

**THE EFFECTIVENESS OF GIMKIT GAME-BASED
LEARNING ON STUDENTS' ENGLISH VOCABULARY
ACHIEVEMENT**

THESIS



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

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THE EFFECTIVENESS OF GIMKIT GAME-BASED LEARNING ON STUDENTS' ENGLISH VOCABULARY ACHIEVEMENT

*Submitted as a Partial Fulfilment of the Requirement for the Degree of Education
(S.Pd.) in the English Education Department*



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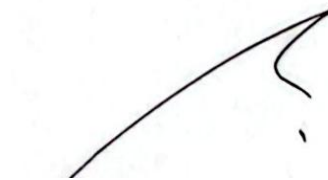
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MOTTO

“La Paciencia También es Poder”

-Pablo Escobar (Narcos).

THESIS DEDICATION

First and foremost, the author would like to express deepest gratitude to Allah SWT, the Creator, the Most Merciful, for making it possible to complete this thesis. The author dedicates this thesis with sincere gratitude to the beloved family, for their prayers, support, and unconditional sacrifice and love.

This thesis is also dedicated to Mr. Rendhi Fatrisna Yuniar, M.Pd who played a meaningful role for completing this thesis. The guidance, advice, encouragement, and support provided not only contributed to the completion of this thesis but also profoundly affected the researcher's personal growth.

Furthermore, this work is dedicated to the researcher's friends, as their presence, kindness, time, laughter, and tears have made the researcher's academic journey more memorable. Finally, the researcher dedicates this work to himself as a form of appreciation for the ability to persevere, by the grace of Allah SWT, during difficult times; for the perseverance when giving up seemed easier; and for the courage to keep learning and chasing her dreams even when resting felt more tempting.

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4. Prof. Dr. H. Muhammad Walid, MA., as the Dean of the Faculty of Tarbiyah and Teacher Training.
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For all of the parties, the researcher realizes that there are still many deficiencies in the writing of this thesis that need to be improved. For this reason, the researcher

LATIN ARABIC TRANSLITERATION

The Arabic-to-Latin transliteration in this thesis follows the joint regulation No. 158/1987 and No. 0543b/U/1987 issued by the Indonesian Ministry of Religious Affairs and the Ministry of Education and Culture. The main points of these guidelines are summarized as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	‘
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphtong Vocal

أَوْ	=	aw
أَيَّ	=	ay
أُؤْ	=	ũ
إَيَّ	=	î

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ABSTRACT

Aziz, Abdurrauf. (2026). *The Effectiveness of Gimkit Game-Based Learning on Students' English Vocabulary Achievement*. Undergraduate Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.
Advisor: Rendhi Fatrisna Yuniar, M.Pd.

Keywords: Gimkit, Game-Based Learning, Vocabulary Achievement, English Language Learning

This study aimed to examine the effectiveness of Gimkit game-based learning on students' English vocabulary achievement at MAN 3 Kediri. A quasi-experimental design with non-equivalent control group was employed, involving 74 tenth-grade students (38 in the control group and 36 in the experimental group). Data were collected through pre-test and post-test instruments consisting of 20 valid multiple-choice items, and analyzed using descriptive statistics, normality test, homogeneity test, and independent samples t-test. The validity and reliability tests confirmed that the research instrument met the psychometric requirements, with a Cronbach's Alpha coefficient of 0.722. The normality test confirmed that the data were normally distributed, and the homogeneity test established that the variances between groups were equal, justifying the use of parametric statistical analysis. The descriptive statistics revealed that the experimental group achieved a higher mean score improvement (9.88 points) compared to the control group (8.90 points). The independent samples t-test results demonstrated a statistically significant difference between the post-test scores of the experimental and control groups ($t = 2.584$, $df = 72$, $p = 0.012$). Since the significance value (0.012) was lower than the alpha level of 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted. This confirms that Gimkit game-based learning had a significant positive effect on students' English vocabulary achievement at MAN 3 Kediri. The findings align with the Retrieval Practice Theory and Game-Based Learning Theory. In conclusion, the use of Gimkit game-based learning has been proven to be an effective strategy for enhancing students' vocabulary mastery. The significant improvement in vocabulary scores following the intervention suggests that integrating gamified digital platforms into classroom instruction can create more engaging, interactive, and meaningful learning experiences for EFL learners.

ABSTRAK

Aziz, Abdurrauf. (2026). *Efektivitas Pembelajaran Berbasis Gim Gimkit terhadap Pencapaian Kosakata Bahasa Inggris Siswa*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
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Kata Kunci: Gimkit, Pembelajaran Berbasis Gim, Pencapaian Kosakata, Pembelajaran Bahasa Inggris

Penelitian ini bertujuan untuk menguji efektivitas pembelajaran berbasis Gimkit terhadap pencapaian kosakata bahasa Inggris siswa di MAN 3 Kediri. Penelitian ini menggunakan desain kuasi-eksperimen dengan kelompok kontrol non-ekuivalen yang melibatkan 74 siswa kelas sepuluh (38 siswa di kelompok kontrol dan 36 siswa di kelompok eksperimen). Data dikumpulkan melalui instrumen pre-test dan post-test yang terdiri dari 20 butir soal pilihan ganda valid, dan dianalisis menggunakan statistik deskriptif, uji normalitas, uji homogenitas, dan uji t sampel independen. Uji validitas dan reliabilitas mengonfirmasi bahwa instrumen penelitian memenuhi persyaratan psikometrik, dengan koefisien Cronbach's Alpha sebesar 0,722. Uji normalitas mengonfirmasi bahwa data terdistribusi normal, dan uji homogenitas menetapkan bahwa varians antar kelompok sama, sehingga membenarkan penggunaan analisis statistik parametrik. Statistik deskriptif menunjukkan bahwa kelompok eksperimen mencapai peningkatan nilai rata-rata yang lebih tinggi (9,88 poin) dibandingkan kelompok kontrol (8,90 poin). Hasil uji t sampel independen menunjukkan perbedaan yang signifikan secara statistik antara nilai post-test kelompok eksperimen dan kontrol ($t = 2,584$, $df = 72$, $p = 0,012$). Karena nilai signifikansi (0,012) lebih rendah dari taraf alfa 0,05, hipotesis nol ditolak dan hipotesis alternatif diterima. Hal ini menegaskan bahwa pembelajaran berbasis Gimkit berpengaruh positif signifikan terhadap pencapaian kosakata bahasa Inggris siswa di MAN 3 Kediri. Temuan ini sejalan dengan Teori Retrieval Practice dan Teori Pembelajaran Berbasis Gim. Kesimpulannya, penggunaan pembelajaran berbasis Gimkit telah terbukti sebagai strategi efektif untuk meningkatkan penguasaan kosakata siswa. Peningkatan signifikan dalam nilai kosakata setelah intervensi menunjukkan bahwa mengintegrasikan platform digital gamifikasi ke dalam pembelajaran di kelas dapat menciptakan pengalaman belajar yang lebih menarik, interaktif, dan bermakna bagi pembelajar EFL.

خلاصة

عزيز، عبد الرؤوف. (2026). فعالية التعلّم القائم على لعبة جيمكِت (Gimkit) في تحصيل المفردات الإنجليزية لدى الطلاب. البحث الجامعي، قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: ريندي فاتريسنا يونيار، الماجستير.

الكلمات المفتاحية: جيمكِت (Gimkit)، التعلّم القائم على الألعاب، تحصيل المفردات، تعليم اللغة الإنجليزية.

هدفت هذه الدراسة إلى اختبار فعالية التعلّم القائم على لعبة جيمكِت (Gimkit) في تحصيل المفردات الإنجليزية لدى الطلاب في المدرسة الثانوية الإسلامية الحكومية الثالثة كديري (MAN 3 Kediri). استخدمت الدراسة التصميم شبه التجريبي بالمجموعة الضابطة غير المتكافئة، وشارك فيها 74 طالبًا من الصف العاشر، منهم 38 طالبًا في المجموعة الضابطة و36 طالبًا في المجموعة التجريبية. جُمعت البيانات باستخدام أداتي الاختبار القبلي والاختبار البعدي اللتين تضمنتا 20 فقرة من أسئلة الاختبار من متعدد الصالحة، وحُللت البيانات باستخدام الإحصاءات الوصفية واختبار التوزيع الطبيعي واختبار التجانس واختبار (T) للعينات المستقلة. وأكدت اختبارات الصدق والثبات أن أداة البحث استوفت المتطلبات السيكمترية، حيث بلغ معامل ألفا كرونباخ (Cronbach's Alpha) 0.722. كما أُكِّد اختبار التوزيع الطبيعي أن البيانات موزعة توزيعًا طبيعيًا، وأثبت اختبار التجانس تساوي التباين بين المجموعتين، مما يبرر استخدام التحليل الإحصائي البارامتري. وأظهرت الإحصاءات الوصفية أن المجموعة التجريبية حققت زيادة أعلى في متوسط الدرجات بلغت 9.88 نقاط مقارنة بالمجموعة الضابطة التي بلغت 8.90 نقاط. وأظهرت نتائج اختبار (T) للعينات المستقلة وجود فرق دال إحصائيًا بين درجات الاختبار البعدي للمجموعة التجريبية والمجموعة الضابطة، $t = 2.584$, $df = 72$, $p = 0.012$. ونظرًا لأن قيمة الدلالة الإحصائية (0.012) أقل من مستوى ألفا (0.05)، فقد رُفِضَت الفرضية الصفرية وقُبِلَت الفرضية البديلة. ويؤكد ذلك أن التعلّم القائم على لعبة جيمكِت له تأثير إيجابي دال في تحصيل المفردات الإنجليزية لدى الطلاب في المدرسة الثانوية الإسلامية الحكومية الثالثة كديري. وتتفق هذه النتائج مع نظرية الممارسة الاسترجاعية (Retrieval Practice Theory) ونظرية التعلّم القائم على الألعاب. وتُخلص الدراسة إلى أن استخدام التعلّم القائم على جيمكِت يُعد استراتيجية فعالة لتحسين إتقان المفردات لدى الطلاب. كما أن الزيادة الملحوظة في درجات المفردات بعد تطبيق المعالجة تشير إلى أن دمج المنصات الرقمية القائمة على التلعيب في عملية التعليم داخل الفصل الدراسي يمكن أن يوفر خبرات تعليمية أكثر جذبًا وتفاعلاً ومعنى لمتعلمي اللغة الإنجليزية كلغة أجنبية.

CHAPTER I

INTRODUCTION

This chapter presents an overview of the research study. It outlines the background of the study, the formulation of research problems, the objectives of the research, hypotheses, the scope and limitations of the study, the significance of the research, and definitions of key terms. Each of these components is essential for establishing a clear and structured foundation upon which the research is developed.

1.1. Background of The Study

Vocabulary plays a fundamental role in English language learning because it serves as the foundation for effective communication in both oral and written forms. Adequate vocabulary knowledge enables learners to understand texts, express ideas clearly, and participate actively in communicative activities. In the context of English as a Foreign Language learning, vocabulary is closely related to students' ability to develop other language skills such as listening, speaking, reading, and writing. Learners with limited vocabulary knowledge often experience difficulties in comprehending learning materials and conveying meaning accurately, which can negatively affect their overall language achievement. Therefore, vocabulary learning is considered a crucial component of English instruction and should be given serious attention in classroom practice (Useini, 2023).

The importance of vocabulary learning is also emphasized in Islamic teachings, which strongly encourage the continuous pursuit of knowledge. In Surah Thaha verse 114, Allah says:

فَتَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ وَحْيُهُ ۚ وَقُلْ رَّبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

“So exalted is Allah, the Sovereign, the Truth. And do not hasten with the Qur'an before its revelation is completed to you, and say, ‘My Lord, increase me in knowledge.’” (Q.S. Thaha: 114).

This passage emphasizes the esteemed status of knowledge within Islamic teachings and stresses the necessity of ongoing intellectual growth. When it comes to acquiring languages, vocabulary acts as an essential tool that allows students to engage with, comprehend, and articulate information proficiently. Therefore, initiatives aimed at enhancing learners' vocabulary acquisition results hold not just academic significance but also resonate with Islamic principles, especially within educational settings like madrasahs.

Proficiency in vocabulary is fundamental to mastering English as a foreign language, serving as the bedrock for students' capacity to interpret written materials, articulate thoughts, and interact meaningfully. Despite this, numerous EFL students continue to face challenges in learning and memorizing new words. They frequently find it hard to recall recently taught terms, grasp vocabulary within its proper context, and utilize new words correctly in conversations. Such hurdles often manifest as poor performance on vocabulary assessments and reduced involvement in class discussions, suggesting that learners' vocabulary skills remain below the desired standards.

A key contributor to this issue lies in the enduring reliance on traditional teaching methods that emphasize rote memorization and instructor-led classroom dynamics. Under these conditions, vocabulary acquisition frequently boils down to

committing word lists to memory, performing isolated translations, and engaging in repetitive exercises, offering scant chances for genuine interaction or practical application in context. Such methods often leave learners in a passive role, absorbing information without actively shaping their own understanding. Scholarly evidence indicates that vocabulary instruction centered on memorization alone falls short in promoting enduring retention or authentic language application. Hamrick & Pandža, (2020) underscores that building lexical proficiency demands frequent encounters with words across diverse, purposeful settings to bolster both comprehension and usage skills. In a similar vein, Almuhammadi, (2020) contends that conventional approaches to teaching vocabulary, which prioritize memorization, neglect to cultivate profound lexical insight, especially regarding situational deployment and communicative relevance. Consequently, learners might only hold onto vocabulary temporarily for assessment needs, lacking the capacity to deploy it effectively in authentic exchanges. This superficial involvement in vocabulary development can dampen student enthusiasm and, in turn, impede their broader linguistic progress.

One of the key reasons why students continue to experience difficulties in vocabulary learning is the lack of meaningful exposure and active use of vocabulary in classroom instruction. When vocabulary instruction is dominated by mechanical drills and memorization activities, learners are less likely to develop a deep understanding of word meanings and usage. In this regard, Ganesan et al., (2025) argues that vocabulary learning becomes ineffective when students are not exposed to meaningful contexts and repeated use of words in authentic situations. This view is supported by (Alqahtani, 2024), who states that traditional vocabulary instruction focusing solely on memorization does not adequately support learners in developing

productive and receptive vocabulary knowledge. Moreover, (Zhang et al., 2023) emphasize that a lack of learner engagement and interactive practice in vocabulary instruction can lead to low retention and reduced motivation in EFL learning contexts. Without sufficient engagement and contextual practice, learners tend to forget vocabulary easily, which negatively affects their motivation and overall learning outcomes.

In contrast to traditional teaching methods, technology integrated education focuses on incorporating digital resources to foster engaging and interactive educational encounters. Such approaches allow students to explore relevant content, obtain instant feedback, and participate in iterative exercises within organized settings. Specifically for vocabulary teaching, online platforms can replicate real life contexts via diverse media, hands-on activities, and prompt responses. Research has shown that learning supported by technology can enhance learners' command of vocabulary by boosting involvement and offering chances for purposeful repetition in controlled online spaces (Roziqin & Yuniar, 2024). By immersing students in dynamic digital spaces, these methods promote active involvement, aiding in better comprehension and long-term memory of words.

