting using oil paint. My family is not rich, just simple family. But i like with my family, we were full of stories.</p>
<p>Notes: Bold words or expressions indicate highest vocabulary level according to CEFR level.</p>	

Rezky Indicates some vocabulary and expression in A2 level ranging her into A1 to A2 level. A basic level of competency in a language is defined as having a vocabulary level of A2. With some circumstances, individuals can comprehend and communicate in a range of ordinary circumstances at the A2 level.

Rezky and her other friend in A2 level are able to comprehend straightforward and regularly used statements, phrases, and sentences, particularly those that are

connected to urgent, tangible requirements. They are also capable to take part in uncomplicated discussions on common and everyday topics, including introducing themselves, posing and answering straightforward questions, and disclosing the bare minimum of personal information. Moreover, they have a rudimentary understanding of everyday terminology that is used in contexts like shopping, eating, family, and daily. Lastly, As long as the language is simple and clear, they can understand brief instructions that are both written and spoken.

Student Worksheet	
Hz	<p>Hello! So right away, let me introduce myself, my name is Hafza Fathi, and you can call me Hafza not Hapsa! Okay? I am a student at Al-Mazaakhirah Baramuli high school. Now I am in 11th grade. And back to myself I was born in Bandar Lampung 25th October 2005.</p> <p>Next!! About my daily activity not far from studying at the Islamic school about Nahwu Shorof, English, reciting the koran, gathering with friends in the dormitory and helping my teacher. And in my home, I keep 2 cats, his name is “pooh” and he has a child named “catty”, Catty is very very cute! The color is orange and her eyes are black and I can’t wait for the holidays to meet them.</p>
<p>Notes: Bold words or expressions indicate highest vocabulary level according to CEFR level .</p>	

Hafza and her colleagues in A1 level vocabulary only recognized some basic words. A person is regarded as a novice with very low proficiency if their vocabulary ranges from Pre-A1 to A1. They can only understand simple and plain aspects at this level because their language comprehension is extremely elementary.

B. Discussion

Regarding the preparation of game-based learning, the tutors emphasized the importance of relevant lesson plans, tools, media, and game models. They highlighted that learning media is essential to engage students and make the learning process more interesting. The main challenges faced by tutors in preparing for game-based learning included finding relevant and appropriate media, as well as dealing with limited resources in some schools. To overcome these challenges, tutors sought recommendations, created their own learning media, or used alternative visual media.

Different types of games were mentioned by the tutors, including scrabble, vocabulary box, flashcards, and shooting vocabulary. Each game had its own rules and mechanics, but the main goal was to enrich students' vocabulary range.

In terms of implementing game-based learning, tutors described how they executed the games in the classroom. They mentioned the importance of ensuring that students understood the rules before starting the games. Some difficulties faced during implementation included students' initial lack of understanding of the rules and their ability to actively participate. Factors contributing to these difficulties were both internal (such as students' comprehension and confidence) and external (such as the availability of learning media).

Tutors provided various solutions to overcome these challenges, such as providing step-by-step support, leading by example, motivating students, and

encouraging collaboration. These approaches aimed to help students become more confident and active participants in the game-based learning process.

The output of game-based learning was found to have a significant impact on students' vocabulary acquisition. The games provided opportunities for students to encounter and learn new words. Students experienced a range of reactions and expressions during game-based learning sessions, with many feelings motivated and inspired. The game-based learning approach was seen as more enjoyable and effective compared to conventional methods.

Assessing students' vocabulary acquisition after game-based learning was typically done through evaluations, quizzes, or tasks like writing paragraphs using the newly learned vocabulary. Worksheets were used as assessments to measure students' understanding and retention of the vocabulary learned through the game-based learning process. Overall, the findings suggest that game-based learning contributes positively to students' vocabulary acquisition and creates an engaging and enjoyable classroom environment. The research highlights the importance of relevant preparation, effective implementation strategies, and appropriate assessment methods in maximizing the benefits of game-based learning for students' language development.

