

**ENGLISH VOCABULARY CLUB (EVC) FOR KIDS: THE INTEGRATION
OF GAME-BASED LEARNING IN ENGLISH EXTRACURRICULAR
ACTIVITIES FOR YOUNG LEARNERS**

Best Practice

**Presented to The Department of English Language Education as a Partial
Fulfillment of the Requirements for Obtaining a bachelor's degree in English
Language Education**



Presented by

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FACULTY OF SOCIO AND CULTURAL SCIENCES
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ENGLISH VOCABULARY CLUB (EVC) FOR KIDS: THE INTEGRATION
OF GBL IN ENGLISH EXTRACURRICULAR ACTIVITIES FOR
YOUNG LEARNERS

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Defended before the Examining Panel on 27th of Agustus 2025 and Declared

Acceptable

Board of Examiners

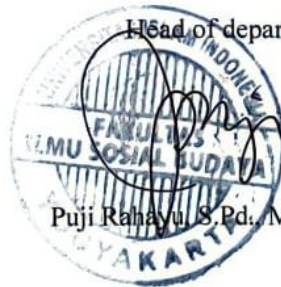
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STATEMENT OF ORIGINALITY

I honestly declare that this best practice English Vocabulary Club (EVC) for kids: the integration of GBL in English extracurricular activities for young learners was originally written by me. This best practice is not to include other people's work except those cited in citations and references, as a scientific work should.

Yogyakarta, 13 Agustus 2025



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MOTTO

"Control what you can, accept what you cannot change."

DEDICATION

Alhamdulillahirabbil'alamin, by expressing gratitude to Allah SWT who has given me mercy, grace and a sound mind, as well as smoothness and protection to the author so that the author is able to complete this thesis. This thesis is dedicated to the people whom the author loves and who are important in his life, especially for:

1. Beloved parents, the author's first love and role model are my father, Hasfiniwyodi and the author's door to heaven is my mother, Melinda Asmarani. They did not have the opportunity to experience education until college, but they managed to educate the author very well from childhood to become the figure he is in today. Thank you endlessly for the abundance of affection and sincere love, never-ending prayers, material, motivation, advice, and attention, as well as the sacrifices given that make the author always grateful to have extraordinary parents and make them the author's biggest motivation in completing this thesis.
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the process of writing this Best Practice, I encountered various challenges, including changing the title up to five times and adjusting the format to align with best practices. Despite facing many obstacles, with help, guidance, and cooperation from various parties, I was able to overcome these challenges. I would like to extend my heartfelt thanks to my supervisor, Miss Anandayu Suri Ardini, S.S., M.A, who has patiently guided, supported, and provided numerous suggestions and corrections, as well as constructive feedback, enabling me to complete this thesis successfully. I also want to thank everyone who has provided motivation, advice, and support, allowing me to finish this thesis well.

I realize that there are still many shortcomings and that this Best Practice is far from perfect. However, I hope that this work can provide benefits and assistance to readers and other researchers. Therefore, any criticism or suggestions for improving this research are greatly appreciated and will be welcomed by me.

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ABSTRACT

This best practice examines the application of game-based learning (GBL) activities to teach English vocabulary to elementary school students. The implementation of GBL principles in vocabulary instruction combines engaging digital games, such as Wordwall and Blooket, with creative activities to create a supportive and interactive learning environment. These activities aim to help students connect vocabulary with real-life experiences through direct exploration and play, strengthening their understanding of new English words. The findings indicate that the game-based learning approach can effectively enhance students' vocabulary acquisition in a fun and engaging way. However, students require intensive support such as repeated practice, clear explanations, and personalized guidance to fully grasp the concept of learning English, highlighting the need for adaptations in teaching to ensure all students are adequately supported. This study provides valuable insights for educators implementing game-based learning (GBL) principles in teaching English vocabulary at the elementary level.

Keywords: Game based learning, English Vocabulary, Intensive Support, Elementary Education

CHAPTER I

INTRODUCTION

1.1 Background of Teaching Practice

Mastery of English vocabulary is a critical component of language learning, particularly for elementary school students. Robust vocabulary not only enhances reading comprehension but also supports speaking, listening, and writing skills (Nation, 2013). In an increasingly globalized world, proficiency in English is essential for both academic success and professional opportunities (Crystal, 2012). However, many elementary students face challenges in retaining and utilizing new vocabulary, often due to traditional teaching methods that lack engagement and interactivity (García, 2014). A significant barrier to effective vocabulary instruction is the lack of student motivation. Many learners perceive conventional methods, such as rote memorization and repetitive exercises, as tedious and uninspiring, especially when combined with limited study time outside of regular class hours. Research indicates that students who are not motivated tend to achieve lower learning outcomes (Ryan, 2000). Therefore, it is crucial to investigate innovative approaches that can boost student motivation and engagement in the vocabulary learning process.