That said, not every tech driven strategy yields the same results. The effectiveness of online teaching hinges on the seamless blending of gaming features, response mechanisms, and educational goals. For this reason, choosing a suitable game-oriented digital tool is crucial to make vocabulary acquisition both fun and educationally sound. This ensures that the learning process aligns with pedagogical principles while keeping students motivated through interactive elements.

To address these challenges, the integration of technology into English language teaching has become increasingly important. Technological developments enable teachers to design learning environments that are more interactive, flexible, and student centered. Digital learning tools allow students to experience repeated exposure to vocabulary, receive immediate feedback, and engage with learning materials through visual and auditory input. According to Simonnet et al., (2025), technology assisted learning supports higher student engagement and improves learning outcomes, particularly in vocabulary instruction where repetition, practice, and meaningful interaction are essential. From the researcher's perspective, this indicates that technology is not merely a supporting medium, but a strategic component that can enhance the effectiveness of vocabulary learning when integrated purposefully into classroom instruction.

One instructional approach that effectively integrates technology into learning is Game Based Learning. Game Based Learning incorporates game elements such as points, competition, challenges, and rewards into instructional activities to increase students' motivation and active participation. Through this approach, learners are encouraged to engage more deeply with learning tasks while enjoying the learning process. Previous studies have shown that Game Based Learning can positively influence students' vocabulary learning by creating meaningful, enjoyable, and motivating learning experiences (Prastiwi & Lestari, 2025). Therefore, Game Based Learning is considered a relevant instructional approach for addressing students' vocabulary learning difficulties and increasing their engagement in the learning process.

In recent years, various digital platforms have been developed to support Game Based Learning in English classrooms, such as Kahoot, Quizizz, Blooket, and Wordwall. These platforms are widely used to enhance student engagement through interactive quiz-based activities. However, each platform offers different features and learning experiences. Among these platforms, Gimkit has emerged as a promising tool for vocabulary instruction. Unlike other quiz based on applications, Gimkit allows students to earn virtual currency, upgrade abilities, and make strategic decisions during the game, which encourages sustained engagement and repeated practice. The platform also provides immediate feedback and flexible game modes that can be adjusted to students' learning needs. These features make Gimkit particularly suitable for vocabulary learning, as students are required to repeatedly encounter and apply vocabulary items in various contexts while remaining actively involved in the learning process.

Several previous studies have investigated the use of Gimkit in vocabulary instruction. For instance, (Saputra et al., 2025) carried out a quantitative research project assessing the integration of Gimkit into vocabulary lessons at the secondary school level. Their results demonstrated that learners experienced gains in vocabulary skills and increased participation in class following the use of Gimkit.

The study mainly addressed overall improvements in learning and favorable student feedback, lacking a detailed statistical evaluation of vocabulary progress via structured pre-test and post-test assessments. Likewise, Osadhi, (2024) utilized an experimental framework to contrast Gimkit-supported teaching with standard instructional approaches, revealing that participants exposed to Gimkit attained superior vocabulary scores compared to those in traditional classes. That said, the

research was constrained by a short intervention period and failed to provide a precise definition of vocabulary attainment as a quantifiable outcome.

Furthermore, Prastiwi & Lestari, (2025) analyzed the impact of digital game-based learning on students' vocabulary acquisition results, observing notable boosts in learner motivation and vocabulary abilities. Despite these encouraging outcomes, the investigation concentrated more on emotional factors like enthusiasm and involvement rather than vocabulary progress evaluated through systematic pre-test and post-test data.

Furthermore, a study conducted by (Azizah, 2024) examined the use of Gimkit as a digital game-based learning medium in English vocabulary learning at the senior high school level. The findings showed that students responded positively to the use of Gimkit and demonstrated increased participation during vocabulary learning activities. However, the study focused primarily on students' responses and classroom interaction without employing a pre-test and post-test design to measure vocabulary achievement quantitatively. Therefore, the study leaves a gap in providing statistical evidence regarding the effectiveness of Gimkit on students' vocabulary achievement.

This investigation seeks to evaluate the impact of Gimkit, a digital game-based learning tool, on the English vocabulary proficiency of secondary school students within a madrasah environment. It is designed to fill notable gaps in prior research, which has largely concentrated on aspects such as learner attitudes, motivation, participation, or overall academic progress, with scant emphasis on vocabulary mastery as a tangible and quantifiable educational result. Consequently, the study endeavors to offer concrete evidence on whether Gimkit can reliably

enhance vocabulary skills among students in a madrasah English as a Foreign Language (EFL) context. By prioritizing vocabulary achievement as the core focus, this research contributes meaningfully to the growing literature on digital game-based approaches in English language instruction.

The findings of this study are expected to contribute to English language teaching practices by providing empirical evidence on the effectiveness of Gimkit as a game based digital learning tool for vocabulary instruction. Furthermore, this study is expected to strengthen existing research by extending prior studies that mainly explored affective outcomes, offering a more comprehensive understanding of how game-based learning influences students' cognitive achievement in vocabulary learning.

1.2. Research Question

Based on the background and rationale presented, this research is guided by the following question:

1. Do students taught using Gimkit achieve better English vocabulary mastery than those taught using traditional methods at the secondary school level?

1.3. Research Objective

Aligned with the question above, this study seeks:

1. To investigate whether students taught using Gimkit achieve better English vocabulary mastery than those taught using traditional methods at the secondary school level.

1.4. Significance of The Study

The significance of this study is divided into two aspects, namely theoretical and practical significance, as described below:

Theoretically, this research contributes to the development of game-based learning theory in English language education, particularly in vocabulary learning. This study is expected to provide empirical evidence on the effectiveness of Gimkit as a digital game-based learning platform in improving students' English vocabulary achievement. The findings may strengthen existing theories that emphasize the role of interactive and technology assisted learning in enhancing student engagement and learning outcomes in EFL contexts.

Practically, this research is expected to provide benefits for teachers, students, and future researchers. For English teachers, the results of this study may serve as a reference in selecting and implementing Gimkit as an alternative instructional strategy to improve students' vocabulary achievement. For students, the use of Gimkit is expected to create a more interactive, enjoyable, and engaging learning environment that supports better vocabulary learning outcomes. Furthermore, for future researchers, this study may be used as a reference for conducting further research on the use of game-based learning in other language skills or for comparing Gimkit with other digital learning platforms.

1.5. Scope and Limitation of The Study

This study focuses on examining the effectiveness of Gimkit Game Based Learning on students' English vocabulary achievement. The scope of this research is limited to students at MAN 3 Kediri in the academic year 2024/2025. The vocabulary material covered in this study is restricted to the topics taught during

the research period and is adjusted to the students' grade level and curriculum. This research employs a quantitative approach using a pre-test and post-test design to measure students' vocabulary achievement before and after the implementation of Gimkit Game Based Learning. Therefore, the findings of this study are limited to the improvement of students' vocabulary achievement as measured through test scores.

In addition, this study does not examine other language skills such as speaking, reading, writing, or listening, nor does it investigate students' attitudes, motivation, or longterm vocabulary retention. The results of this research are also limited to the specific context and sample of the study and may not be generalized to other educational settings with different characteristics.

1.6. Definition of Key Terms

To prevent confusion and promote understanding, the researcher provides the definitions of characterized terms according to their relevance in the context of the study:

1. Gimkit Game-Based Learning

Gimkit Game Based Learning refers to the implementation of Gimkit as a digital game-based learning platform in English vocabulary instruction. Gimkit integrates game elements such as points, competition, rewards, time limits, and instant feedback to create an interactive learning environment. In this study, Gimkit is used as a learning medium during classroom activities to support students' vocabulary practice and to enhance their engagement in the learning process.

2. English Vocabulary Achievement

English Vocabulary Achievement refers to students' learning outcomes related to their knowledge and understanding of English vocabulary. In this study, vocabulary achievement is measured quantitatively through the scores obtained from pre test and post test assessments administered before and after the implementation of Gimkit Game Based Learning. The improvement in test scores reflects the effectiveness of Gimkit in supporting students' vocabulary learning.

3. Game Based Learning (GBL)

Game Based Learning is an instructional approach that utilizes game design elements and mechanics in educational contexts to enhance students' motivation, participation, and learning outcomes. In this study, GBL serves as the theoretical foundation for the use of Gimkit, emphasizing active learning, meaningful interaction, and learner engagement in vocabulary instruction.

4. Students

Students refer to the learners at MAN 3 in Kediri who participate in this research. They are involved in the teaching and learning process during the implementation of Gimkit Game Based Learning and serve as the subjects of the study whose vocabulary achievement is examined.

CHAPTER II

THEORITICAL FRAMEWORK

This chapter presents a review of related literature that serves as the theoretical foundation of the study. It discusses key concepts related to vocabulary learning, game-based learning, and the use of digital game-based platforms in English language teaching. In addition, this chapter reviews previous studies relevant to the present research, identifies the research gap, and presents the conceptual framework that underpins the study. The discussion in this chapter is intended to clarify the relationship between the variables investigated and to support the formulation of the research hypothesis.

2.1. Vocabulary in English Language Learning

Vocabulary is a fundamental component of language learning, as it underlies learners' ability to understand and use a language effectively. In English as a Foreign Language (EFL) context, vocabulary knowledge plays a crucial role in supporting learners' comprehension and communication skills. Without sufficient vocabulary mastery, learners may face difficulties in understanding texts, expressing ideas, and participating actively in learning activities. Therefore, vocabulary learning is considered a core element in English language instruction.

2.1.1 Definition of Vocabulary

Vocabulary in the context of language learning refers to the set of words that learners know, recognize, and use to convey meaning in communication. Vocabulary knowledge is not limited to understanding word meanings, but also includes knowledge of word forms, pronunciation, spelling, grammatical functions, and appropriate usage in different contexts. In English as a Foreign Language (EFL)

learning, vocabulary is considered a fundamental component because it supports learners' ability to comprehend language input and produce meaningful language output (Mukhtar et al., 2023). This perspective indicates that vocabulary knowledge functions as the foundation upon which other language skills are developed, making it an essential focus in EFL instruction.

Recent studies emphasize that vocabulary knowledge is a multidimensional construct involving both the quantity of words learners know (vocabulary breadth) and the quality or depth of their knowledge of each word (vocabulary depth). Vocabulary breadth refers to the number of words learners are familiar with, while vocabulary depth involves learners' understanding of semantic relationships, collocations, morphological features, and contextual usage of words. These two dimensions work together to support effective language comprehension and production (Bernice, 2021). Thus, effective vocabulary learning requires instructional approaches that address not only the number of words learned but also the depth of learners' understanding of those words.

Several scholars highlight that vocabulary plays a central role in the development of all four language skills: listening, speaking, reading, and writing. Learners with limited vocabulary knowledge often experience difficulties in understanding texts, expressing ideas, and participating actively in classroom communication. Therefore, vocabulary is widely recognized as a core component of communicative competence and a key predictor of language learning success in EFL contexts (Amalia et al., 2025). This implies that improving students' vocabulary knowledge can lead to broader improvements in overall language proficiency.

Vocabulary knowledge is also commonly categorized into receptive and productive vocabulary. Receptive vocabulary refers to words that learners can recognize and understand when encountered in listening or reading activities, whereas productive vocabulary refers to words that learners can actively use in speaking or writing. Receptive knowledge generally develops earlier and provides a foundation for productive use. However, productive vocabulary requires a deeper level of mastery because learners must retrieve and use words accurately and appropriately in communication (Harfmann et al., 2025). Therefore, vocabulary instruction should support learners in progressing from receptive recognition to productive use of vocabulary.

From an educational perspective, vocabulary learning is viewed as a gradual and cumulative process that develops through repeated exposure, meaningful practice, and active use of words in various contexts. Effective vocabulary instruction should therefore provide learners with opportunities to encounter new words multiple times, use them in communicative activities, and receive feedback on their usage. Such practices support the development of both receptive and productive vocabulary knowledge, which ultimately contributes to improved vocabulary achievement (Mohammadi et al., 2024). This suggests that instructional strategies promoting active engagement and repeated practice are crucial for successful vocabulary learning. In this study, vocabulary is defined as students' knowledge of English words that enables them to recognize meanings, understand usage, and apply vocabulary appropriately in learning tasks. This definition aligns with the measurement of vocabulary achievement through pre-test and post-test

scores, which reflect students' progress in vocabulary learning after instructional treatment.

2.1.2 Types of Vocabulary

Vocabulary knowledge in language learning is not monolithic; it consists of several types that reflect how learners recognize, understand, and use words in communication. To provide a clearer explanation, types of vocabulary in this study are categorized as follows.

1. Receptive

Receptive vocabulary refers to words that learners are able to recognize and understand when they appear in listening or reading activities. Learners may understand the meaning of these words but may not yet be able to use them actively in speaking or writing. Research indicates that receptive vocabulary generally develops earlier and is larger than productive vocabulary because learners tend to understand more words than they can produce (Segura et al., 2022).

2. Productive Vocabulary

Productive vocabulary consists of words that learners can actively and accurately use in speaking or writing. This type of vocabulary requires a deeper level of mastery, as learners must retrieve words from memory and use them appropriately in terms of meaning, form, and context. Compared to receptive vocabulary, productive vocabulary usually develops more slowly and reflects higher language proficiency (Agram et al., 2024).

3. Vocabulary Breadth

Vocabulary breadth refers to the number of words that learners know at a basic level. A wide vocabulary breadth allows learners to recognize many words and supports general comprehension in reading and listening activities. However, breadth alone does not guarantee accurate language use without sufficient depth of knowledge (Zano, 2022).

4. Vocabulary Depth

Vocabulary depth relates to how well learners know individual words, including their meanings, collocations, word forms, and appropriate usage in different contexts. Deep vocabulary knowledge enables learners to use words more precisely and effectively in communication. Vocabulary depth is therefore considered an important indicator of vocabulary mastery (Luo et al., 2021).

Understanding these different types of vocabulary allows teachers and researchers to identify learners' strengths and weaknesses in vocabulary learning. In the present study, vocabulary is primarily examined from the perspective of receptive vocabulary with elements of vocabulary breadth, as measured through objective multiple-choice tests administered in the pre-test and post-test. The test items require students to recognize word meanings, identify appropriate vocabulary usage in advertisement texts, and understand contextual meanings rather than produce language freely.

This focus is chosen because receptive vocabulary can be measured more objectively and reliably through structured test instruments, which aligns with the quantitative research design of this study. Moreover, since the learning materials

are based on advertisement texts at the secondary school level, students are expected to comprehend persuasive expressions, key information, and contextual vocabulary commonly found in advertisements. Therefore, emphasizing receptive vocabulary and vocabulary breadth is considered most appropriate for examining students' vocabulary achievement after the implementation of Gimkit as a game-based learning platform.

2.1.3 The Importance of Vocabulary

Vocabulary is widely acknowledged as one of the most important components of language learning because it serves as the foundation for developing the four language skills: listening, speaking, reading, and writing. Learners' ability to comprehend spoken and written texts is highly dependent on their vocabulary knowledge, as understanding meaning requires familiarity with the words used in communication. Insufficient vocabulary often results in difficulties in grasping main ideas, interpreting details, and following instructions in English learning activities (Amalia et al., 2025). This indicates that vocabulary knowledge is a prerequisite for effective comprehension and successful participation in language learning activities.