CHAPTER V

CLOSING

A. Conclusion

The findings of the research indicate that game-based learning can be an effective approach for enhancing students' vocabulary acquisition. The tutors at LIBAM IAIN Parepare implemented game-based learning through various games such as scrabble, vocabulary box, flashcards, and shooting vocabulary. The preparation phase involved creating relevant lesson plans, tools, media, and game models. Learning media was considered crucial in engaging students and capturing their attention. However, tutors faced challenges related to the availability and relevance of learning media.

During the implementation process, tutors focused on ensuring that students understood the rules of the games. Some difficulties were encountered, including students' initial lack of understanding and their ability to actively participate. Internal factors, such as students' comprehension and confidence, and external factors, such as the availability of learning media, contributed to these challenges. Tutors employed various strategies to overcome these difficulties, such as providing step-by-step support, leading by example, and motivating students to collaborate.

The output of game-based learning was found to have a positive impact on students' vocabulary acquisition. Students were exposed to new words and had opportunities to learn from their peers. The game-based learning approach created a more enjoyable and engaging classroom environment compared to conventional

methods. Students displayed various reactions and expressed a desire for game-based learning to continue.

Assessments of students' vocabulary acquisition were conducted through evaluations, quizzes, and writing tasks. Worksheets were utilized to measure students' understanding and retention of the vocabulary learned through game-based learning.

Overall, the research suggests that game-based learning can contribute significantly to students' vocabulary acquisition and create a more effective and enjoyable learning environment. To maximize the benefits of game-based learning, it is essential to ensure relevant preparation, provide adequate learning media, support students in understanding the game rules, and assess their progress effectively.

B. Suggestions

Based on the findings, several suggestions can be made for further enhancing the implementation of game-based learning in vocabulary acquisition:

1. To develop student abilities in English vocabulary, the language tutors suggested helping and conduct more preparation class of game-based learning; learning media. models of game, etc.
2. For the English teacher, they should introduce game-based learning in order to make the students to be familiar with all the language proficiency that can support their academic success.
3. For the students, it is suggested to keep practice and doing some exercise of teaching practice. This activity will help to improve the abilities in teaching skills.
4. For the next researcher, the results of this study are expected to help to find some information and can be used as a reference to enrich their research on

the same research topic.

By implementing these suggestions, educators can create a more engaging and effective learning environment that promotes students' vocabulary acquisition and supports their overall language development.



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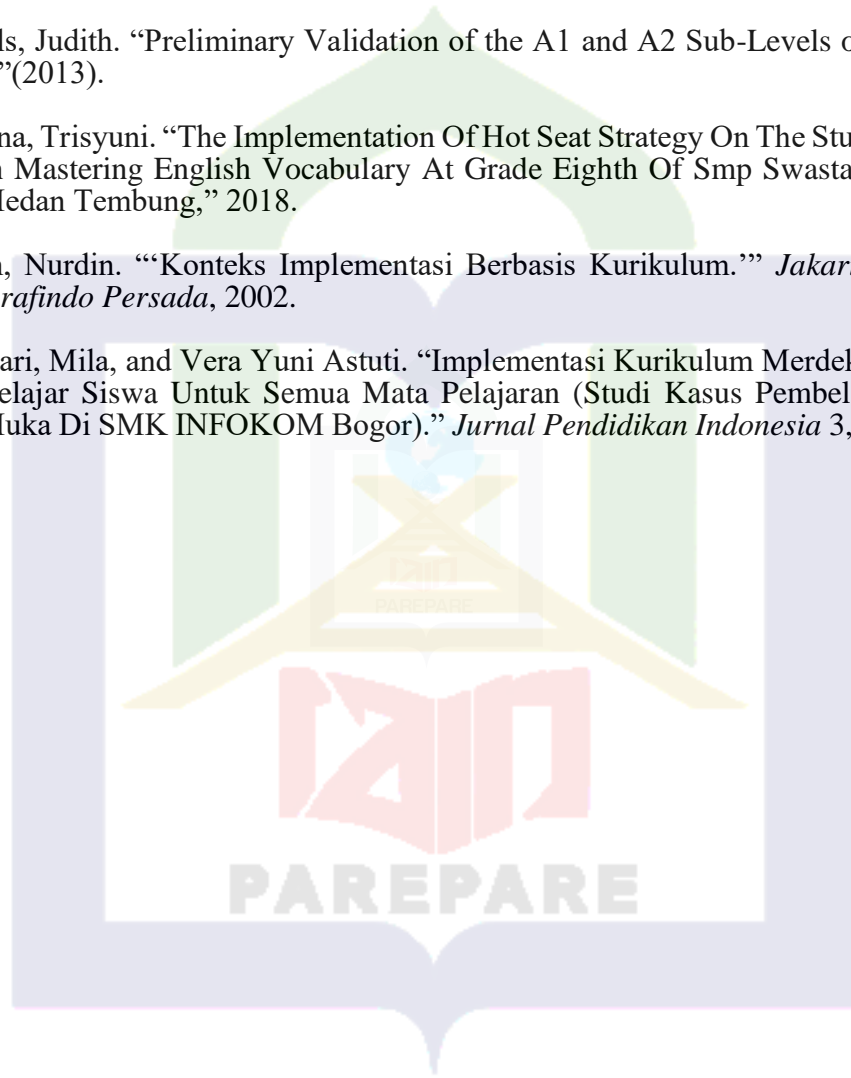
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**KEPUTUSAN
DEKAN FAKULTAS TARBIIYAH
NOMOR : 2707 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIIYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Pelaksanaan Anggaran Petkan Nomor SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
- MEMUTUSKAN**
- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
- Kesatu** : Menunjuk saudara: 1. Mujahidah, M Pd
2. Humaeroah, M Pd
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Sakhmalsyah Bahtar
NIM : 19.1300.068
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Artificial Intelligence (AI) Teaching Media to Acquire Vocabularies for Students at LISAM IAIN Parepare
- Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi.
- Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare.
- Keempat** : Surat keputusan ini dibenarkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 01 Agustus 2022