Game-based learning (GBL) has emerged as an innovative and effective approach to enhance vocabulary learning. GBL utilizes game elements to create an enjoyable and interactive learning experience, which can boost student motivation and engagement (Gee, 2020). A previous study has shown that the use of games in education can improve vocabulary retention and reading comprehension (Huang, 2013). By integrating GBL principles such as challenges, instant feedback, and

collaboration, a more enjoyable and effective learning atmosphere for students can be created.

The principles of game-based learning (GBL) include several key elements that can be effectively applied in vocabulary instruction. First, challenges play an important role in motivating students by stimulating competitiveness in the classroom. In vocabulary learning, these challenges can take the form of quizzes, puzzles, or games that require students to actively use new vocabulary in various contexts. Second, instant feedback is a highly valuable aspect of GBL. In games, students often receive immediate feedback on their performance, which helps them understand their mistakes and improve their comprehension (Kebritchi, 2021). Third, collaboration enhances social interaction and learning among students. Group-based vocabulary games encourage peer learning and the development of communication skills. One practical way to implement GBL in vocabulary teaching is through the establishment of an English Vocabulary Club program. This club provides a supportive environment where students can practice and expand their vocabulary through engaging games and activities designed specifically to strengthen their language skills.

The English Vocabulary Club not only provides students with the opportunity to learn new vocabulary but is also designed to create a positive learning environment. Research shows that a positive learning environment can enhance student motivation and academic performance (Ryan, 2000). In such a supportive atmosphere, students feel more comfortable participating in and sharing their opinions. Moreover, since the club's activities are integrated into extracurricular programs outside of mandatory school hours, it offers a more relaxed learning context. In addition, club activities help students develop character and social skills, which are essential in modern education.

Implementing Game-Based Learning (GBL) principles particularly for teaching vocabulary, careful planning is required. First, it is necessary to design activities that are appropriate for the students' proficiency levels and the learning objectives. To encourage student participation, the activities should be as engaging and challenging as possible. The game elements in GBL such as visual stimuli and opportunities for social interaction play a vital role in improving memory retention, as they have a stronger impact on recalling and comprehending information (Stephen, 2012). These elements align with the principle of making learning enjoyable and interactive, which helps sustain students' motivation and engagement throughout the lessons. "Education is not the filling of a pail, but the lighting of a fire" is often attributed to W. B. Yeats. These teaching and learning activities are also accompanied by constructive feedback during and after the sessions to help students understand their progress. The use of GBL has proven effective in developing students' information literacy skills. The use of game-based learning (GBL) has proven effective in developing students' information literacy skills. For instance, Zou et al. (2021) found that digital game-based learning significantly improved students' learning performance, motivation, self-efficacy, and flow experiences in information literacy. Their study showed that collaborative gameplay modes enhanced learning outcomes and engagement, while competitive modes boosted self-efficacy. Similarly, Wu et al. (2015) reported that educational games effectively supported the development of database knowledge, a key component of information literacy. Guo et al. (2017) also demonstrated that role-playing games like "Library Escape" increased students' attention, satisfaction, and perceived usefulness, contributing positively to their information literacy skills. Its benefits include improving language abilities, storytelling skills, problem-solving abilities, and enriching vocabulary. According to Hatiningsih (2019), beyond cognitive

development, the GBL method also enhances self-confidence, promotes effective communication, and boosts creativity. The concept of GBL combines learning with playing, making the process more enjoyable and engaging.

There are various types of games in GBL, ranging from board games to digital games. Digital games leverage technology to present information interactively, thereby enhancing memory and understanding (Ashcroft, 2014). Thanks to technological advancements, teachers now have easier access to tools such as projectors and laptops to prepare and deliver vocabulary lessons using GBL. Digital games are specifically chosen in this context because they offer unique advantages over traditional, non-digital games in vocabulary learning. Unlike conventional games, digital games can provide immediate feedback, adapt to individual learner's pace, and incorporate multimedia elements such as audio, visuals, and interactive tasks that enhance engagement and retention (Gee, 2003). Moreover, digital platforms allow for easy integration of technology already available in classrooms, such as projectors and laptops, making the learning process more efficient and scalable (Prensky, 2001). These features make digital games particularly effective for vocabulary acquisition, as they support multisensory learning and sustain motivation.