In reading and listening, vocabulary knowledge enables learners to process input more efficiently and accurately. Learners with a limited vocabulary tend to rely heavily on translation or guessing strategies, which may hinder comprehension and slow down the learning process. Conversely, learners with a sufficient vocabulary repertoire are more likely to understand texts fluently and engage more confidently with learning materials (Moorhouse & Kohnke, 2024). Therefore,

adequate vocabulary knowledge supports smoother comprehension and reduces learners' dependence on less effective coping strategies.

Vocabulary is equally important in productive skills, particularly speaking and writing. To express ideas, opinions, and information clearly, learners must be able to select appropriate words and use them accurately in context. Limited vocabulary knowledge restricts learners' ability to communicate effectively, often resulting in repetitive or incomplete expressions. Therefore, vocabulary mastery is essential for enabling learners to participate actively in oral and written communication (Nurnazarovna, 2025). This suggests that vocabulary development directly influences learners' ability to communicate meaningfully in English.

In the context of English as a Foreign Language (EFL), the importance of vocabulary becomes even more pronounced due to learners' limited exposure to English outside the classroom. Classroom instruction thus plays a crucial role in providing learners with sufficient vocabulary input and practice opportunities. Effective vocabulary learning supports not only language proficiency but also learners' confidence and motivation in using English (Hasegawa et al., 2015). Accordingly, structured and supportive classroom-based vocabulary instruction is essential in EFL contexts.

Based on these considerations, vocabulary is regarded as a key predictor of overall language achievement. A strong vocabulary foundation enables learners to perform better across language skills and contributes significantly to successful English language learning. From the researcher's perspective, this highlights the urgency of implementing effective instructional strategies that can systematically improve students' vocabulary knowledge.

2.1.4 Vocabulary Achievement

Vocabulary achievement refers to students' measurable outcomes in vocabulary learning, which indicate the extent to which learners are able to recognize, understand, and use vocabulary after receiving instructional treatment. In English as a Foreign Language (EFL) context, vocabulary achievement is commonly used as an indicator of students' progress in mastering vocabulary and their overall success in language learning.

In quantitative educational research, vocabulary achievement is typically measured using objective assessment instruments such as pre-tests and post-tests. These tests are administered before and after the implementation of a particular instructional strategy in order to determine whether there is a significant improvement in students' vocabulary knowledge. An increase in post-test scores compared to pre-test scores reflects positive vocabulary achievement and suggests the effectiveness of the instructional intervention.

Several recent studies have reported that appropriate instructional strategies and learning media can significantly improve students' vocabulary achievement. (Paredes et al., 2024) for example, found that the use of instructional media such as Word Wall led to a significant improvement in EFL students' vocabulary scores, as indicated by higher post-test results. Similarly, (Adinda & Rahayu, 2023) reported that the use of online dictionaries as a learning tool contributed to students' vocabulary achievement by helping them understand and retain new vocabulary more effectively. These findings suggest that the selection of suitable learning media plays a crucial role in enhancing students' vocabulary achievement.

Vocabulary achievement is also closely related to students' ability to apply vocabulary knowledge in meaningful contexts. Learners with high vocabulary achievement are not only able to recognize word meanings but also to use vocabulary appropriately in different language tasks. This indicates that vocabulary achievement reflects both the quantity and quality of vocabulary knowledge acquired through instruction (Mutia et al., 2023). Hence, vocabulary achievement should be understood as encompassing both receptive and productive aspects of vocabulary use.

In the context of this study, vocabulary achievement is treated as the dependent variable used to examine the effectiveness of Gimkit as a game-based learning platform in vocabulary instruction. Students' vocabulary achievement is measured through pre-test and post-test scores, which are analyzed to determine whether the use of Gimkit leads to a significant improvement in students' vocabulary learning outcomes.

2.1.5 Learning and Techniques in Teaching Vocabulary

Vocabulary learning requires appropriate teaching techniques that enable learners to understand, retain, and use new words effectively. In English language teaching, vocabulary instruction is no longer viewed as rote memorization of word lists, but as a process that involves meaningful exposure, contextual use, and active learner engagement. Effective vocabulary teaching techniques aim to help learners develop both receptive and productive vocabulary knowledge (Marhatin & Triyogo, 2024). This suggests that the selection of teaching techniques plays a crucial role in supporting meaningful and sustainable vocabulary learning.

Several learning techniques are commonly applied in teaching vocabulary, particularly in EFL contexts. From the various techniques described above, this study focuses on the use of game-based learning techniques for teaching vocabulary. Specifically, the research employs Gimkit as a digital game-based learning platform to facilitate vocabulary instruction. This technique is selected because it combines repetition, interaction, immediate feedback, and learner engagement, which are considered essential elements in improving students' vocabulary achievement in EFL learning contexts. These techniques can be described as follows:

1. Contextualized Vocabulary Learning

Contextualized learning refers to the introduction and practice of vocabulary through meaningful contexts such as sentences, texts, dialogues, or real-life situations. Learning vocabulary in context helps learners infer meaning, understand word usage, and improve retention because words are learned as part of communication rather than as isolated items.

2. Repetition and Recycling

Repetition and recycling involve repeated exposure to vocabulary items across different activities and learning sessions. Through repeated encounters, learners gradually strengthen their memory and transfer vocabulary from receptive knowledge to productive use. Recycling vocabulary in various tasks is essential for long-term retention and vocabulary achievement.

3. Use of Visual Aids and Multimedia

Visual aids such as pictures, flashcards, videos, and multimedia resources support vocabulary learning by associating words with visual representations. The use of visual and digital media can increase learners' interest and make vocabulary learning more engaging and memorable.

4. Learner-Centered and Interactive Techniques

Learner-centered techniques emphasize students' active involvement in the learning process. Activities such as group work, discussions, and interactive tasks encourage learners to practice vocabulary meaningfully. These techniques help students apply vocabulary in communicative situations and promote deeper learning.

5. Game-Based Vocabulary Learning Techniques

Game-based learning integrates vocabulary instruction with game elements such as competition, rewards, feedback, and challenges. This technique creates an enjoyable learning environment that increases motivation and engagement. Game-based vocabulary learning also provides repeated practice and immediate feedback, which support effective vocabulary acquisition.

From the various techniques described above, this study focuses on the use of game-based learning techniques for teaching vocabulary. Specifically, the research employs Gimkit as a digital game-based learning platform to facilitate vocabulary instruction. This technique is selected because it combines repetition, interaction, feedback, and learner engagement, which are considered essential elements in improving students' vocabulary achievement in EFL learning contexts.

2.2 Game-Based Learning

Game-based learning (GBL) is an instructional approach that integrates learning objectives with game elements such as rules, challenges, competition, and feedback to support active and meaningful learning. In educational contexts, GBL is designed not merely for entertainment purposes, but to enhance students' engagement, motivation, and learning outcomes. By encouraging active participation and providing immediate feedback, game-based learning allows learners to practice and apply knowledge in interactive learning environments.

In English as a Foreign Language (EFL) learning, game-based learning is considered an effective approach to address students' difficulties in vocabulary learning. Vocabulary acquisition requires repeated practice, motivation, and meaningful engagement, all of which can be facilitated through game-based activities. Therefore, game-based learning provides a relevant theoretical foundation for the use of digital game-based platforms in vocabulary instruction.

Gimkit is a digital game-based learning platform designed to support interactive classroom activities through quiz-based games. It allows teachers to create question sets aligned with learning objectives and enables students to participate actively using digital devices. As a game-based platform, Gimkit integrates essential game elements such as points, competition, instant feedback, and rewards, which are intended to enhance students' engagement and motivation during the learning process.

In the context of English language learning, Gimkit has been increasingly used as an instructional medium to facilitate vocabulary practice. The platform provides repeated exposure to vocabulary items through interactive questions,

allowing students to reinforce their understanding of word meanings and usage. Immediate feedback provided by Gimkit enables students to recognize errors and correct misunderstandings in real time, which supports more effective vocabulary acquisition (Nur Rahman & Anam, 2024a). This suggests that Gimkit supports both vocabulary retention and learning accuracy.

Compared to traditional teaching methods, Gimkit offers a more student-centered learning environment. Students are actively involved in the learning process rather than passively receiving information from the teacher. The competitive and collaborative features embedded in Gimkit can foster positive learning attitudes and encourage students to participate more actively in vocabulary learning activities. This aligns with the principles of game-based learning, which emphasize engagement, motivation, and meaningful practice (Utami & Maghfurin, 2025). Thus, the use of Gimkit reflects a shift toward interactive and learner-centered instruction in EFL classrooms.

In this study, Gimkit is employed as the game-based learning platform used in the experimental group to support vocabulary instruction. The use of Gimkit is expected to provide students with enjoyable and meaningful learning experiences, which may lead to improved vocabulary achievement as measured through pre-test and post-test scores. Accordingly, Gimkit is selected as an appropriate instructional medium to examine the effectiveness of game-based learning in enhancing students' vocabulary achievement.

2.3 Gimkit

Gimkit is a digital game-based learning platform that has been increasingly used in educational settings to support interactive and engaging learning activities. As a form of gamified learning, Gimkit integrates instructional content with game mechanics such as points, competition, rewards, and immediate feedback, allowing students to participate actively in the learning process. The platform is accessible through web-based devices, making it practical for classroom and online learning contexts. These characteristics indicate that Gimkit is designed to support active learning rather than passive content delivery.

2.3.1 Definition of Gimkit

Gimkit is defined as a web-based game-based learning platform designed to enhance student engagement through interactive quiz activities. Teachers are able to create question sets based on specific learning objectives, while students respond to the questions through real-time or asynchronous game modes using digital devices. The incorporation of game elements such as scoring systems, power-ups, and instant feedback is intended to motivate learners and promote sustained participation in learning activities (Pratiwi et al., 2024). This definition highlights Gimkit's role as both an instructional and motivational tool in the learning process.

In educational contexts, Gimkit is categorized as a digital game-based learning platform because it combines instructional content with gameplay mechanics. Unlike conventional quiz applications that primarily function as assessment tools, Gimkit emphasizes continuous interaction and repeated practice. Students are encouraged to answer questions multiple times and learn from immediate feedback, which supports learning as an ongoing process rather than a

single evaluation event (Nur Rahman & Anam, 2024). This suggests that Gimkit facilitates formative learning by allowing students to improve their understanding through repeated engagement.

In English as a Foreign Language (EFL) learning, Gimkit has been reported to be effective in supporting vocabulary learning. Through repeated exposure to vocabulary items presented in quiz-based games, students are able to reinforce word meanings, improve retention, and practice vocabulary usage in an engaging environment. Empirical studies indicate that the use of Gimkit can lead to significant improvements in students' vocabulary development compared to traditional instructional methods (Utami & Maghfurin, 2025). These findings imply that Gimkit has the potential to enhance vocabulary learning outcomes by combining repetition with meaningful engagement.

In addition to its impact on vocabulary mastery, Gimkit has also been shown to enhance students' motivation and engagement in learning activities. The competitive and interactive features embedded in the platform encourage active participation and create a positive learning atmosphere, which is particularly beneficial in EFL classrooms where students may experience anxiety or limited exposure to English (Nur Rahman & Anam, 2024). Increased motivation and engagement are important factors that contribute to more effective vocabulary learning and improved achievement.

In this study, Gimkit is operationally defined as a digital game-based learning platform used to facilitate vocabulary instruction through interactive quizzes, immediate feedback, and game-based features that promote student engagement. This definition serves as the theoretical and operational basis for

examining the effectiveness of Gimkit in improving students' vocabulary achievement measured through pre-test and post-test scores. Accordingly, Gimkit is positioned as the instructional intervention examined in this research.

2.3.2 Categories of Gimkit

Gimkit provides several categories of game modes that are designed to support different learning purposes and classroom activities. These categories enable teachers to select appropriate game modes based on students' learning needs and instructional objectives. According to the Gimkit Wiki (2024), the categories of game modes available in Gimkit can be described as follows.

1. Featured

The Featured category consists of specially selected game modes that are highlighted by the Gimkit platform for their instructional value and popularity. These modes are often recommended for classroom use because they are designed to engage students effectively while supporting learning objectives.

2. 2D Models

The 2D Models category represents traditional game-based quiz modes that provide a classic gameplay experience. In these modes, students focus on answering questions accurately while interacting with simple visual elements. This category is particularly suitable for vocabulary learning, as it allows repeated exposure to vocabulary items and immediate feedback on students' responses.

3. Fun Picks

Fun Picks include a selection of entertaining game modes intended to

add variety to the learning process. These modes aim to reduce students' boredom and increase motivation by presenting learning activities in a more enjoyable and relaxed format, while still maintaining academic content.

4. Tycoon Twist

Tycoon Twists offer a unique variation of gameplay by combining quiz-based learning with tycoon-style mechanics. In this category, students answer questions in order to build and manage virtual systems. This approach encourages sustained engagement and repeated interaction with vocabulary items through strategic gameplay.

5. Fun & Games

The Fun & Games category includes various casual game modes that can be played without the requirement of a specific question kit. Although these modes are not always focused on specific learning content, they can be used as supplementary activities to increase students' interest, motivation, and participation in English learning activities.

These categories demonstrate the flexibility of Gimkit as a game-based learning platform. In this study, selected Gimkit categories are utilized to support vocabulary instruction by providing interactive practice, repetition, and immediate feedback, which are essential components in improving students' vocabulary achievement (Gimkit Wiki, 2024). Thus, the selection of appropriate game categories is considered an important factor in maximizing the instructional effectiveness of Gimkit.

2.3.3 Procedures of Using Gimkit

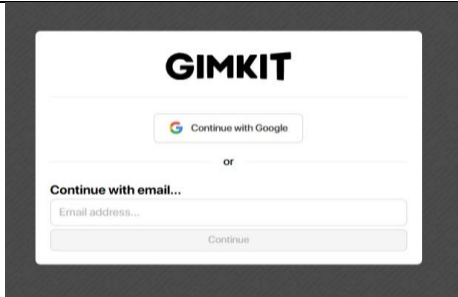
The procedures of using Gimkit in classroom instruction are designed to

ensure that both teachers and students can effectively engage with the platform during the learning process. Clear and systematic procedures are essential to maximize the instructional benefits of game-based learning, particularly in vocabulary instruction. In this study, the use of Gimkit follows structured steps for teachers and students to support effective implementation.

1. Steps of Using Gimkit for Teachers

The Featured category consists of specially selected game modes that are highlighted by the Gimkit platform for their instructional value and popularity. These modes are often recommended for classroom use because they are designed to engage students effectively while supporting learning objectives.