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : B. Amal Dakwah, G2 Soreang Parepare, 91132, telp. 5121, 5197, Fax 2434
PA 150/200 Parepare 91132, website : www.iainpare.ac.id, email : iain@iainpare.ac.id

Nomor : B.2447/In.39/FTAR.01/PP.00.9/08/2023

13 Juni 2023

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Sakhmalyah Bahtiar
Tempat/Tgl. Lahir : Samarinda, 6 Mei 2002
NIM : 19.1300.088
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jl. Sawi, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "The Implementation Of Game-Based Learning For Vocabulary Acquisition Of Lintasan Imajinasi Bahasa Mahasiswa IAIN Parepare".

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Parepare, 10 Februari 2023

Approved by
Consultant Commissions

Consultant



Mujahidah, M.Pd
NIP. 197904122008012020

Co-Consultant



Hunnarrah, M.Pd
NIDN. 2021089101



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SRN IP0000605

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpmsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 609/IP/DPM-PTSP/7/2023

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA

: **SAKHMALSYAH BAHTIAR**

UNIVERSITAS/ LEMBAGA
Jurusan

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
: **TADRIS BAHASA INGGRIS**

ALAMAT

: **JL. SAWI NO. 22, KEC. SOREANG, KOTA PAREPARE**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE IMPLEMENTATION OF GAME-BASED LEARNING FOR VOCABULARY ACQUISITION OF LINTASAN IMAJINASI BAHASA IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **05 Juli 2023**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**

Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : **Pembina Tk. 1 (IV/b)**

NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetakannya merupakan alat bukti hukum yang sah
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LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Sekretariat: Jl. Amal Bakti No. 08 Soreang Kota Parepare, Hp: 082 396 059 245, email: libam.iainpp@gmail.com



SURAT KETERANGAN PENELITIAN
Nomor : 79/LIBAM/In.39/PR/VII/2023

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:


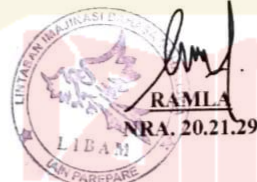
Nama : Sakhmalyah Bahtiar
Nim : 19.1300.068
Prodi : Pendidikan Bahasa Inggris
Jenis Kelamin : Laki-laki
Tempat/Tgl : Samarinda, 06 Mei 2002
Pekerjaan : Mahasiswa
Alamat : Jl. Sawi, Kec. Soreang, Kota Parepare