In this Article, the teaching activities were carried out during the *Kampus Mengajar* internship program, Batch 7. *Kampus Mengajar* is an initiative organized by the Ministry of Education, Culture, Research, and Technology (KemendikbudRistek). This program is part of the *Merdeka Belajar Kampus Merdeka* (MBKM) initiative, which provides opportunities for university students to learn outside the campus environment for one semester. *Kampus Mengajar* focuses on teaching activities in elementary and junior high schools located in underdeveloped, frontier, and outermost regions (3T areas), with the goal of strengthening the learning process and supporting

schools in improving literacy and numeracy competencies, as well as technological adaptation (Pratiwi et al., 2023).

In this program, university students serve as partners to teachers in strengthening literacy and numeracy instruction and contribute to creativity and innovation in teaching. Students participating in this program are expected to develop leadership abilities, soft skills, character, and to implement the knowledge they have acquired during their studies by improvising it into real-world practice, particularly in promoting education in underdeveloped, frontier, and outermost (3T) regions. In general, *Kampus Mengajar* aims to provide students with opportunities to engage in teaching activities and deepen their academic understanding through support in the learning process at elementary and junior high schools. Specifically, according to Sari et al. (2021), the *Kampus Mengajar* program initiated by KemendikbudRistek aims to improve the equitable distribution of quality basic education, foster empathy and social awareness among students regarding social issues around them and develop cross-disciplinary thinking skills to solve real-world problems. The program also benefits students by honing their leadership, soft skills, and character, while enabling them to collaborate with elementary school teachers to improve education quality and support national development through increased community participation. The target schools for the *Kampus Mengajar* program are those with low literacy and numeracy levels. In the Bangka Belitung Islands Province, the elementary school where the researcher taught was one of the designated schools for the program. My placement lasted for five months, from February 19 to June 9, 2024. This school, located in Lilangan Village, East Belitung Regency, is categorized as a remote elementary school as it is situated in a 3T area. In addition, limited facilities and cultural factors in the school environment serve as barriers, as the local community tends to show little concern for education,

including that of their children. The school's library building is poorly maintained, and the books are in disarray, which discourages students from visiting the library, resulting in low literacy and numeracy skills. Some lower-grade students are still unable to read, while upper-grade students are not yet fluent. Students also have low concentration levels during lessons, often leading to a noisy classroom atmosphere as they do not pay attention to the teacher, instead opting to play or disturb their classmates. Learning at the elementary level plays a crucial role in developing students' abilities, not only in knowledge acquisition but also in skill development. In this context, students' language skills are particularly important.

According to Rahmawati et al. (2022), language enables individuals to express their thoughts and ideas. Language skills comprising reading, writing, speaking, and listening are interconnected. Based on classroom observations and teacher reports at this school, students demonstrate limited literacy skills, such as difficulty in reading comprehension and recognizing new vocabulary, which hinders their ability to learn English vocabulary. Vocabulary mastery can be challenging for some students due to several factors, including learning barriers, lack of exposure to English, low self-confidence, and limited knowledge of effective vocabulary learning strategies (Hidayati, 2019). To enhance students' vocabulary mastery, the researcher developed an English Vocabulary Club program for 4th and 5th grade students. The program, held twice a week, integrates vocabulary instruction with interactive activities and the use of digital tools to support language learning.

CHAPTER II

CONSTRUCT OF TEACHING PRACTICES

2.1. Game Based Learning Method in Teaching Vocabulary to Young EFL Learners

Vocabulary instruction is one of the most important factors in teaching English as a Foreign Language (EFL). A broad vocabulary enables students to communicate more effectively and better comprehend texts. In this context, the Game-Based Learning (GBL) method emerges as an innovative and engaging approach to stimulate student involvement, especially among young learners. GBL integrates game elements into the learning process, which can enhance students' motivation and learning outcomes (Gee, 2003). Game-Based Learning (GBL) is a learning approach that uses games as a tool to achieve educational goals such as improving vocabulary acquisition, enhancing communication skills, increasing student motivation and engagement, promoting long-term vocabulary retention, and reducing anxiety in language learning. According to Hamari et al. (2016), GBL can enhance students' motivation and engagement, as well as provide a more interactive learning experience. In the context of vocabulary instruction, GBL can help students learn in a fun and non-monotonous way. Through games, students can practice new vocabulary in more realistic and relevant contexts. One of the main benefits of GBL is its ability to increase student motivation. According to Prensky (2001), today's younger generation has grown up in an environment rich in technology and games, making them more attracted to interactive learning methods. GBL allows students to learn while playing, which can reduce anxiety and boost their confidence in using new vocabulary. In addition, GBL can also improve vocabulary retention. Research by Barata et al. (2013) shows that students who learn through games tend to retain vocabulary longer compared to

traditional methods. This is due to the deeper and more enjoyable learning experiences, which help students associate new vocabulary with positive experiences.