Table 2. 1 Teacher Steps Using Gimkit

Logging in to the Gimkit Website	
	 <i>Figure 2. 1 Logging Gimkit Website</i>
	The teacher accesses Gimkit by logging in through the official website at https://www.gimkit.com using a teacher account. After logging in, the teacher is directed to the dashboard to manage learning activities and question sets.
Creating or Accesing a Gimkit Kit	

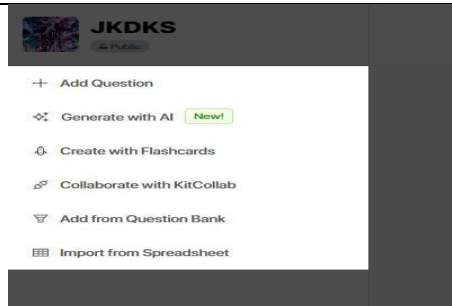


Figure 2. 2 Creating Questions

After logging in, the teacher creates a new Gimkit kit or opens an existing one. Gimkit provides several options for creating question sets, such as Add Question, generate with AI, Create with Flashcards, Collaborate with KitCollab, Add from Question Bank, and Import from Spreadsheet. These features allow teachers to efficiently prepare vocabulary questions according to instructional needs.

Editing and Organizing the Questions

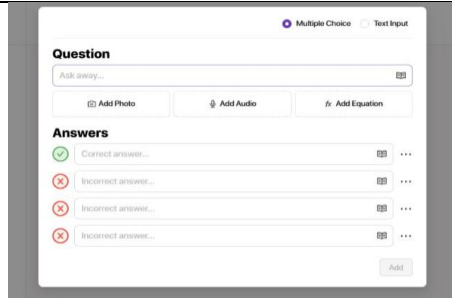


Figure 2. 3 Editing the Questions

The teacher edits and organizes the vocabulary questions by selecting appropriate question types, such as multiple-choice or text-input formats. The teacher determines the correct and incorrect answers and may add supporting media, including images or audio, to enhance students' understanding of vocabulary items. This step ensures that the questions accurately measure

students' vocabulary recognition and production in line with the learning objectives.

Selecting the Game Category or Mode

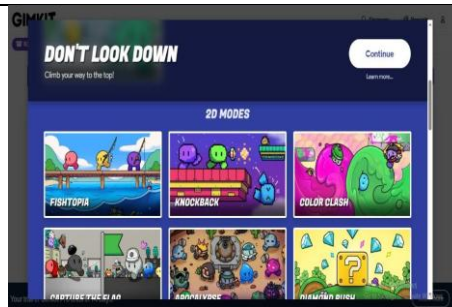


Figure 2. 4 Selecting Category Mode

The teacher selects an appropriate Gimkit category or game mode, such as 2D Modes or Featured modes, based on the learning objectives and classroom conditions.

Launching the Game Session

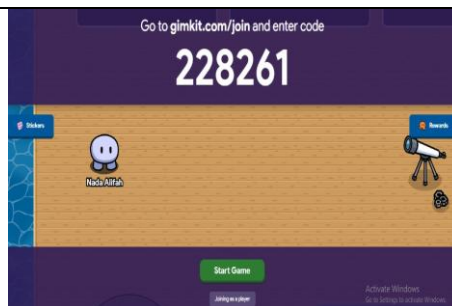


Figure 2. 5 Launching the Game Session

The teacher launches the game session and provides students with the game code or access link. During the game session, the teacher monitors students' progress through the Gimkit dashboard, provides guidance, and assists students when necessary. The teacher ensures that all students are able to join the game using their devices.

Providing Feedback and Reflection

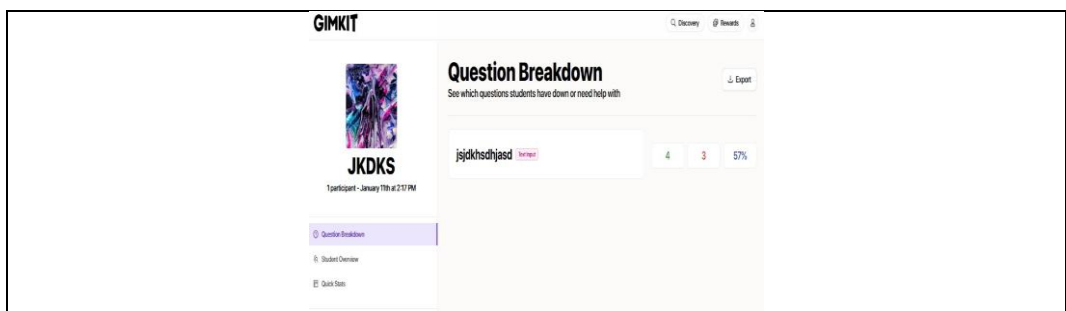


Figure 2. 6 Feedback and Reflection

After the game session, the teacher reviews students' performance and provides feedback. A brief reflection or discussion may be conducted to reinforce vocabulary learning and address students' difficulties.

Table 2. 2 Students' Step Using Gimkit

Accessing the Gimkit Platform

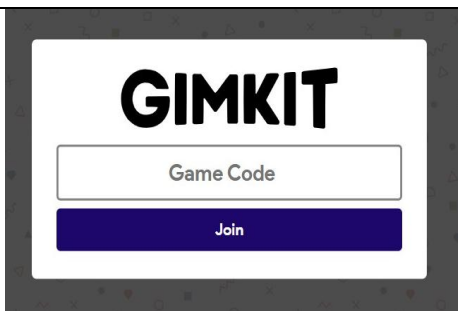


Figure 2. 7 Register Gimkit Code

The teacher accesses Gimkit by logging in through the official website at <https://www.gimkit.com> using a teacher account. After logging in, the teacher is directed to the dashboard to manage learning activities and question sets.

Joining the Game Sessions



Figure 2. 8 Joining The Game Session

After entering the game code, students successfully join the Gimkit session and wait for the teacher to start the game. At this stage, students ensure that their devices are properly connected to the internet.

Answering Vocabulary Questions

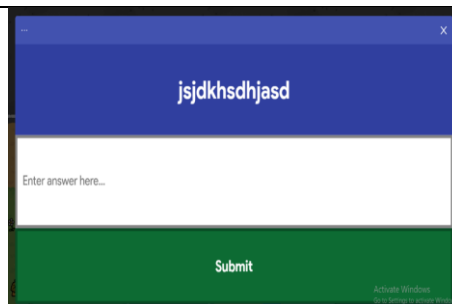


Figure 2. 9 Answering Questions

Students respond to vocabulary questions presented on the screen by selecting answers in multiple-choice format or typing responses in text-input format, depending on the question type designed by the teacher.

Reviewing Results and Learning Outcomes

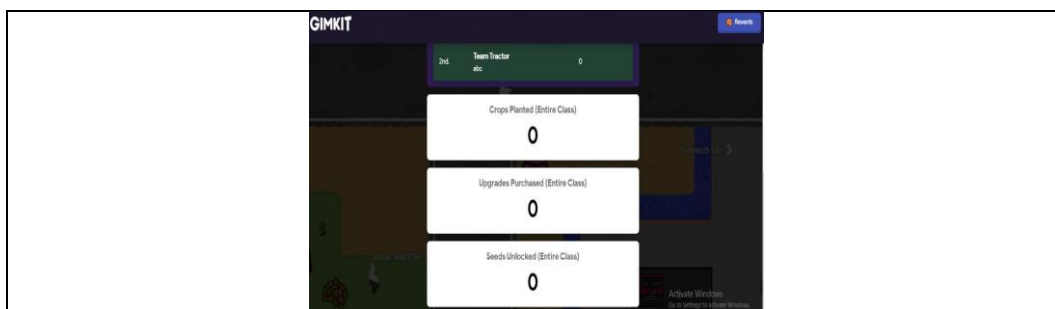


Figure 2. 10 Reviewing and Result

At the end of the game session, students review their scores and performance results. This process helps students identify vocabulary items that require further practice and reinforces learning outcomes.

2.3.4 The Advantages of Using Gimkit

The use of Gimkit as a game-based learning platform offers several advantages in English vocabulary instruction, particularly in EFL contexts.

1. Promoting Active Student Engagement

Gimkit encourages active student engagement through interactive gameplay. By integrating vocabulary questions with game elements such as points, competition, and rewards, students are motivated to participate actively during learning activities. Active engagement supports effective vocabulary practice and learning.

2. Providing Immediate Feedback

Gimkit provides immediate feedback on students' responses. This feedback allows students to recognize correct and incorrect answers instantly, helping them identify mistakes and reinforce correct vocabulary

meanings. Immediate feedback supports formative assessment and contributes to improved vocabulary achievement.

3. Supporting Repetition and Vocabulary Retention

Gimkit allows repeated exposure to vocabulary items through continuous gameplay. Repetition helps strengthen students' memory and supports the transition from receptive to productive vocabulary knowledge, which is essential for long-term vocabulary retention.

4. Increasing Students' Motivation and Interest

The game-based and competitive environment created by Gimkit increases students' motivation and interest in learning vocabulary. This positive learning atmosphere can reduce anxiety and encourage students to participate more confidently in English learning activities.

5. Offering Flexibility for Teachers

Gimkit provides flexibility for teachers in designing learning activities. Teachers can customize question types, select appropriate game categories, and adjust settings based on learning objectives and students' proficiency levels. This flexibility allows Gimkit to be effectively integrated into various instructional contexts.

2.3.5 The Disadvantages of Using Gimkit

Despite its advantages, the use of Gimkit in vocabulary instruction also has several limitations that should be considered.

1. Dependence on Internet Access and Digital Devices

Gimkit requires stable internet access and appropriate digital devices. Students who experience technical difficulties or have limited access to

devices may face challenges in participating effectively in learning activities.

2. Overemphasis on Competition

Excessive focus on competition may cause some students to prioritize winning or earning points rather than understanding vocabulary meanings. Without proper guidance, this may reduce the instructional value of the activity.

3. Potential for Student Distraction

The game elements in Gimkit may distract some students from learning objectives. Students may focus more on gameplay than on vocabulary content if classroom management and instructions are not clearly provided.

4. Dependence on Teacher Preparation

The effectiveness of Gimkit largely depends on the quality of questions and game settings prepared by the teacher. Poorly designed questions or inappropriate settings may limit students' vocabulary learning outcomes.

5. Limited Accommodation of Learning Styles

Gimkit may not fully accommodate all learning styles, particularly students who prefer traditional or explanation-based learning methods. Therefore, Gimkit should be used as a complementary tool rather than the sole instructional approach.

2.4 Previous Study

Several previous studies have investigated the use of digital game-based learning and interactive media in English language instruction, particularly in vocabulary learning. These studies provide empirical evidence regarding the potential of game-based learning platforms, while also revealing research gaps that justify the present study.

The first relevant study was conducted by Saputra, Ansi, and Sitorus (2024) entitled “*The Use of Gimkit to Improve Students’ Vocabulary Mastery.*” The study aimed to examine the effectiveness of Gimkit as a digital game-based learning platform in improving students’ vocabulary mastery at the secondary school level. The researchers employed a quasi-experimental design involving experimental and control groups, and vocabulary tests were used to measure students’ learning outcomes.

The findings revealed that students taught using Gimkit achieved higher vocabulary scores and demonstrated better classroom engagement than those taught using conventional methods. The interactive features and immediate feedback provided by Gimkit supported active participation in vocabulary learning. However, this study focused on vocabulary mastery in general and did not explicitly emphasize vocabulary achievement measured through systematic pre-test and post-test comparisons. Therefore, further research focusing on vocabulary achievement as a measurable outcome is still needed.

The second relevant study was conducted by (Osadhi, 2024) entitled “*Game-Based Learning in EFL Vocabulary Instruction.*” This study aimed to investigate the effectiveness of game-based learning strategies in improving

students' vocabulary learning outcomes in EFL classrooms. The research employed an experimental design using pre-test and post-test measures and involved secondary-level students.

The results showed that game-based learning significantly improved students' vocabulary scores and increased classroom participation. Students demonstrated better retention and understanding of vocabulary after participating in game-based activities. Nevertheless, this study did not focus on a specific digital platform, making it difficult to identify which technological features contributed most to the improvement of vocabulary achievement. In contrast, the present study focuses specifically on Gimkit as a digital game-based learning platform to provide more focused empirical evidence.

The third relevant study was conducted by (Azizah, 2024) entitled "The Use of Digital Learning Media in Improving Students' Vocabulary Achievement." This study aimed to examine the effectiveness of digital learning media in enhancing students' vocabulary learning outcomes. The research employed a quantitative approach using pre-test and post-test instruments to measure students' vocabulary improvement.

The findings indicated that students experienced a significant improvement in vocabulary scores after the implementation of digital learning media. However, the study did not apply a game-based learning approach and did not specifically examine competitive or interactive digital platforms such as Gimkit. In addition, the instructional media used were not integrated with game mechanics that encourage sustained student engagement. Therefore, the effectiveness of game-based digital platforms in vocabulary instruction remains underexplored.

The fourth relevant study was conducted by (Prastiwi & Lestari, 2025) entitled “The Effectiveness of Game-Based Learning on Students’ Vocabulary Learning Outcomes.” This study aimed to investigate the impact of game-based learning on students’ vocabulary learning outcomes. The researchers employed a quantitative experimental design and focused on students’ vocabulary performance and motivation.

The results showed that game-based learning significantly enhanced students’ vocabulary learning outcomes and increased motivation during learning activities. However, the study examined game-based learning in general and did not focus on a specific digital platform or particular vocabulary materials aligned with the senior high school curriculum.

Based on the review of these previous studies, it can be concluded that digital learning media and game-based learning have positive effects on vocabulary learning. However, gaps remain in terms of platform specificity, measurement of vocabulary achievement, and instructional focus. Therefore, the present study seeks to address these gaps by examining the effectiveness of Gimkit as a game-based learning platform in improving students’ English vocabulary achievement at the secondary school level through a quantitative quasi-experimental design using pre-test and post-test measurements.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in this study. It explains the research design, research variables, population and sample, research instruments, data collection techniques, and data analysis procedures. The purpose of this chapter is to provide a clear and systematic explanation of how the research was conducted to answer the research questions and test the research hypothesis.

3.1 Research Design

This study employed a quantitative research approach using a quasi-experimental design. Quantitative research focuses on collecting numerical data and applying statistical analysis to examine relationships or effects between variables (Creswell, 2023). This approach is appropriate for the present study because it aims to measure the effect of using Gimkit as a game-based learning platform on students' vocabulary achievement. This study drew upon two intact classes from the same grade level, selected to ensure comparable academic backgrounds among participants. One class served as the experimental group, where vocabulary instruction was delivered via the Gimkit application, while the other acted as the control group, employing conventional teaching approaches without integrating digital game-based elements. The design of this research can be illustrated as follows:

Table 3. 1 Quasi Experimental (Nonequivalent Control Group Design)

Classes	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂

Control	O ₁	-	O ₂
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O₁: Pre-test of students' vocabulary achievement

X: Treatment using Gimkit as a game-based learning platform

O₂: Post-test of students' vocabulary achievement

Through this design, the researcher was able to examine the extent to which the implementation of Gimkit influenced students' vocabulary achievement.

3.2 Research Schedule and Location

This research was conducted at MAN 3 Kediri as the research location, involving tenth-grade students as the research participants. The selection of MAN 3 Kediri was based on accessibility, institutional permission, and its relevance to English learning at the senior high school level. The subjects of this study were students of 10th grade, as vocabulary learning is an essential component of the English curriculum at this level.