Benar-benar telah melakukan penelitian dengan judul **"The Implementation Of Game-Based Learning For Vocabulary Acquisition Of Lintasan Imajinasi Bahasa Mahasiswa (Libam) IAIN Parepare"** pada tanggal 12 Juni- 12 Juli 2023 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 13 Juli 2023

Mengetahui,-
Ketua LIBAM IAIN Parepare,-


RAMLIA
NRA. 20.21.29


PAREPARE

INTERVIEW TRANSCRIPT

Interview Guide 1

Name : Salmi(S)
Occupation : Undergraduate Student
Sex : Female
Day/date : 13-July-2023

Preparation of Game-Based Learning

1. What are some of the steps you take as a mentor/tutor to prepare for teaching with game-based learning (GBL) method?

Answer: *“To start a game-based learning, the first thing to do is adjusting vocabularies that will be taught through the GBL learning.”*

2. In your opinion, why are tools and media necessary for implementing GBL in the classroom?

Answer: *“Because a game-based learning without learning media is dull. If the class is covered by the learning media, it could accomplish to deliver the subject properly”*

3. What challenges do educators face in finding suitable tools, media, and resources for implementing game-based learning?

Answer: *“A common difficulty related to tool and media preparation is the relevance between the media and the*

subject, other problem of the learning media is the capability of the media in covering the students in class to involve. For instance, a game-based learning to train vocabulary called scrabble only covers 2-4 students while normally class consists of dozens.”

4. How do you overcome obstacles when you are unable to provide the necessary tools, media, and resources for implementing GBL?

Answer: *“To prepare proper media, I seek for recommendation to friends and colleagues whether the media is proper enough. The learning media should be relevant to the subject that’s why I review the media one by one”*

5. Can you share some examples of game-based learning that you have used to teach vocabulary in your classes?

Answer: *“The famous game-based learning applied by LIBAM’s tutors is called scrabble game, it assists the tutors to teach vocabulary. However, there are more types of game that are performed by the tutors based on their preferences”*

Process of implementing game-based learning

6. What is the mechanisms of game-based learning when teaching vocabulary to your student

Answer: *“Scrabble game is a game-based learning played by 2-4 students each board. To play this game, the students are*

required to know vocabulary as many as they can. Each students have the chance to hold 7 letters randomly, say A-A-B-M-K-E-and C. If the student is aware enough. He can create words such as cake, bake, and make. The repetition and challenge assist the students to arrange and acquire new vocabularies

7. What are some common difficulties that students encounter when learning English through GBL, and how do you address them?

Answer: *“Usual problem is in explaining new game rules. Therefore, all students require to understand how the game learning works before they start. I, as tutor, need to know either the students are ready or not. If the students are not ready to play or not able to mechanism of the learning, I should make sure they are able first. Because, this can make students losing the achievement or goals”*

8. What factors contribute to students experiencing difficulties in learning English through game-based learning?

Answer: *“The reason why this happens because two main reasons; intrinsic factor and extrinsic factor. Intrinsic factor came from the student as an example the students hardly to understand the learning game. While other factor is the external factor such as undersupplying of media and environment.”*

9. How do you support students in overcoming challenges they may face while learning English through game-based learning?

Answer: *“If the students hardly to understand the learning rules I support them step by step until they are able to join the learning. Since students’ comprehension vary from hard-to-understand to easy-to-understand, the tutors may have different ways to explains the learning rules.”*

Output of the game-based learning

10. How does the implementation of game-based learning impact students' vocabulary acquisition in English?

Answer: *“Game-based learning offers impactful results. Have an example of Scrabble game. Learning using this board game examines the students’ range of vocabulary. If the students are not common for new words, they definitely note it as they can use it next time. However, they will always have the time to learn by other players for those uncommon words and new words.”*

11. What are students' perspectives and experiences with learning English through game-based learning?

Answer: *“Normally, the reactions of students altered to many expressions. Those who are self-centered to learn English were truly excited. Others also react and demand for the*

game-based learning to continue as its time was actually ended.”