The implementation of Game-Based Learning (GBL) in vocabulary instruction can be carried out through various types of games, one of which is digital games. Digital games such as *Wordwall* or *Blooket* can be used to introduce new vocabulary and practice spelling skills. Technology-based games, including mobile applications or online games, can attract students' attention and provide a more interactive learning experience (Kapp, 2012). In addition to digital games, traditional games can also be effectively used in vocabulary instruction. These games are not only enjoyable but also enrich the learning experience by providing contextual and social interaction that supports vocabulary acquisition. According to Hamari et al. (2016), GBL can enhance student engagement in an interactive and enjoyable way, thereby facilitating a better understanding of the material being taught. Traditional games, such as "word guessing" or "role-playing" can be used to introduce and practice new vocabulary in a more contextual and social setting (Kirkley, 2005). By leveraging game elements, students can learn vocabulary in a more natural and enjoyable manner, which in turn can improve retention and the use of language in everyday life.

In the context of vocabulary teaching, it is important to choose games that match the students' proficiency levels. According to Suh et al. (2015), games that are too difficult can cause frustration, while games that are too easy may reduce challenge and motivation. Therefore, teachers need to conduct initial assessments to determine appropriate vocabulary and select games that align with students' needs.

Although GBL offers many benefits, there are several challenges that need to be considered. One of them is the need to balance game elements with learning objectives. According to Deterding et al. (2011), an excessive focus on gameplay

elements can distract students from achieving their actual learning goals. Therefore, it is crucial for teachers to carefully design Game-Based Learning (GBL) activities that prioritize vocabulary mastery while still incorporating engaging game features. However, not all students may respond positively to the GBL method; some learners might prefer more traditional and structured approaches to language learning. For this reason, teachers should consider students' individual learning preferences and provide a variety of instructional methods to accommodate diverse needs. By balancing engaging gameplay with clear educational objectives and respecting learner differences, GBL can be implemented more effectively in vocabulary instruction. Hence, it is essential to consider students' learning preferences and offer variety in teaching methods (Baker, 2015). Game-Based Learning offers an engaging and effective approach to teaching vocabulary to young EFL learners. By increasing student motivation and engagement, GBL can help learners acquire new vocabulary in a fun and interactive way. Although there are challenges in its implementation, with careful planning and appropriate game selection, GBL can be a highly valuable tool in vocabulary instruction.

2.2. Process of Teaching Vocabulary and reading to Young EFL Learners Using Game Based Learning

The process of teaching vocabulary and reading to young EFL (English as a Foreign Language) learners has significantly evolved with the integration of Game-Based Learning (GBL). GBL is recognized for its potential to enhance student engagement and motivation, which are critical factors in language mastery (Gee, 2003). One of the main benefits of using GBL in vocabulary teaching is its ability to provide contextualized learning experiences. Common vocabulary teaching methods often rely

on mechanical memorization, which can be less effective for young learners. In contrast, GBL allows students to discuss vocabulary in context, making it more relevant and easier to remember (Kirkley, 2005). In this context, researchers design games that incorporate storytelling or role-playing to help students understand how vocabulary is used in real-life situations, thus improving their comprehension and application of the language. Additionally, GBL encourages collaborative learning, which is crucial for young learners. By engaging in group activities and games, students can teach each other language skills in a social environment, which not only enhances their vocabulary but also their communication skills (Deterding, 2011). The collaborative aspect of GBL aligns with Vygotsky's social constructivist theory, which emphasizes the importance of social interaction in cognitive development (Vygotsky, 1978). In terms of reading instruction, GBL can also be effectively integrated. Research by Chen et al. (2010) shows that using games in reading activities can increase students' motivation to read and improve their reading comprehension skills. Researchers also explore digital games and interactive reading games to make the reading process more engaging, allowing students to absorb vocabulary in context while developing their reading fluency. Furthermore, the use of technology in GBL, such as guessing word cards and digital vocabulary game applications, provides additional resources for young learners. These tools can accommodate various learning styles and preferences, making vocabulary learning more accessible and enjoyable (Higgins, 2012). The incorporation of multimedia elements, such as images and audio, can further enhance vocabulary understanding and retention (Mayer, 2009).