The research was carried out during the academic year 2025/2026. The implementation of the study was adjusted to the school academic calendar to ensure that the teaching and learning process ran effectively and did not interfere with regular classroom activities. The research activities included the administration of a pre-test, the implementation of the treatment using Gimkit as a game-based learning platform, and the administration of a post-test.

To provide a clearer description of the research time and location, the details are summarized in the following table.

Table 3. 2 Research Schedule

Activity	Date
Pre-Test	May 05, 2026
Treatment 1	May 05, 2026
Treatment 2	May 12, 2026
Treatment 3	May 19, 2026
Post-Test	May 26, 2026

The determination of the research time and location was intended to ensure that the data collection process was conducted systematically and that the findings accurately reflected the effect of using Gimkit on students' vocabulary achievement.

3.3 Research Variables

Research variables are elements that are measured or observed in a study to examine the relationship or effect between different aspects of the research. In quantitative research, variables play an important role in determining what is manipulated and what is measured in order to answer the research questions.

In this study, there are two main variables, namely the independent variable and the dependent variable.

3.3.1 Independent Variable

The independent variable of this study is the use of Gimkit as a game-based learning platform in teaching vocabulary. The independent variable refers to the variable that is manipulated or implemented by the researcher to observe its effect on the dependent variable.

In this research, Gimkit is used as an instructional medium during vocabulary learning activities. The implementation of Gimkit includes interactive quiz-based games, immediate feedback, and competitive elements designed to engage students actively in learning vocabulary. The use of Gimkit is expected to

provide an enjoyable learning environment and increase students' participation during English lessons.

3.3.2 Dependent Variable

The dependent variable of this study is students' vocabulary achievement. The dependent variable refers to the variable that is measured to determine the effect of the independent variable.

Students' vocabulary achievement in this study is defined as students' ability to recognize, understand, and use English vocabulary appropriately after receiving instruction using Gimkit. Vocabulary achievement is measured quantitatively through students' scores on the vocabulary pre-test and post-test. An improvement in post-test scores compared to pre-test scores indicates a positive effect of the use of Gimkit on students' vocabulary achievement.

3.4 Research Population and Sample

Population and sample are essential components in quantitative research because they determine the scope and representativeness of the data collected. Defining the population and selecting an appropriate sample enable the researcher to obtain valid and reliable data that accurately reflect the research objectives. In experimental and quasi-experimental studies, clear identification of population and sample is necessary to explain to whom the research findings can be generalized (Creswell, 2023).

In this study, the population and sample were determined based on the research design, research objectives, and practical considerations related to the school context.

3.4.1 Research Population

The population refers to the entire group of individuals that share specific characteristics relevant to the purpose of the study (Ary et al., 2019). In educational research, the population commonly includes students who are involved in a particular learning context or educational level being investigated. The population of this study is tenth-grade students of secondary level in the academic year 2025/2026. These students were selected as the research population because they were actively participating in English learning and were studying vocabulary as part of the English curriculum at the senior high school level. Vocabulary instruction at this level is considered fundamental, as students are required to develop sufficient vocabulary knowledge to support their reading, writing, listening, and speaking skills.

Defining the population clearly allows the researcher to limit the scope of the study and ensures that the research findings are relevant to the intended group. By focusing on tenth-grade students at secondary level, this study aims to provide empirical evidence regarding the effectiveness of using Gimkit as a game-based learning platform in vocabulary instruction within this specific educational context (Fraenkel et al., 2022). writing, listening, and speaking skills.

3.4.2 Research Sample

The sample is a subset of the population selected to represent the population in the research (Creswell & Creswell, 2023). Selecting an appropriate sample is crucial in quantitative research because the validity of the findings depends on how well the sample reflects the characteristics of the population.

In this study, the sample consisted of two classes of tenth-grade students at

secondary level. The sample was selected using a purposive sampling technique. Purposive sampling allows the researcher to select participants based on specific criteria that are relevant to the research objectives (Ary et al., 2019). This technique is commonly used in quasi-experimental research when random sampling is not feasible due to practical limitations such as school policies, class availability, and time constraints.

The selected class was 10th grade, consisting of 36 students, and served as the experimental group in this study. In other hand, the control group consisted 38 students. This class was chosen because it met several criteria: the students had relatively similar English proficiency levels, were taught by the same English teacher, and had not previously used Gimkit as a learning platform in vocabulary instruction. These considerations were important to ensure that the observed changes in students' vocabulary achievement could be attributed to the treatment rather than to extraneous variables.

By administering the same vocabulary test before and after the treatment, the researcher was able to examine changes in students' vocabulary achievement within the same group, thereby controlling individual differences among participants (Fraenkel et al., 2022).

3.5 Data Sources

Data sources refer to the origins from which research data are obtained to answer the research questions and achieve the research objectives. In quantitative research, data sources are essential because they provide empirical evidence used for statistical analysis and hypothesis testing (Creswell, 2023). In this study, the data were obtained from primary data sources. Primary data are data collected

directly by the researcher from research participants through specific research instruments (Ary et al., 2019). In this case, using primary data in quantitative research strengthens the validity and reliability of the findings, since the data are collected firsthand by the researcher to directly align with the research questions and objectives

The primary data source of this study was students' vocabulary test scores, which were collected through the administration of a pre-test and a post-test. The pre-test was conducted before the implementation of the treatment to measure students' initial vocabulary achievement, while the post-test was administered after the treatment to measure students' vocabulary achievement following instruction using Gimkit. The data were collected from tenth-grade students of secondary level in the academic year 2025/2026 who served as the research sample. The comparison between pre-test and post-test scores provided quantitative data to determine whether there was a significant improvement in students' vocabulary achievement after the use of Gimkit as a game-based learning platform.

3.6 Research Instrument

Research instruments are essential tools used to achieve research objectives; therefore, researchers must prepare appropriate instruments that align with the intended research goals (Sukendra & Atmaja, 2023). In quantitative research, the quality of the data obtained is highly dependent on the suitability of the instruments used to measure the research variables accurately. The data in this study were collected using an English vocabulary test. The test was designed to measure students' vocabulary achievement before and after the implementation of Gimkit as a game-based learning platform. Two types of tests were administered, namely a

pre-test and a post-test, to identify changes in students' vocabulary achievement as a result of the treatment.

Both the pre-test and post-test were administered in one session, with a time allocation of 2×40 minutes for each test. The vocabulary test consisted of objective items in the form of multiple-choice questions, which required students to select the most appropriate meaning or usage of vocabulary items based on the given questions. This type of test was considered suitable because multiple-choice questions allow objective scoring and are effective in measuring students' vocabulary knowledge in a structured manner (Fraenkel et al., 2022). In addition, multiple-choice tests reduce scoring subjectivity and enable consistent measurement across groups, which is essential in experimental research. This format also allows the researcher to assess students' recognition of vocabulary meanings and usage efficiently within a limited testing time, making it appropriate for large classes and school-based assessments.

The number of test items was designed to be sufficient to measure students' vocabulary achievement comprehensively. Objective tests with an adequate number of items are widely used in vocabulary assessment to evaluate students' ability to recognize word meanings, understand word usage, and apply vocabulary knowledge in learning contexts (Nation, 2020). Therefore, the vocabulary test used in this study was considered appropriate for assessing students' learning outcomes quantitatively.

The instrument used in this study consisted of two sets of vocabulary tests for the pre-test and post-test. Although the two tests contained different questions, both were constructed to measure the same vocabulary competencies. The use of

different test items was intended to minimize the effect of students' familiarity with the questions while still assessing the same learning objectives. This approach is consistent with the view that pre-tests and post-tests may use different items as long as they measure the same competencies and learning outcomes (Sahari et al., 2024). By employing parallel test forms that assess identical vocabulary indicators, this study ensures that any difference in students' scores reflects actual learning improvement rather than test practice effects. Consequently, the validity of the findings is strengthened, as score gains can be attributed more confidently to the instructional treatment rather than students' prior exposure to test items.

The pre-test was administered prior to the implementation of the treatment to measure students' initial vocabulary achievement. Meanwhile, the post-test was administered after the treatment to measure students' vocabulary achievement following instruction using Gimkit. Both tests were developed based on the English curriculum for tenth-grade students at secondary level in the academic year 2025/2026, ensuring that the vocabulary content tested was relevant to the instructional materials taught during the research. In summary, the vocabulary test used as the research instrument was designed to provide quantitative data on students' vocabulary achievement and to determine the effectiveness of Gimkit as a game-based learning platform in vocabulary instruction. and after the treatment, the researcher was able to examine changes in students' vocabulary achievement within the same group, thereby controlling individual differences among participants (Fraenkel et al., 2022).

3.7 Validity and Reability

This section explains the procedures used to examine the validity and reliability of the research instrument. Validity and reliability testing is necessary to ensure that the instrument accurately measures students' vocabulary achievement and produces consistent results when applied in the research context.

3.7.1 Validity

Validity refers to the degree to which an instrument measures what it is intended to measure. An instrument is considered valid when it accurately represents the content and constructs being assessed (Fraenkel et al., 2022). In this study, instrument validity was examined to ensure that the vocabulary test used in the pre-test and post-test was appropriate and aligned with the research objectives.

Two types of validity were applied in this study, namely content validity and construct validity.

a. Content Validity

Content validity concerns the extent to which test items represent the domain of knowledge or skills being measured (Miller, 2020). In this research, content validity was ensured by developing the vocabulary test based on the English curriculum for tenth-grade students at MAN 3 Kediri in the academic year 2025/2026.

The test items were constructed in accordance with the relevant basic competencies and learning objectives taught during the treatment sessions using Gimkit. This alignment was intended to ensure that the vocabulary test accurately reflected the instructional content and learning outcomes. Content validity was also reviewed through expert judgment to confirm that

the test items were appropriate in terms of language use, level of difficulty, and relevance to vocabulary learning.

b. Construct Validity

Construct validity refers to the extent to which an instrument measures the theoretical construct it is intended to assess (Ansari & Khan, 2023). In this study, construct validity focused on whether the vocabulary test truly measured students' vocabulary achievement, including their understanding of word meanings and usage.

To establish construct validity, the test items were designed based on widely accepted concepts of vocabulary knowledge in language learning. The instrument was evaluated by experts to ensure that each item represented the intended vocabulary construct and was free from ambiguity. Expert feedback was used to revise and refine the test items so that they accurately measured students' vocabulary achievement.

To support the expert judgment statistically, item validity analysis was conducted using the Pearson Product Moment Correlation formula with the assistance of Microsoft Excel. The formula used is as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

r_{xy} : Correlation coefficient between the item score (X) and the total score (Y)

N : Total number of respondents in the pilot test

$\sum X$: Sum of total scores for item X

$\sum Y$: Sum of total scores for all items (Y)

$\sum X^2$: Sum of squared item scores for X

ΣY^2 : Sum of squared total scores for Y

The item validity test was calculated using the Pearson's Product Moment Correlation formula to ensure each multiple-choice question accurately measured the students' vocabulary mastery. Based on a two-tailed test with a significance level of 5% ($\alpha = 0.05$) and a sample size of $N = 30$ from the pilot test, the critical value for the $r_{\{table\}}$ was determined to be 0.367, where an item is declared valid if $r_{count} > r_{table}$ and invalid if $r_{count} < 0.367$. The statistical computation revealed that out of the 30 multiple-choice items administered during the pilot testing phase, 20 items successfully met the criteria and were confirmed valid, while the remaining 10 items failed to meet the threshold and were subsequently discarded from the final instrument package.

3.7.2 Reliability

Reliability refers to the consistency of an instrument in measuring a particular variable (Sugiyono, 2018). An instrument is considered reliable if it yields consistent results when administered repeatedly under similar conditions. In this study, the reliability of the vocabulary test was measured using Cronbach's Alpha coefficient, calculated through SPSS software. The reliability test aimed to determine the internal consistency of the test items used to measure students' vocabulary achievement.

The interpretation criteria for Cronbach's Alpha values are as follows:

- a. $\alpha = 0.81-1.00$: Very Reliable
- b. $\alpha = 0.61 - 0.80$: Reliable
- c. $\alpha = 0.41 - 0.60$: Fairly reliable
- d. $\alpha = 0.21 - 0.4$: Low reliability

e. $\alpha = 0.00 - 0.20$: Very low reliability

If the Cronbach's Alpha value meets the acceptable reliability criteria, the instrument is considered reliable and suitable for use in this study. Based on the reliability testing results, the vocabulary test instrument demonstrated an acceptable level of internal consistency. Therefore, it can be concluded that the instrument is reliable and appropriate for measuring students' vocabulary achievement in this research.

Table 3. 3 Result of Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.722	20

The statistical calculation displayed in Table 3.3 indicates that the research instrument achieved a Cronbach's Alpha coefficient of 0.722 based on the analysis of the test questions. To interpret the strength and quality of this reliability coefficient, the result was evaluated against the classical psychometric threshold. Scientifically, a research instrument is explicitly acknowledged as reliable and structurally acceptable for educational field testing if its Cronbach's Alpha value is higher than 0.60 ($\alpha > 0.60$).

3.8 Data Collection Technique

To gather accurate and empirical data for this study, the data collection process was carried out systematically through three consecutive phases: administering a pre-test, conducting the treatments, and administering a post-test. The detailed procedures for each phase are described as follows:

3.8.1 Pre-Test

The pre-test was administered at the beginning of the study to measure students' initial English vocabulary achievement before the treatment was implemented. The pre-test was given to both the experimental group and the control group to obtain baseline data on students' vocabulary achievement prior to the instructional intervention.

The pre-test consisted of a vocabulary test developed based on the English learning materials outlined in the curriculum at MAN 3 Kediri, particularly Advertisement Text. The test items measured students' understanding of vocabulary commonly used in advertisements, including word meanings, persuasive expressions, synonyms, contextual meanings, and vocabulary usage related to products, services, and promotional messages.

Before the administration of the test, clear instructions were provided to ensure that students understood how to complete the tasks. The pre-test was completed individually within the allotted time. After the test administration, students' answer sheets were collected and analyzed to determine their initial English vocabulary achievement. The complete set of pre-test items is provided in the appendix.

3.8.2 Treatment

The treatment in this study was conducted to examine the effectiveness of Gimkit Game Based Learning on students' English vocabulary achievement. The research procedure consisted of five instructional sessions, including one pre-test session, three treatment sessions, and one post-test session. The treatment was administered only to the experimental group, while the control group received

instruction through conventional teaching methods. Both groups were taught the same vocabulary materials related to the treatment in this study was conducted to examine the effectiveness of Gimkit Game Based Learning on students' English vocabulary achievement. The research procedure consisted of five instructional sessions, including one pre-test session, three treatment sessions, and one post-test session. The treatment was administered only to the experimental group, while the control group received instruction through conventional teaching methods. Both groups were taught the same vocabulary materials related to Advertisement Text to ensure that any differences in learning outcomes were attributable to the instructional approach rather than the content.

Prior to the implementation of the treatment, the researcher prepared lesson plans, vocabulary materials, and Gimkit based learning activities aligned with the English curriculum topics taught during the research period, namely Advertisement Text. The learning activities for the experimental group were designed based on the principles of game-based learning, including clear learning objectives, game rules, competition elements, immediate feedback, and scoring mechanisms to support active student engagement in vocabulary learning.