12. How do you assess students vocabulary after implementing game-based learning to the class?

Answer: *“I usually assessed the student by giving an evaluation stage, such as a worksheet to do.”*



Interview Guide 2

Name : M Rhafi Harlan(MRH)

Occupation : Undergraduate Student

Sex : Male

Day/date : 14-July-2023

Preparation of Game-Based Learning

1. What are some of the steps you take as a mentor/tutor to prepare for teaching with game-based learning (GBL) method?

Answer: *“The first thing I prepared was a game model that was relevant to the subject that I taught. For a real example, in teaching vocabulary I applied shooting vocabulary to the class to teach vocabulary based on their types such as noun, verb, adjective, etc. Other step that I took was preparing a lesson plan, lesson plan is a need in teaching.”*

2. In your opinion, why are tools and media necessary for implementing GBL in the classroom?

Answer: *“Learning media is essential to assist the learning process especially for game-based learning, without them the class would be boring”*

3. What challenges do educators face in finding suitable tools, media, and resources for implementing game-based learning?

Answer: *“The lack of sources is the hardest challenge of this case. Some schools have limited media, say lacking of projectors and boards. Thus, we, educators, were demanded to be creative to cover these undersupplies”*

4. How do you overcome obstacles when you are unable to provide the necessary tools, media, and resources for implementing GBL?

Answer: *“I created my own proper learning media. For instance, I made a flash card to teach vocabulary through game-based learning or I can just call one participant as a model in part of body vocabulary.”*

5. Can you share some examples of game-based learning that you have used to teach vocabulary in your classes?

Answer: *“I prefer to teach vocabulary in a game-based learning through the integration of tech such as Quizizz. The developer has already provided us with decent visual, drills, and activities”*

Process of implementing game-based learning

6. What is the mechanisms of game-based learning when teaching vocabulary to your students

Answer: *“I usually teach vocabulary game using flash cards. I explained and gave the student sometime to learning the vocabulary based on their types and meaning before I made*

the student into groups to compete in guessing what came to the flash card.”

7. What are some common difficulties that students encounter when learning English through GBL, and how do you address them?

Answer: *“Sometimes, the students fail to understand the rules of the games yet the student will understand about the rules at the end. So, it takes time to get them ready for the game-based learning”*

8. What factors contribute to students experiencing difficulties in learning English through game-based learning?

Answer: *“The internal factor, students sometime hardly to comprehend the rules. While external factor is the lack of learning media to support the game-based learning.”*

9. How do you support students in overcoming challenges they may face while learning English through game-based learning?

Answer: *“To overcome this problem, I support the students by leading an example before playing. For example, I called upon voluntary student to help me in demonstrating the rules of game learning”*

Output of the game-based learning

10. How does the implementation of game-based learning impact students' vocabulary acquisition in English?

Answer: *“The implementation of game-based learning significantly impacts the students’ vocabulary acquisition. Moreover, a game called shooting vocabulary truly helps the student to remember the words classified based on the words class. Again, Nowadays, there are numerous learning media that could assist a game-based learning towards students’ vocabulary acquisition.”*

11. What are students' perspectives and experiences with learning English through game-based learning?

Answer: *“The students were inspired and motivated through the game-based learning. It is different from the conventional method which offered dull and boring class. The game based-learning really helps to recreate a sustainable and joyful class.”*

12. How do you assess students’ vocabulary after implementing game-based learning to the class?

Answer: *“I gave them a quiz or handed them a task to do, such as making paragraphs describing anything using vocabulary they have just learnt.”*

Interview Guide 3

Name : Sitti Amilah(SA)
Occupation : Undergraduate Student
Sex : Female
Day/date : 16-July-2023

Preparation of Game-Based Learning

1. What are some of the steps you take as a mentor/tutor to prepare for teaching with game-based learning (GBL) method?

Answer: *“First things first, the first step that I did as a tutor to prepare a game-based learning was preparing a lesson plan. Lesson plan is the guidance to lead the tutors to teach”*

2. In your opinion, why are tools and media necessary for implementing GBL in the classroom?

Answer: *“Learning media is essential to assist the learning process especially for game-based learning, without them the class would be boring”*

3. What challenges do educators face in finding suitable tools, media, and resources for implementing game-based learning?

Answer: *“Lecturing in class is an old-fashioned method, learning by game-based learning with learning media attached will help to catch students’ attention”*

4. How do you overcome obstacles when you are unable to provide the necessary tools, media, and resources for implementing GBL?