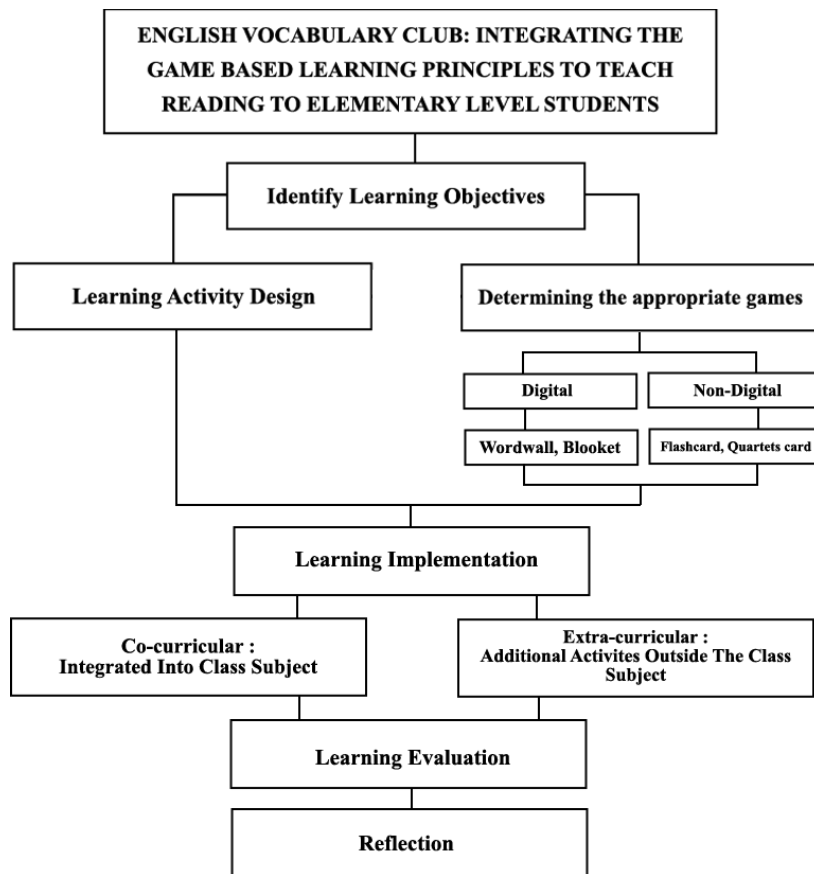


Table 1. Conceptual Framework of teaching practice

CHAPTER III

IMPLEMENTATION OF TEACHING PRACTICE

In implementing the learning program for 4th and 5th grade elementary school students, the researcher focused on the use of games as a medium for teaching vocabulary. This approach was carried out by adopting the Game-Based Learning (GBL) method proposed by James Paul Gee (2003). The GBL method encouraged the researcher to observe, analyze, and prepare relevant material in accordance with the language abilities and characteristics of the students.

In the early stages of learning activities, researchers first observed and identified students' needs and assessed their level of understanding through simple indicators, such as participation in class discussions, ability to answer oral questions, and responses to vocabulary used in daily activities. This approach is not a formal measurement tool, but rather a basis for determining appropriate activities and materials. The results of the observation showed that the level of vocabulary mastery varied among students, but the majority of students in the class had a low level of English proficiency. Based on these results, the researchers determined the scope of the vocabulary list, which was divided into several categories, namely family, school, food, colors, numbers, activities, adjectives, and question words. These were then integrated into various types of educational games designed to support the students' learning process.

These games included interactive visual and audio elements, such as images, music, and other multimedia features, which made learning more interesting and enjoyable for young students. This method also provided greater freedom and creativity for students compared to the limitations of worksheets and printed materials. In addition, this approach indirectly stimulated students who were usually less active in learning and communication activities to become more actively involved in class. At

the same time, it strengthens their understanding of new vocabulary while remaining focused on the overall learning objectives.

Specifically, researchers implemented several games with clear instructions to facilitate vocabulary mastery, utilizing digital platforms such as Wordwall and Blooket to increase interactivity. The games, platforms, instructions, and aims for each game are listed in the following table:

No.	Name	Platform	Instruction	Aim
1.	Word Match Challenge	Wordwall	Students match images with the correct vocabulary words through interactive Wordwall activities.	Students associate words with the correct sounds while engaging in a game environment with instant audio pronunciation and immediate feedback.
2.	Vocabulary Bingo	Blooket	Students answer vocabulary questions based on definitions or images in Blooket.	To enhance students' ability to quickly and accurately recall and understand new vocabulary.
3.	Listening and Writing Contest	Wordwall	Students listen carefully to the words played in the Wordwall writing contest and type the correct vocabulary words within a set time limit.	To help students improve their listening and writing skills at the same time by practicing vocabulary through audio pronunciations.
4.	Story Creator	Flashcard and Wordwall	Students work in groups to write stories using the vocabulary words. The teacher gives them digital flashcards and word lists from Wordwall to help. After writing, students share their stories by speaking to practice and remember the vocabulary.	to help students use vocabulary words meaningfully by creating and sharing short stories.