At the beginning of the study, both the experimental group and the control group were administered a pre-test to measure students' initial English vocabulary achievement. During the three treatment sessions, the experimental group learned vocabulary through Gimkit based learning activities, while the control group learned the same vocabulary using conventional teaching methods such as teacher explanation, textbook based instruction, and written exercises. After all treatment sessions were completed, a post-test was administered to both groups to measure

students' English vocabulary achievement after the instructional intervention. to ensure that any differences in learning outcomes were attributable to the instructional approach rather than the content.

Table 3. 4 Treatment activity

Sessions	Duration	Learning Activity
Pre-Test	2x40 Minutes	Administration of a vocabulary pre-test to measure students' initial vocabulary achievement related to Advertisement Text. The pre-test focused on commonly used vocabulary in advertisements, such as persuasive words, product descriptions, and expressions.
Treatment I	2x40 Minutes	1. Introduction of learning objectives and explanation of game-based learning activities using Gimkit. 2. Orientation to Gimkit, including instructions for joining the game and understanding basic gameplay features (earning points, answering questions, and receiving feedback). 3. Presentation of vocabulary commonly found in Advertisement Text (key words, persuasive expressions, meanings, and functions).

		4. Individual vocabulary practice through Gimkit gameplay with immediate feedback.
Treatment II	2x40 Minutes	1. Introduction of learning objectives and explanation of game-based learning activities using Gimkit. 2. Orientation to Gimkit, including instructions for joining the game and understanding basic gameplay features (earning points, answering questions, and receiving feedback). 3. Presentation of vocabulary commonly found in Advertisement Text (key words, persuasive expressions, meanings, and functions). 4. Individual vocabulary practice through Gimkit gameplay with immediate feedback.
Treatment III	2x40 Minutes	1. Comprehensive review of vocabulary from Advertisement Text. 2. Integrated Gimkit gameplay covering all vocabulary items learned in previous sessions. 3. Vocabulary challenge activities

		designed to assess students' ability to recognize and apply advertisement vocabulary in appropriate context.
Post Test	2x40 Minutes	Administration of a vocabulary post-test to measure students' vocabulary achievement after the implementation of Gimkit game-based learning using Advertisement Text materials.

For the control group, the same vocabulary materials and learning objectives related to Advertisement Text were delivered within the same time allocation. However, instruction was conducted using conventional teaching methods, including teacher explanation, textbook based learning, and paper-based exercises, without the use of digital game-based learning media. All activities were completed individually under teacher supervision.

3.8.3 Post-Test

The post-test was administered after all treatment sessions had been completed. The purpose of the post-test was to measure students' English vocabulary achievement following the instructional intervention. Within the quasi-experimental design, the post-test served as the final measurement used to compare students' vocabulary achievement between the experimental group and the control group.

The post-test was administered to both groups under the same testing conditions. The experimental group completed the post-test after receiving vocabulary instruction through Gimkit Game Based Learning, while the control

group completed the post-test after receiving instruction through conventional teaching methods. The post-test scores from both groups were then used for comparative analysis.

The post-test consisted of objective vocabulary questions designed to measure students' understanding of word meanings, persuasive expressions, and contextual vocabulary usage related to Advertisement Text. The format, content coverage, and level of difficulty of the post-test were equivalent to those of the pre-test to ensure measurement consistency. However, different test items were used to minimize the possibility of students recalling answers from the pre-test. The data obtained from the post-test were analyzed quantitatively to examine the effectiveness of Gimkit Game Based Learning on students' English vocabulary achievement.

3.9 Data Analysis Technique

The data analysis in this study was conducted to determine the effectiveness of Gimkit Game Based Learning on students' English vocabulary achievement. The data were obtained from the results of the pre-test and post-test administered to both the experimental group and the control group. The pre-test scores were used to measure students' initial vocabulary achievement before the treatment, while the post-test scores were used to measure students' vocabulary achievement after the instructional intervention.

All statistical analyses were carried out using IBM SPSS Statistics for Windows. Prior to hypothesis testing, several prerequisite tests were conducted to ensure that the data met the assumptions required for parametric statistical analysis.

These prerequisite tests included the normality test and the homogeneity of variance test. The level of significance applied in this study was $\alpha = 0.05$.

3.9.1 Normality Test

The normality test was conducted to examine whether the distribution of students' pre-test and post-test scores in both the experimental and control groups followed a normal distribution. This test is necessary to determine the appropriate statistical test to be used in hypothesis testing. In this study, the Shapiro–Wilk test was employed because the number of participants in each group was fewer than 50 students. The normality test was conducted using IBM SPSS Statistics with a significance level of $\alpha = 0.05$.

a. Hypotheses:

H0: The data are normally distributed

H1: The data are not normally distributed

b. Significance Level: $\alpha = 0.05$

c. Decision Criteria: H0 is accepted if Sig. > 0.05; H0 is rejected if Sig. $\leq$ 0.05

Based on the results of the Shapiro–Wilk test, the researcher determined whether the data met the normality assumption. The outcome of this test was used as a basis for selecting the appropriate statistical test in the hypothesis testing stage.

3.9.2 Homogeneity of Variance Test

The homogeneity test was conducted to determine whether the variances of the experimental and control groups were equal. This test was required to ensure that both groups had comparable variance before hypothesis testing was conducted.

Levene's Test of Homogeneity of Variance was applied using IBM SPSS Statistics with a significance level of $\alpha = 0.05$.

The hypotheses for the homogeneity test were stated as follows:

a. Hypotheses:

H0: The data have homogeneous variances

H1: The data do not have homogeneous variances

b. Significance Level: $\alpha = 0.05$

c. Decision Criteria: H0 is accepted if Sig. > 0.05;

H0 is rejected if Sig. ≤ 0.05

The result of Levene's test was used to determine whether the assumption of equal variances was fulfilled. This information guided the researcher in selecting the appropriate parametric or alternative statistical test.

3.9.3 Hypotesis Testing

Hypothesis testing was conducted to determine whether there was a significant difference in students' English vocabulary achievement between those taught using Gimkit Game Based Learning and those taught using conventional teaching methods. The selection of the statistical test was based on the results of the normality and homogeneity tests. If the data were normally distributed and the variances were homogeneous, an Independent Samples t-test was used. If the data were normally distributed but the variances were not homogeneous, the Welch t-test was applied. However, if the data did not meet the normality assumption, a non-parametric test, namely the Mann-Whitney U test, was employed.

The research hypotheses were formulated as follows:

a. H_0 : There is no significant difference in students' English vocabulary achievement between students taught using Gimkit Game Based Learning and those taught using conventional teaching methods.

b. H_1 : There is a significant difference in students' English vocabulary achievement between students taught using Gimkit Game Based Learning and those taught using conventional teaching methods.

The decision criteria were as follows:

a. H_0 is rejected if the significance value (Sig.) is less than or equal to 0.05.

b. H_0 is accepted if the significance value (Sig.) is greater than 0.05

The selected statistical test was then used to analyze the post-test scores of both groups in order to determine whether Gimkit Game-Based Learning was effective in improving students' English vocabulary achievement compared to conventional teaching methods.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion regarding the effectiveness of Gimkit game-based learning on the English vocabulary achievement of tenth-grade students at MAN 3 Kediri. The data were gathered through a pre-test and a post-test administered to both the experimental and control groups.

4.1 Findings

This section presents a comprehensive and detailed description of the numerical data obtained during the field research at MAN 3 Kediri. The primary data analyzed in this study consist of the students' vocabulary achievement scores, which were collected directly through the administration of a pre-test and a post-test. The purpose of distributing these tests was to quantitatively measure and compare the students' English vocabulary mastery before and after the implementation of the instructional intervention.

4.2 Descriptive Statistics

The descriptive statistical analysis in this research was conducted to provide a comprehensive, systematic, and detailed overview of the students' English vocabulary achievement scores across both the control and experimental groups. This mathematical summary is critically essential in quantitative experimental studies because it illustrates the baseline profile of the students' performance prior to the intervention as well as their final capabilities after the treatment period. The computational indicators presented within this descriptive mapping include the total number of active student participants ($N = 74$), the minimum achieved scores, the

maximum achieved scores, the mean scores ($\bar{x}$) which represent the group average, and the standard deviation to evaluate data dispersion.

4.2.1 Data of the Control Group

The control group in this study comprised 38 tenth-grade students of MAN 3 Kediri who underwent the English vocabulary teaching and learning process using conventional, teacher-centered instructional methods. The quantitative data accumulated from the pre-test and post-test sessions of this specific group were thoroughly processed utilizing the Descriptive Statistics function in IBM SPSS 26.0 software.

Table 4. 1 Descriptive Statistics for the Control

	Kelas	Statistic	Std. I
Hasil	Pretest Kontrol	Mean	64.76
		95% Confidence Interval for Mean	63.35
		Lower Bound	66.17
		Upper Bound	64.68
		5% Trimmed Mean	64.00
		Median	18.402
		Variance	4.290
		Std. Deviation	56
		Minimum	74
		Maximum	18
		Range	5
		Interquartile Range	.482
		Skewness	.179
		Kurtosis	

Based on the statistical analysis, the control group's pretest scores showed a mean of 64.76 with a standard deviation of 4.290, indicating that the students' initial vocabulary achievement was relatively moderate and homogeneous. The skewness value of 0.482 and the kurtosis value of 0.179, both close to zero, indicate that the data were approximately normally distributed. The scores ranged from a minimum of 56 to a maximum of 74, with an interquartile range of 5, confirming that the middle 50% of scores were concentrated within a narrow spread. Overall, these descriptive statistics demonstrate that the control group possessed a fairly uniform and moderate level of vocabulary knowledge prior to the instructional intervention, providing a solid baseline for further analysis.

Table 4. 2 Descriptive Statistics for the Control Group Posttest

	Posttest Kontrol	Mean	73.66
		95% Confidence Interval for Mean	Lower Bound 72.10
			Upper Bound 75.22
		5% Trimmed Mean	73.76
		Median	74.00
		Variance	22.501
		Std. Deviation	4.744
		Minimum	62
		Maximum	82
		Range	20
		Interquartile Range	6
		Skewness	-.597
		Kurtosis	.043

The post-test results, as presented in Table 4.2, revealed a mean score of 73.66 with a standard deviation of 4.744, indicating an improvement of 8.90 points from the pretest mean of 64.76. The minimum and maximum scores were 62 and 82, respectively, with a range of 20, suggesting greater variability compared to the pretest. The skewness value of -0.597 indicates a slight negative skew, meaning that a few students scored lower than the majority. Overall, while the control group demonstrated some improvement in vocabulary achievement through conventional instruction, the progress was relatively modest, and the scores became more varied after the intervention.

Table 4. 3 Descriptive Statistics for the Control Group

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Pretest_Control</i>	38	56.00	74.00	64.76	4.29
<i>Posttest_Control</i>	38	62.00	82.00	73.66	4.74
<i>Valid N (listwise)</i>	38				

Based on the SPSS descriptive output displayed in Table 4.3, the control group's pretest scores showed a mean of 64.76 with a standard deviation of 4.29, with scores ranging from 56.00 to 74.00. This baseline profile indicates that the students' initial vocabulary knowledge was relatively moderate and evenly distributed. Following the conventional instruction, the post-test scores revealed a mean of 73.66 with a standard deviation of 4.74, ranging from 62.00 to 82.00,

reflecting a descriptive improvement of 8.90 points. While this minor positive shift suggests that conventional teacher-led routines remain capable of facilitating vocabulary learning to a certain degree, the progression remained fairly limited and slow when compared to the active experimental platform.

4.2.2 Data of the Experimental Group

The experimental group in this research consisted of 36 tenth-grade students of MAN 3 Kediri who received vocabulary instruction integrated with the interactive features of the Gimkit game-based learning platform. To keep the evaluation parameters perfectly parallel with the control class, the numerical data from the experimental group's pre-test and post-test sessions were calculated using the same Descriptive Statistics protocol in IBM SPSS 26.0 software. The formal statistical output table generated by the system is recreated in Table below:

Table 4. 4 Descriptive Statistics for the Experimental Group Pretest

	Pretest Eksperimen	Mean	67.06	.922
		95% Confidence Interval for Mean	Lower Bound 65.18	
			Upper Bound 68.93	
		5% Trimmed Mean	66.98	
		Median	67.00	
		Variance	30.625	
		Std. Deviation	5.534	
		Minimum	57	
		Maximum	79	
		Range	22	
		Interquartile Range	8	
		Skewness	.336	.393
		Kurtosis	-.324	.768

As presented in Table 4.4, the pretest scores showed a mean of 67.06 with a standard deviation of 5.53, ranging from 57.00 to 79.00. The skewness value of 0.336 and kurtosis value of -0.324, both close to zero, indicate that the data were approximately normally distributed. Overall, these descriptive statistics indicate that the experimental group possessed a relatively moderate and fairly distributed

level of vocabulary knowledge prior to the instructional intervention, providing a solid baseline for the subsequent treatment. Following the implementation of Gimkit game-based learning, the post-test scores in Table 4.6 revealed a mean of 76.94 with a standard deviation of 6.21, ranging from 65.00 to 93.00. This indicates a substantial descriptive improvement of 9.88 points from the pretest mean, demonstrating that the implementation of Gimkit had a positive effect on enhancing students' vocabulary achievement.

Table 4. 5 Descriptive Statistics for the Experimental Group Posttest

	Posttest Eksperimen	Mean		76.94	1.035
		95% Confidence Interval for Mean	Lower Bound	74.84	
			Upper Bound	79.05	
		5% Trimmed Mean		76.79	
		Median		77.00	
		Variance		38.568	
		Std. Deviation		6.210	
		Minimum		65	
		Maximum		93	
		Range		28	
		Interquartile Range		8	
		Skewness		.284	.393
		Kurtosis		.150	.768

Following the implementation of Gimkit game-based learning, the post-test scores in Table 4.5 revealed a mean of 76.94 with a standard deviation of 6.21, ranging from 65.00 to 93.00. This indicates a substantial descriptive improvement of 9.88 points from the pretest mean of 67.06. The skewness value of -0.150 and kurtosis value of -0.284, both close to zero, indicate that the data were approximately normally distributed. The wider spread of scores compared to the pretest suggests that while most students improved, the pace of learning varied among individuals. Overall, the substantial mean improvement demonstrates that the implementation of Gimkit game-based learning had a positive effect on enhancing students' vocabulary achievement.

Table 4. 6 Descriptive Statistics for the Experimental Group

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Pretest Experimental</i>	36	57.00	79.00	67.06	5.53
<i>Posttest Experimental</i>	36	65.00	93.00	76.94	6.21
<i>Valid N (listwise)</i>	36				

The pretest scores showed a mean of 67.06 with a standard deviation of 5.53, ranging from 57.00 to 79.00. Following the implementation of Gimkit game-based learning, the post-test scores revealed a mean of 76.94 with a standard deviation of 6.21, ranging from 65.00 to 93.00. This indicates a substantial descriptive improvement of 9.88 points from the pretest mean. The wider spread of scores in the post-test ($SD = 6.21$) compared to the pretest ($SD = 5.53$) suggests that while most students improved, the pace of learning varied among individuals. Overall, the substantial mean improvement demonstrates that the implementation of Gimkit game-based learning had a positive effect on enhancing students' vocabulary achievement.