Answer: *“In my perspective, the common problem that most tutor face is the lack of idea from the tutors to find proper media related to the subject in building a convenient class.”*

5. Can you share some examples of game-based learning that you have used to teach vocabulary in your classes?

Answer: *“I teach vocabulary by using a vocabulary box, it is a box made of paper”*

Process of implementing game-based learning

6. What is the mechanisms of game-based learning when teaching vocabulary to your students

Answer: *“Firstly, I teach the vocabulary regularly by listening and repeating. Next, one student of each group should explain the word came from the vocabulary box without mentioning the written word directly. The group which has higher score in guessing wins.”*

7. What are some common difficulties that students encounter when learning English through GBL, and how do you address them?

Answer: *“The common difficulty that is found while applying game-based learning is the ability students in involving the learning. For instance, in shooting vocabulary game some students find it difficult to remember new hard words but this challenge helps them to enrich more vocabularies”*

8. What factors contribute to students experiencing difficulties in learning English through game-based learning?

Answer: *“The factors are internal and external factors. For example, some students are not confident enough to involve to the class. Those are introverts hardly to collaborate as a team in a team-work learning.”*

9. How do you support students in overcoming challenges they may face while learning English through game-based learning?

Answer: *“I inspired them who are not confident. The motivation goal is to make them more confident and active to express with others as they can collaborate with other students.”*

Output of the game-based learning

10. How does the implementation of game-based learning impact students' vocabulary acquisition in English?

Answer: *“As far as I concern, the game-based learning assists the student to acquire new vocabularies as they usually face new words and critically learn with other players.”*

Nevertheless, Students still feel comfort and playful even competitive environment surrounds”

11. What are students' perspectives and experiences with learning English through game-based learning?

Answer: *“The students experience many aspects throughout the class of game-based learning. The aspects covering the students are cognitive, psychomotor, and affective.”*

12. How do you assess students' vocabulary after implementing game-based learning to the class?

Answer: *“Sometimes, I gave them a worksheet either as personal or groupwork to describe certain theme using vocabularies they have learnt through game-based learning.”*

Interview Guide 4

Name : Desi Safitri(DS)
Occupation : Undergraduate Student
Sex : Female
Day/date : 14-July-2023

Preparation of Game-Based Learning

1. What are some of the steps you take as a mentor/tutor to prepare for teaching with game-based learning (GBL) method?

Answer: *“Steps that I took using game-based learning consist of numbers. First is the preparation of learning media which relevant. Second, it is lesson plan that guide us as tutors.”*

2. In your opinion, why are tools and media necessary for implementing GBL in the classroom?

Answer: *“Learning media helps the tutors to grab students’ attention in game-based learning”*

3. What challenges do educators face in finding suitable tools, media, and resources for implementing game-based learning?

Answer: *“The challenge is to discover a matched-up learning media through the subjects of game-based learning”*

4. How do you overcome obstacles when you are unable to provide the necessary tools, media, and resources for implementing GBL?

Answer: *“When I lack of the learning media, I should be more creative, for an example teaching parts of bodies I can use the students as Visual media to teach them vocabularies.”*

5. Can you share some examples of game-based learning that you have used to teach vocabulary in your classes?

Answer: *“As I teach basics vocabularies such as colors, shapes, nouns, etc. I used shooting vocabulary to teach students”*

Process of implementing game-based learning

6. What is the mechanisms of game-based learning when teaching vocabulary to your students

Answer: *“The shooting vocabulary is played by groups. So, the first thing to do is to group students into several lines. Each line represents one type of word class. When the time for one line comes all members need to mention vocabulary based on their type. They cannot mention it twice or being late to answer. Last group standing is the winner”*

7. What are some common difficulties that students encounter when learning English through GBL, and how do you address them?

Answer: *“Sometimes, the students fail to understand the rules of the games yet the student will understand about the rules at*

the end. So, it takes time to get them ready for the game-based learning”

8. What factors contribute to students experiencing difficulties in learning English through game-based learning?

Answer: *“The internal factor, students sometime hardly to comprehend the rules. While external factor is the lack of learning media to support the game-based learning.”*

9. How do you support students in overcoming challenges they may face while learning English through game-based learning?