Through interaction in these games, students form associations between understanding, pronunciation, and meaning. This process is crucial for their development, as they do not learn passively but actively participate in enjoyable activities. After each game session, researchers hold discussion and reflection sessions where students share their experiences and understanding of the concepts learned. The purpose of this reflection is to ensure that students not only memorize vocabulary but also use it meaningfully, especially in their daily lives.

By integrating GBL principles through these structured games and activities enriched by digital platforms such as Wordwall and Blooket, researchers hope that students can improve their reading skills effectively and enjoyably.

3.1. Teaching Preparation

During the learning sessions, the researchers facilitated various interactive and student-centered activities designed to maximize engagement and vocabulary mastery. Rather than repeating the descriptions of the games mentioned earlier, the focus was placed on how these activities were conducted to encourage active participation and meaningful learning.

The sessions began with warm-up or ice-breaking exercises that encouraged students to recall previously learned vocabulary through simple oral questions accompanied by simple games. This helped activate prior knowledge and prepared them for the main activities. After that, students participated in digital games on Wordwall and Blooket, where they practiced vocabulary in a dynamic and competitive environment. The researchers monitored student progress and provided immediate feedback to address difficulties and reinforce correct usage.

In addition to digital games, collaborative tasks such as group storytelling were conducted to develop communication skills and vocabulary usage in context. Students used digital flashcards and vocabulary lists as references, which supported their creativity and confidence in constructing meaningful sentences. These activities were complemented by reflection sessions, where students shared their learning experiences and clarified misunderstandings.

Throughout the learning activities, the researchers emphasized a supportive and motivating atmosphere, encouraging students to take risks and express themselves without fear of making mistakes. This approach aimed to build students' confidence and foster a cheerful outlook towards learning English. By combining structured digital games with interactive and communicative tasks, the learning activities provided a balanced and comprehensive learning experience that was in line with the principles of Game-Based Learning and met the diverse needs of the students.

3.2 Teaching and Learning Activities

In this practice, the researcher organized teaching and learning activities into two sessions: co-curricular learning during regular class hours twice a week, and extra-curricular learning through the English Vocabulary Club (EVC) once a week outside regular hours. The co-curricular sessions involved assistance from subject teachers, focusing on school-prepared lesson plans, textbooks, and worksheets. Although both sessions shared similar goals, EVC activities were more specific and intensive, emphasizing vocabulary enrichment and deeper understanding. EVC provided students with more opportunities to practice vocabulary both individually and in groups, fostering active involvement in the learning process. Each session concluded with evaluation and reflection stages; evaluation measured students' understanding of the

vocabulary learned, while reflection allowed students to contemplate their experiences and identify areas for improvement. Before starting each class, the researcher prepared digital tools such as Chromebooks, laptops, LCD projectors, and speakers to support teaching through both digital and non-digital media. The class began with simple conversations to motivate students and spark curiosity about the vocabulary material, followed by warm greetings and ice-breaking activities related to the day's topic to create a comfortable, pressure-free environment. Open-ended prompting questions such as "What do you know about this material?" and "Do you often encounter this at home?" were used to activate prior knowledge, stimulate critical thinking, and assess initial understanding, enabling the researcher to adjust teaching approaches accordingly. Visually appealing elements from digital games, such as interactive quizzes and vocabulary matching games on platforms like Wordwall and Blooket, as well as non-digital games like flashcard activities and group storytelling, were employed to engage students and prepare them for active participation.