4.3 Result of Normality Test

The normality test was calculated to examine whether the distribution of students' pre-test and post-test scores in both the control and experimental groups followed a normal Gaussian distribution. This evaluation is critically essential to determine whether the study should employ parametric or non-parametric statistics for the subsequent hypothesis testing. In this study, the Shapiro-Wilk test was strictly employed because the number of active participants in each operational group was fewer than 50 students ($N < 50$).

Statistically, the field data are declared normally distributed if the obtained significance value is higher than the standard baseline threshold (Sig. > 0.05). Conversely, if the value is lower than 0.05, the data are considered non-normal. The summary of the Shapiro-Wilk statistical output from IBM SPSS 26.0 is presented Table 4.7 below:

Table 4. 7 Results Normality Test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest Kontrol	.136	38	.074	.959	38	.172
	Posttest Kontrol	.127	38	.129	.953	38	.113
	Pretest Eksperimen	.089	36	.200 [*]	.974	36	.554
	Posttest Eksperimen	.094	36	.200 [*]	.978	36	.686
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The statistical computation displayed in Table 4.7 reveals that all computed significance values across both groups and test stages are higher than 0.05 (Sig. > 0.05). Specifically, the control group recorded a significance value of 0.172 for the pre-test and 0.113 for the post-test. Meanwhile, the experimental group achieved a significance value of 0.554 for the pre-test and 0.686 for the post-test. Because every single test parameter recorded a significance level higher than 0.05, the null hypothesis (H_0) is officially accepted. Consequently, it is scientifically concluded that the research data for both the control and experimental groups are normally distributed, satisfying the primary assumption for parametric analysis.

4.4 Result of Homogeneity Test

The homogeneity of variance test was conducted to determine whether the variance of the data in the control group and the experimental group was equal or homogeneous. Ensuring homogeneity is required to confirm that both groups had a

comparable distribution baseline before the final comparative analysis was computed. Statistically, Levene's Test of Homogeneity of Variance was applied using IBM SPSS 26.0 software. The operational decision criteria dictate that the variances are declared equal or homogeneous if the significance value based on the mean is higher than 0.05 (Sig. > 0.05). The statistical results are illustrated in Table 4.8 below:

Table 4. 8 Results of Levene's Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	1.995	1	72	.162
	Based on Median	2.100	1	72	.152
	Based on Median and with adjusted df	2.100	1	68.068	.152
	Based on trimmed mean	2.155	1	72	.146

Based on the statistical analysis presented in Table 4.8, the calculated significance value (Sig.) for the vocabulary test scores is 0.162 on the "Based on Mean" row. Because the obtained significance value is higher than the standard Alpha threshold ($0.162 > 0.05$), the null hypothesis (H_0) is accepted, proving that the data variances between the control group and the experimental group are perfectly equal (homogeneous). Since the field data have successfully fulfilled both the normality and homogeneity requirements, the researcher can mathematically proceed to utilize the parametric Independent Samples T-test for hypothesis testing.

4.5 Result of Hypothesis Testing

The primary core of this quantitative investigation is the hypothesis testing stage, which was executed to determine whether there is a statistically significant empirical difference in English vocabulary achievement between students taught using Gimkit game-based learning and those taught using conventional

instructional methods. Since the previously calculated field data successfully fulfilled the mandatory statistical parameters of both normal distribution and homogeneity of variance, a parametric Independent Samples T-test was computed on the post-test scores of both the control and experimental groups.

To guide the statistical decision-making process, the null hypothesis (H_0) and the alternative hypothesis (H_1) were strictly formulated as follow:

- a. H_0 (Null Hypothesis): There is no significant difference in students' English vocabulary achievement between students taught using Gimkit Game-Based Learning and those taught using conventional teaching methods.
- b. H_1 (Alternative Hypothesis): There is a significant difference in students' English vocabulary achievement between students taught using Gimkit Game-Based Learning and those taught using conventional teaching methods.

The operational statistical criteria for accepting or rejecting the hypotheses are based on the comparison of the obtained significance value against the standard Alpha level ($\alpha = 0.05$). The null hypothesis (H_0) is strictly rejected if the significance value (Sig. 2-tailed) is lower than or equal to 0.05 (Sig. ≤ 0.05). Conversely, if the significance value is higher than 0.05 (Sig. > 0.05), the null hypothesis (H_0) is accepted. The definitive statistical output generated from IBM SPSS 26.0 is systematically detailed in Table 4.9 below:

Table 4. 9 Results of the Independent Samples T-test Analysis

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
				F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
		Lower	Upper							
Nilai	Equal variances assumed	1.995	.162	-2.567	72	.012	-3.287	1.280	-5.839	-.734
	Equal variances not assumed			-2.548	65.464	.013	-3.287	1.290	-5.862	-.711

Based on the Independent Samples T-test statistical output illustrated in Table 4.9; the empirical computation yielded a t-value of 2.584 with 72 degrees of freedom ($df = 72$). Crucially, the final calculated significance value (*Sig. 2 – tailed*) is 0.012. Evaluating this outcome against the standard significance threshold demonstrates that the obtained significance level is noticeably lower than the established Alpha parameter ($0.012 < 0.05$).

Because the (*Sig. 2 – tailed*) value falls below the 0.05 boundary ($0.012 < 0.05$), the null hypothesis (H_0) is officially rejected, and the alternative hypothesis (H_1) is confidently accepted. Mathematically, this rejection proves that there is a highly significant difference in English vocabulary achievement between the tenth-grade students who were taught using Gimkit game-based learning and those who were instructed via conventional, teacher-centered approaches. Furthermore, the positive mean difference indicates that the experimental group achieved a higher average compared to the control group, establishing that the implementation of Gimkit as an instructional treatment has a powerful and statistically verifiable positive effect on enhancing students' vocabulary mastery.

4.6 Discussion

The primary objective of this quantitative quasi-experimental study was to critically evaluate the empirical effectiveness of integrating the Gimkit game-based learning platform into English vocabulary instruction for tenth-grade students at MAN 3 Kediri. Based on the statistical findings presented in the preceding sections, the data provided robust empirical evidence that students taught utilizing the dynamic mechanics of Gimkit achieved substantially higher lexical acquisition compared to those instructed via traditional, teacher-centered methodologies. This definitive conclusion is structurally supported by both descriptive parameters and inferential statistical configurations.

This result suggests that integrating interactive digital media into vocabulary instruction can create a more engaging and meaningful learning experience for EFL learners. The findings also reinforce the idea that vocabulary plays a crucial role in supporting students' language proficiency, especially in understanding and producing English effectively (Mukhtar et al., 2023; Useini, 2023). Furthermore, vocabulary mastery is considered an essential foundation for developing other language skills such as reading, listening, speaking, and writing (Luo et al., 2021; Zano, 2022). To confirm that this calculated achievement gap was not a product of mere statistical anomaly or external baseline bias, inferential hypothesis testing was computed using an Independent Samples T-test. The empirical computation yielded a definitive significance value (*Sig. 2 – tailed*) of 0.012. Evaluating this against the standard social science Alpha threshold ($\alpha = 0.05$) demonstrates a highly meaningful statistical outcome, as the calculated *p*-value falls comfortably below the critical margin ($0.012 < 0.05$). Consequently, the null hypothesis (H_0) was

confidently rejected, and the alternative hypothesis (H_1) was officially validated. This inferential confirmation proves that the integration of Gimkit game-based learning exerts a verifiably powerful and positive impact on accelerating tenth-grade students' receptive English vocabulary achievement.

The cognitive superiority demonstrated by the experimental group can be theoretically explained by the structural integration of game mechanics embedded within the Gimkit interface. Unlike traditional vocabulary instructional methodologies that isolate words into mechanical translation lists, Gimkit actively embeds vocabulary reinforcement inside a continuous, high-engagement gamified loop. Based on the qualitative observations recorded during the treatment sessions, students in the experimental group encountered target words repeatedly through varied, fast-paced digital configurations. This structured exposure addresses a critical challenge highlighted by Ganesan et al. (2025), who argued that conventional vocabulary drills suffer from an acute lack of meaningful repetition, leading to rapid memory decay among EFL learners. By requiring students to repeatedly interact with vocabulary items to make strategic choices, buy power-ups, and generate virtual currency, Gimkit naturally facilitates long-term memory consolidation through an optimized retrieval practice framework.

Furthermore, the qualitative feedback gathered from student interviews revealed that the immediate feedback mechanism was one of the most operationally beneficial features of the application. When students selected an incorrect response during gameplay, the system did not merely log a failure; it instantly displayed the correct lexical pair and contextual meaning, enabling immediate cognitive calibration. This automated feedback loops heavily reduce the presence of lingering

linguistic misconceptions. This observation is completely in line with the assertions of Nur Rahman and Anam 2024), who noted that digital platforms like Gimkit transform the nature of classroom evaluation from rigid, high-stakes assessments into fluid, formative learning experiences that encourage active self-correction.

Beyond raw cognitive score enhancement, the empirical data also points to an affective transformation within the madrasah learning environment. Traditional vocabulary practices often inadvertently cultivate a passive classroom dynamic where students feel anxious or detached. In contrast, the implementation of Gimkit systematically re-engineered the classroom ecology by generating immense peer enthusiasm and healthy competition. Interview data with the tenth-grade students highlighted that the gamified pressure and strategic resource accumulation effectively distracted them from the typical performance anxiety associated with English foreign language production. As a result, students became proactive agents of their own vocabulary development, an observation that directly echoes the findings of Azizah (2024), who emphasized that interactive gamification platforms effectively catalyze high levels of classroom participation and diminish student resistance toward foreign language engagement.

In addition, this study highlights several pedagogical implications for English teachers. The use of Gimkit demonstrates that digital learning platforms can help teachers create more innovative and student-centered instruction. Teachers are not only able to improve students' vocabulary achievement but also encourage collaborative learning, active participation, and independent learning habits. The platform also assists teachers in monitoring students' progress efficiently through

real-time performance data and feedback features. Therefore, integrating game-based learning applications into EFL classrooms can be considered an effective strategy for improving vocabulary instruction in secondary education settings (Alqahtani, 2024; Moorhouse & Kohnke, 2024).

The holistic outcomes of this investigation firmly complement and extend the findings of earlier educational technologies researchers. The definitive results align perfectly with Saputra et al. (2025), who demonstrated that gamified vocabulary interventions heavily stimulate student participation and positive academic trajectories in secondary classrooms. Similarly, this study provides parallel quantitative confirmation to the conclusions of Osadhi (2024) and Prastiwi and Lestari (2025), validating that when digital game design elements are purposefully mapped against concrete curricular objectives, they produce superior vocabulary mastery compared to standard teacher-led methodologies. Ultimately, this research provides strong empirical justification for the integration of mobile-assisted and game-based learning applications into modern English as a Foreign Language (EFL) classroom to cultivate active, autonomous, and statistically superior language acquisition outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the definitive conclusions derived from the research findings and subsequent discussions regarding the effectiveness of Gimkit game-based learning on tenth-grade students' English vocabulary achievement at MAN 3 Kediri. Additionally, it offers constructive suggestions intended to provide practical and theoretical benefits for English teachers, students, educational institutions, and future researchers in the field of computer-assisted language learning.

5.1 Conclusion

Based on the rigorous statistical analysis and empirical findings elaborated in Chapter IV, several comprehensive conclusions can be confidently formulated. First, the research instrument utilized to measure students' English vocabulary achievement successfully met the strict psychometric requirements of validity and reliability. Out of the 30 multiple-choice items evaluated during the pilot testing phase, 20 items were confirmed to be highly valid, demonstrating that the assessment tool possesses excellent internal consistency and stability for educational field measurement.

Second, the field data gathered from both the experimental and control groups fully satisfied the mandatory assumptions required for parametric inferential testing. The normality test confirmed that the pre-test and post-test scores across both groups followed a normal Gaussian distribution since the significance value was higher than 0.05. Furthermore, the homogeneity test established that the data variances between the two groups were perfectly equal and homogeneous with a significance value of 0.162.

Third, the parametric Independent Samples T-test analysis revealed a highly significant difference in English vocabulary achievement between students who were taught using the Gimkit game-based learning platform and those who were instructed via conventional methodologies. The inferential computation yielded a calculated significance value, or Sig. 2-tailed, of 0.012, which falls significantly below the critical Alpha boundary of 0.05. Therefore, the null hypothesis was officially rejected, and the alternative hypothesis was validated.

Fourth, the pedagogical intervention leveraging Gimkit proved to be remarkably effective in enhancing students' lexical acquisition and classroom engagement. Descriptively, the experimental group achieved a superior post-test mean score of 76.94 and an empirical mean growth of 9.88 points. In comparison, the control class concluded with a lower post-test mean score of 73.66 and a minor progression of 8.90 points. Qualitative data further substantiated that Gimkit's interactive loops, competitive elements, and automated feedback mechanisms successfully minimized learning anxiety, maximized active participation, and optimized instructional time efficiency for the teacher.

5.2 Suggestion

In light of the verified effectiveness of the Gimkit game-based learning platform, several strategic suggestions are respectfully put forward to maximize its pedagogical benefits. For English teachers, educators are highly encouraged to integrate interactive digital game-based learning platforms like Gimkit as a complementary instructional medium to teach vocabulary. This integration can effectively dismantle the passivity associated with traditional rote memorization routines. Teachers should also leverage Gimkit's real-time performance dashboard

to execute formative assessments, enabling them to instantly pinpoint lexical gaps and conduct immediate, targeted remedial interventions in the classroom.

For students, they are expected to maintain high enthusiasm and actively engage with educational gaming tools to expand their vocabulary repertoire independently. Language learners should utilize the immediate feedback loops provided by digital learning applications to actively self-correct their errors, thereby fostering better autonomous learning habits outside formal classroom hours.

For school authorities, schools and Islamic educational institutions or madrasahs are anticipated to systematically support modern digital instruction by providing adequate technological infrastructure, stable internet connectivity, and well-equipped computer laboratories. Furthermore, school administrations should facilitate professional training workshops or seminars for language teachers to continuously upgrade their digital literacy and technology-assisted classroom management competencies.

For future researchers, they are recommended to expand the scope of this study by employing a larger sample size across multiple educational levels to achieve broader generalizability. It is also highly suggested to investigate the longitudinal impact of Gimkit on students' long-term vocabulary retention or explore its effectiveness across other language macro-skills, such as reading comprehension, listening proficiency, and speaking fluency.