Answer: *“To overcome this problem, I support the students by leading an example before playing. For example, I called upon voluntary student to help me in demonstrating the rules of game learning”*

Output of the game-based learning

10. How does the implementation of game-based learning impact students' vocabulary acquisition in English?

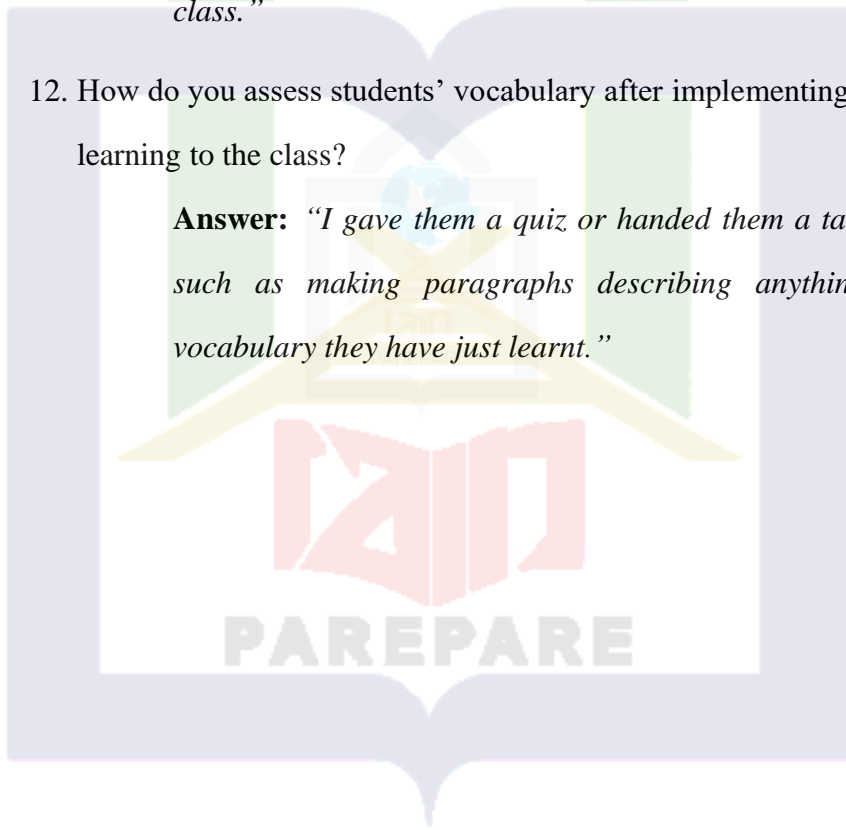
Answer: *“The implementation of game-based learning significantly impacts the students' vocabulary acquisition. Moreover, a game called shooting vocabulary truly helps the student to remember the words classified based on the words class. Again, Nowadays, there are numerous learning media that could assist a game-based learning towards students' vocabulary acquisition.”*

11. What are students' perspectives and experiences with learning English through game-based learning?

Answer: *“The students were inspired and motivated through the game-based learning. It is different from the conventional method which offered dull and boring class. The game based-learning really helps to recreate a sustainable and joyful class.”*

12. How do you assess students' vocabulary after implementing game-based learning to the class?

Answer: *“I gave them a quiz or handed them a task to do, such as making paragraphs describing anything using vocabulary they have just learnt.”*





C. CURRICULUM VITAE



Sakhmalsyah Bahtiar, the writer was born on May 6th 2002 in Samarinda, East Sulawesi. He is the last child in his family, his father's name is Bahtiar and his mother's name is Mardiah. He is a student of English Education Program in State Islamic Institute (IAIN) Parepare. He began his study on 2005-2011 at SDN N 2 Parepare, and graduated on 2011, while at the same year he studied in SMPN 2 Parepare and then continued his study in SMKN 3 Parepare and graduated on 2019. The writer did his Kuliah Pengabdian Masyarakat at Desa Benteng Paremba Kabupaten pinrang in 2022 after did the Praktikum Teaching (PPL) at SMA5 Parepare. The writer study at Tarbiyah Faculty of IAIN Parepare and completed his final with the tittle of thesis namely "*the implementation of game-based learning fr vocabulary acquisition of lintasan imajinasi bahasa mahasiswa*".