Figure 1. Greeting and Ice Breaking during EVC

3.3 Material Presentation and Explanation

During the material explanation stage, the researcher used flashcards or quartet cards to introduce vocabulary in an engaging and interactive manner, focusing on

themes such as household items. Each flashcard displayed five vocabulary words, with some words presented as fill-in-the-blank to sharpen students' critical thinking skills. The researcher systematically explained the vocabulary by displaying the words on a computer screen via an LCD projector, playing correct pronunciations through digital audio, and providing meanings in both English and the students' first language (L1). The use of colorful flashcards and images helped students visualize and better understand the vocabulary. Throughout the session, the researcher repeated the pronunciation of each word, inviting students to imitate to ensure correct articulation. To reinforce understanding, brief discussions about the images were held, and students were encouraged to express opinions or create simple sentences using new vocabulary. Various learning techniques, including question-and-answer activities involving both digital and non-digital media, were incorporated to maintain attention and engagement. The researcher continuously monitored students' responses and participation, providing immediate feedback to ensure comprehension and correct pronunciation. This presentation stage laid a strong foundation for vocabulary learning, preparing students for subsequent practice activities.



Figure 2. Presentation

3.4 Practice, Reinforcement, and Production Activities

To review and reinforce vocabulary, the researcher engaged students in interactive activities using digital platforms Wordwall and Blooket, which combined visual, auditory, and kinesthetic learning styles. For example, in Wordwall, students played a crossword puzzle game where they guessed missing letters to form vocabulary words corresponding to displayed images. Additionally, students participated in the Word Match Challenge on Wordwall, where they matched images with vocabulary words and received instant audio pronunciation and feedback, helping to reinforce word recognition and pronunciation. This variety of exercises aligned with Harmer's (2007) recommendation to provide controlled practice focused on new vocabulary through activities such as fill-in-the-blank, image matching, and sentence repetition.



Figure 3. Students playing Wordwall and Blooket

Meanwhile, Blooket was used as a competitive quiz platform where students answered vocabulary questions based on definitions or images within a timed setting. The ranking system in Blooket motivated students to participate enthusiastically and helped build confidence through repetition, as supported by Pulverness et al. (2011). After completing these games, students took turns writing vocabulary words on the whiteboard, explaining meanings, and creating sentences, which encouraged active class participation. The researcher guided students individually to ensure correct

pronunciation and spelling, consistent with Nopiyadi et al. (2023). This process integrated multiple learning methods and enhanced students' memory, confidence, and understanding. Additionally, to provide real-world application and deeper practice, students engaged in role-play or simulated everyday situations using new vocabulary, allowing them to practice language in meaningful contexts. In the production stage, students selected vocabulary words related to "Hobbies" from digital flashcards and provided brief explanations, organizing their thoughts and conveying information clearly. This activity encouraged freer use of language and reinforced vocabulary retention while developing speaking skills. Throughout all activities, the researcher provided positive feedback and encouragement to boost students' confidence, ensuring that vocabulary learning was not only about memorization but also meaningful usage. This approach facilitated adaptation to digital learning while maintaining non-digital media, creating a balanced and effective learning environment.

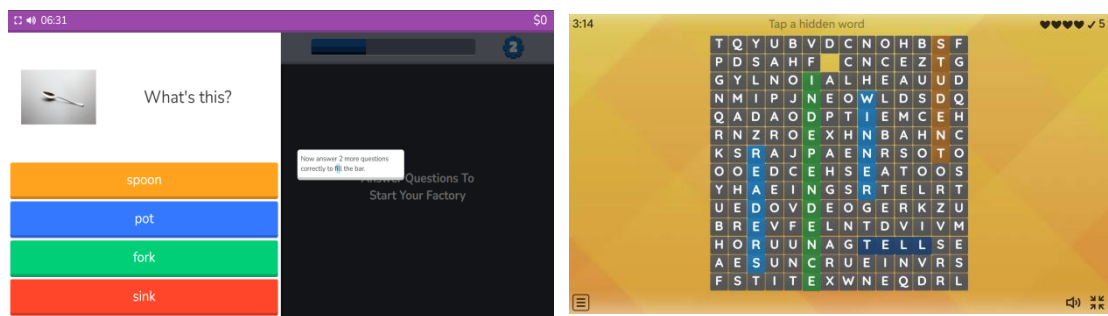


Figure 4. Blooket and Wordwall Games

CHAPTER IV

CONCLUSION

4.1 Evaluation

In this best-practice study, Game-Based Learning (GBL) serves as the reference teaching method used to teach vocabulary to young English as a Foreign Language (EFL) students in elementary school, specifically targeting students in grades 4 and 5. The process of teaching vocabulary and reading to young EFL learners through Game-Based Learning offers a dynamic and effective approach to language mastery. By fostering engagement, providing contextualized learning experiences, promoting collaboration, and leveraging technology, GBL can significantly improve young learners' vocabulary and reading skills. The purpose of this research is to address the gap present in previous studies that focused more on conventional methods, which tend to lack the involvement of technology in their implementation. This study demonstrates how games can facilitate vocabulary learning in a more interactive and engaging manner, utilizing various game-based learning media, both digital and non-digital, such as Blooket, Wordwall, and flashcards, to enhance vocabulary acquisition. The implementation of GBL involves several structured steps, including material presentation, implementation, practice, and production. Through these activities, students are given the opportunity to actively use and integrate new vocabulary in a more meaningful context. The GBL approach is designed to enhance student engagement and assist students in understanding and using vocabulary effectively. The visual and audio elements integrated into the learning process help students better associate vocabulary, pronunciation, and meaning. Learning activities that involve games allow students to feel more motivated and challenged in their studies, stimulating them to be more active in their learning.