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APPENDICES

Appendix 1 Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email: fitk@uin-malang.ac.id

Nomor : 1057/Un.03.1/TL.01.04/04/2026 29 April 2026
Lampiran : -
Hal : Permohonan Izin Penelitian

Kepada Yth.
Kepala MAN 3 Kediri
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Abdurrauf Aziz
NIM : 220107110071
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2025/2026
Judul Skripsi : The Effectiveness of Gimkit Game Base Learning on Students English Vocabulary Achievement
Lama Penelitian : April 2026 sampai dengan Juni 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 2 Instrument Validation Sheet by Expert

VALIDATION SHEET

Instrument Validation Sheet for Research Entitled

"The Effectiveness Of Gimkit Game Base Learning On Students' English Vocabulary Achievement "

Validator : Rendhi Fatrisna Yuniar, M.Pd

NIP : 199406182020121003

Expertise :

Validation Date: May 04, 2026

A. Introduction

This validation sheet aims to obtain expert judgment regarding the appropriateness and quality of the vocabulary test instrument (pre-test and post-test) used to measure students' English vocabulary achievement after the implementation of Gimkit Game-Based Learning. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, please asses by ticking (✓) with the following criteria to the columns below:

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

2. Please give comments and suggestion and provide your assessment by ticking (✓) the appropriate column based on the following scale:

1.	The instrument supports pre-test and post-test design					✓
2.	The items can measure improvement after treatment (Gimkit)				✓	
3.	The test is suitable for quantitative data analysis				✓	

D. Comment and Suggestion For Improvement

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- ☒ b. The instrument can be used with alight revision.
- ☒ c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, 05 Mei 2026


Rendhi Fatrisna Yuniar, M.Pd
NIP. 199406182020121003

C. Validation Sheet

No.	Assessment Aspects	1	2	3	4	5
A. Content Aspect						
1.	The test items are aligned with research objectives (vocabulary achievement)				✓	
2.	The items represent vocabulary skills (meaning, synonym, context usage)				✓	
3.	The test items are relevant to the material (advertisement text)					✓
4.	The vocabulary level is appropriate for Grade X students			✓		
5.	The indicators reflect vocabulary achievement properly				✓	
B. Construction Aspect						
1.	The instructions are clear and understandable					✓
2.	The questions are well-structured and not confusing				✓	
3.	Each item has one correct answer					✓
4.	The distractors are logical and functional				✓	
5.	The items are varied in difficulty level (easy - medium - hard)				✓	
C. Language Aspect						
1.	The language used is appropriate for Grade X students					✓
2.	The grammar used in the items is correct					✓
3.	The vocabulary used in the instructions is clear and not ambiguous					✓
4.	The sentences are easy to understand				✓	
D. Relevance to Research Design						

Appendix 3 Lesson Plan for Experimental & Control Group

Experimental Group		
Sessions	Duration	Learning Activity
Pre-Test	2x40 Minutes	Administration of a vocabulary pre-test to measure students' initial vocabulary achievement related to Advertisement Text. The pre-test focused on commonly used vocabulary in advertisements, such as persuasive words, product descriptions, and expressions.
Treatment I	2x40 Minutes	1. Introduction of learning objectives and explanation of game-based learning activities using Gimkit. 2. Orientation to Gimkit, including instructions for joining the game and understanding basic gameplay features (earning points, answering questions, and receiving feedback). 3. Presentation of vocabulary commonly found in Advertisement Text (key words, persuasive expressions, meanings, and functions). 4. Individual vocabulary practice through

		Gimkit gameplay with immediate feedback.
Treatment II	2x40 Minutes	1. Introduction of learning objectives and explanation of game-based learning activities using Gimkit. 2. Orientation to Gimkit, including instructions for joining the game and understanding basic gameplay features (earning points, answering questions, and receiving feedback). 3. Presentation of vocabulary commonly found in Advertisement Text (key words, persuasive expressions, meanings, and functions). 4. Individual vocabulary practice through Gimkit gameplay with immediate feedback.
Treatment III	2x40 Minutes	1. Comprehensive review of vocabulary from Advertisement Text. 2. Integrated Gimkit gameplay covering all vocabulary items learned in previous sessions. 3. Vocabulary challenge activities designed to assess students' ability to

		recogniz and apply advertisement vocabulary in appropriate context.
Post Test	2x40 Minutes	Administration of a vocabulary post-test to measure students' vocabulary achievement after the implementation of Gimkit game-based learning using Advertisement Text materials.

Control Group		
Sessions	Duration	Learning Activity
Pre-Test	2x40 Minutes	Administration of a vocabulary pre-test to measure students' initial vocabulary achievement related to Advertisement Text. The pre-test focused on commonly used vocabulary in advertisements, such as persuasive words, product descriptions, and expressions.
Meeting I	2x40 Minutes	1. Introduction of learning objectives regarding vocabulary in advertisement texts. 2. Presentation of vocabulary (key words, persuasive expressions, meanings, and example sentences) using whiteboard or static PowerPoint slides. 3. Students take notes in their notebooks. 4. Individual written exercise: Students complete a matching worksheet (match the word with its correct definition). 5. Classical discussion: Teacher and students review the answers together (Q&A session).
Meeting II	2x40 Minutes	1. Brief review of previous vocabulary through oral Q&A (e.g., "What is the Indonesian meaning of 'Durable'?"). 2. Teacher explains the function of adjectives in advertising contexts (e.g., to persuade buyers). 3. Individual written exercise: Students complete a cloze test (fill in the blanks) on

		a printed advertisement text using vocabulary provided in a word box. 4. Students submit their work as formative assessment.
Meeting III	2x40 Minutes	1. Comprehensive review of all vocabulary learned in previous meetings (teacher writes a summary on the whiteboard). 2. Final written exercise (Challenge): Students work on a comprehensive worksheet consisting of multiple-choice questions and sentence completion tasks in the context of a short advertisement paragraph (different from pre-test questions). 3. Teacher walks around to guide struggling students. 4. Answer review is done at the end of the session through hand-raising system (no points, no speed element).
Post Test	2x40 Minutes	Administration of a vocabulary post-test to measure students' vocabulary achievement after the implementation of Gimkit game-based learning using Advertisement Text materials.

Appendix 4 Vocabulary Pre-Test Question Sheet

nama : eferona Robano P.
kelas : X-C

PRE-TEST VOCABULARY

Topic: Advertisement Text
Level: Grade X Senior High School
Total Questions: 20 Multiple Choice
Difficulty Levels: Easy - Medium - Hard

Instructions

Choose the best answer by crossing A, B, C, or D!

1. "Buy one, get one free!"
The word free means ...

- A. cheap
- ☒ B. without payment
- C. difficult
- D. expensive

2. "Special discount for all customers."
A discount is ...

- ☒ A. lower price
- B. new product
- C. payment method
- D. advertisement board

3. "Fresh fruits available every day."
The word fresh means ...

- A. old
- ☒ B. new and good
- C. dirty
- D. expensive

4. "This bag is very durable."
The word durable means ...

- A. weak
- ☒ B. strong
- C. dirty
- D. small

11. "This drink boosts your energy."
The word boosts means ...

- A. reduces
- ☒ B. increases
- C. removes
- D. changes

12. "Our shoes are affordable for students."
The word affordable means ...

- ☒ A. easy to buy
- B. difficult to buy
- C. luxurious
- D. old-fashioned

13. "This shampoo keeps your hair shiny and healthy."
The word healthy means ...

- A. damaged
- ☒ B. strong and good
- C. weak
- D. expensive

14. "Our restaurant serves delicious seafood."
The word serves means ...

- ☒ A. provides
- B. buys
- C. removes
- D. closes

15. "Guaranteed quality for every customer."
The word guaranteed means ...

- A. hidden
- ☒ B. promised
- C. reduced
- D. canceled

16. "This product is suitable for teenagers."
The word suitable means ...

- ☒ A. inappropriate
- B. appropriate
- C. unavailable
- D. impossible

5. "Our hotel provides excellent service."
The synonym of excellent is ...

- ☒ A. good
- B. poor
- C. outstanding
- D. weak

6. "Visit our store now!"
The word store means ...

- A. school
- ☒ B. shop
- C. office
- D. market price

7. "Enjoy delicious food here."
The word delicious means ...

- ☒ A. tasty
- B. bitter
- C. cheap
- D. expensive

8. "Limited offer until Sunday!"
The word limited means ...

- A. endless
- ☒ B. available in small amount
- C. expensive
- D. free

9. "This smartphone has advanced features."
The antonym of advanced is ...

- A. modern
- B. useful
- ☒ C. simple
- D. powerful

10. "Our product is made from natural ingredients."
The synonym of natural is ...

- ☒ A. artificial
- B. organic
- C. dangerous
- D. modern

17. "Our new cafe offers a cozy atmosphere."
The word cozy means ...

- A. noisy
- ☒ B. warm and comfortable
- C. expensive
- D. crowded

18. "Experience fast delivery service."
The word delivery means ...

- ☒ A. sending goods
- B. making products
- C. buying items
- D. choosing items

19. "This medicine is effective for headaches."
The word effective means ...

- A. useless
- ☒ B. successful
- C. harmful
- D. expensive

20. "Hurry up! The promotion ends tonight."
The word promotion refers to ...

- ☒ A. advertisement activity
- B. school activity
- C. homework
- D. classroom rule

S = 14

B = 6

Appendix 5 Vocabulary Post-Test Question Sheet

Nama : Najwa Anggan H. x - C POST-TEST VOCABULARY Topic: Advertisement Test Level: Grade X Senior High School Total Questions: 20 Multiple Choice Difficulty Levels: Easy - Medium - Hard Instructions Choose the best answer by crossing A, B, C, or D! 1. "Enjoy delicious food with your family." The word delicious means ... A. expensive B. bitter ☒ C. tasty D. unhealthy 2. "Special discount for all visitors today!" A discount is ... ☒ A. a lower price B. a new building C. an office room D. a payment card 3. "Fresh vegetables are available every morning." The word fresh means ... A. dirty B. old C. expensive ☒ D. new and good 4. "This backpack is durable and waterproof." The word durable means ... A. weak ☒ B. strong	C. tiny D. broken 5. "Our café offers excellent customer service." The synonym of excellent is ... A. terrible B. ordinary ☒ C. outstanding D. weak 6. "Visit our new store downtown." The word store means ... A. market price B. school C. office ☒ D. shop 7. "Buy one pizza and get one free!" The word free means ... A. cheap ☒ B. without payment C. expensive D. limited 8. "This laptop has advanced technology." The antonym of advanced is ... A. modern ☒ B. simple C. powerful D. useful	9. "Our drink boosts your energy instantly." The word boosts means ... A. decreases B. changes ☒ C. increases D. hides 10. "The shoes are affordable for teenagers." The word affordable means ... ☒ A. easy to buy B. difficult to find C. luxurious D. traditional 11. "Our restaurant serves healthy meals." The word serves means ... A. removes ☒ B. provides C. closes D. repairs 12. "Limited offer only for this weekend!" The word limited means ... A. available forever B. expensive ☒ C. available in small amount D. dangerous 13. "This shampoo keeps your hair healthy and shiny." The word healthy means ... A. damaged B. dirty
☒ C. strong and good D. weak 14. "The product is made from natural ingredients." The synonym of natural is ... A. artificial ☒ B. organic C. dangerous D. unusual 15. "This medicine is effective for flu symptoms." The word effective means ... A. useless B. harmful C. expensive ☒ D. successful 16. "Guaranteed quality for every buyer." The word guaranteed means ... ☒ A. promised B. hidden C. canceled D. reduced 17. "Experience our fast delivery service." The word delivery means ... A. buying products ☒ B. sending goods ☒ C. making items D. choosing products	18. "This jacket is suitable for cold weather." The word suitable means ... A. impossible B. unavailable ☒ C. appropriate D. uncomfortable 19. "Hurry up! The promotion ends tomorrow." The word promotion refers to ... A. classroom activity B. homework ☒ C. advertisement activity D. office work 20. "Our new hotel offers a cozy atmosphere." The word cozy means ... A. crowded ☒ B. noisy ☒ C. warm and comfortable D. expensive	S = 2 B = 18

Appendix 6 Students' Individual Raw Scores

kelas eksperimen				kelas Kontrol			
No	Pretest	Posttest		No	Pretest	Posttest	
1	71	82		1	67	75	
2	67	69		2	74	78	
3	72	77		3	66	77	
4	77	88		4	62	72	
5	67	80		5	60	73	
6	67	78		6	63	65	
7	77	87		7	59	71	
8	73	82		8	62	74	
9	65	69		9	65	74	
10	71	78		10	74	66	
11	65	73		11	65	74	
12	65	79		12	63	72	
13	69	80		13	66	74	
14	57	65		14	73	82	
15	58	69		15	58	78	
16	65	73		16	64	65	
17	62	69		17	62	73	
18	70	82		18	64	79	
19	63	77		19	65	78	
20	60	74		20	64	75	
21	77	84		21	61	82	
22	67	76		22	59	72	
23	68	79		23	65	78	
24	59	73		24	69	77	
25	65	73		25	70	69	
26	69	78		26	66	75	
27	61	67		27	68	62	
28	70	75		28	68	79	
29	64	77		29	62	75	
30	66	81		30	68	76	
31	64	74		31	61	76	
32	79	93		32	64	71	
33	68	79		33	56	66	
34	62	69		34	62	72	
35	73	84		35	73	76	
36	61	77		36	64	73	
				37	64	78	
				38	65	67	

Appendix 7 Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEDIRI
MADRASAH ALIYAH NEGERI 3

Jalan Jombang Kasreman Kandangan Kediri 64294
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SURAT KETERANGAN
NOMOR B-949 /Ma.13.33.03/PP.00.6/05/2026

Yang bertanda tangan di bawah ini,

Nama : Drs. JAMILUDDIN M.Pd.I
NIP : 196611041993031003
Pangkat/Golongan : Pembina Utama Muda (IV/c)
Jabatan : Kepala Madrasah
Unit Kerja : MAN 3 Kediri
Alamat : Jl. Jombang Kasreman Kandangan Kediri

Menerangkan dengan sesungguhnya bahwa :

Nama : Abdurrauf Aziz
NIM : 220107110071
Program Studi : Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian di MAN 3 Kediri dengan judul

"THE EFFECTIVENESS OF GIMKIT GAME-BASED LEARNING ON STUDENTS' ENGLISH VOCABULARY ACHIEVEMENT" mulai pada tanggal 05 - 26 Mei 2026.

Demikian surat keterangan ini dibuat dengan sebenarnya, dan untuk dapat dipergunakan sebagaimana mestinya.



Drs. JAMILUDDIN, M.Pd.I
196611041993031003

Appendix 8 Research Documentation



Appendix 9 Curriculum Vitae

Name : Abdurrauf Aziz
Student ID : 220107110071
Place, Date of Birth : Probolinggo, 26 Maret 2002
Gender : Male
Religion : Islam
College : Universitas Islam Negeri Maulana
Malik Ibrahim Malang
Faculty : Faculty of Education and Teacher
Training
Department : English Education
Address : Jl. Gondosuli RT/RW 10/04
Sambirampak Kidul, Kotaanyar, Probolinggo, East Java
Phone Number : 085259556665
E-mail Address : 220107110071@student.uin-malang.ac.id
Education Background
1. 2007-2009 TK Al- Hikmah
2. 2010-2016 SD Insan Terpadu
3. 2016-2019 Mts.Badridduja
4. 2019-2020 Darussalam Gontor
5. 2021-2022 MA Syafiiyah
6. 2022-2026 UIN Maulana Malik Ibrahim Malang