While the use of GBL has great potential to enhance vocabulary acquisition, there are several limitations that affect learning outcomes. These limitations include not fully facilitating the vocabulary memorization process due to limited learning activities and lesson designs that do not fully meet the structure and principles of GBL. Additionally, the infrequent use of technology by schoolteachers results in GBL implementation only occurring during the Kampus Mengajar program, despite periodic socialization and guidance being provided. The limited technological facilities in the classroom, such as shared Chromebooks, lead to uneven learning sessions with game media. The use of an LCD projector without individual devices like smartphones restricts direct student interaction with digital games, and network and internet connectivity issues further hinder the implementation of this method, particularly given the school's location in a remote area.

Despite these challenges, the results of this study indicate that the use of the GBL method can significantly enhance vocabulary acquisition among young EFL students in elementary school. The advantages of using GBL for vocabulary learning include making the learning process more interactive and engaging, thereby increasing students' motivation to learn. Effective repetition through the practice stage in the GBL method allows students to actively participate while reinforcing their memory of vocabulary through enjoyable controlled practice. The production stage encourages students to use vocabulary in more complex and creative contexts, deepening their understanding and practical use of the vocabulary. Therefore, despite some limitations, the use of GBL remains a significant step forward in improving vocabulary acquisition for young EFL students in this educational setting.

4.2 Teaching Reflection

As a classroom practitioner implementing the Game-Based Learning (GBL) approach in vocabulary teaching, I gained several meaningful insights that significantly changed my

perspective on vocabulary instruction, particularly using GBL. This experience not only yielded positive results but also deepened my understanding of integrating technology within a real and dynamic educational context. I realized that using games in vocabulary learning substantially increased student motivation; fourth and fifth graders who had previously been reluctant to participate in conventional vocabulary exercises became very active and enthusiastic when engaging in digital game-based activities using Blooket and Wordwall, which helped lower affective barriers like shyness and fear of making mistakes. The combination of digital tools, such as audio clips from Wordwall, with non-digital media like physical flashcards, positively impacted students' retention, as they appeared more capable of recalling and using vocabulary compared to when only textbooks were used. The social and collaborative aspects of GBL games were also crucial in supporting language development, as group interactions and healthy competition enriched the learning experience and built students' confidence.

However, I also faced several challenges, including a limited number of Chromebooks that forced me to design a rotation system between digital and non-digital activities, as well as unstable internet connections that required me to prepare backup plans to maintain smooth learning. Additionally, aligning game mechanics with vocabulary learning objectives demanded careful selection and modification to ensure that games were not only entertaining but also educational, along with managing classroom dynamics during competitions to keep all students motivated. This experience underscored the importance of regular educational technology training for teachers and parental involvement in guiding children's learning at home through digital media, as well as the need to develop tiered versions of games for mixed-ability classes so that each student could learn at an appropriate level. Concrete examples such as the Word Match Challenge on Wordwall, which combined image matching with instant audio feedback, Vocabulary Bingo on Blooket that encouraged quick recall through

competitive quizzes, the Listening and Writing Contest that trained simultaneous listening and spelling skills, and Group Storytelling that promoted meaningful vocabulary use, all demonstrated how GBL integrated multiple learning styles and enhanced language skills comprehensively. The increase in students' confidence in using new vocabulary, evident in their spontaneous use of English during breaks, was the most rewarding outcome of this implementation. Moving forward, I planned to focus more on developing student-created games to deepen their ownership and creativity in the learning process. Thus, GBL was not only an enjoyable teaching method but also an effective and sustainable learning strategy that could be adapted to local contexts, overcome resource limitations, and support more natural and interactive language development in the digital era.

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English Vocaburies Club



Teaching Schedule

JADWAL BELAJAR MENGAJAR DI DALAM KELAS PROGRAM KAMPUS MENGAJAR ANGKATAN 7

No	Nama Mahasiswa	Hari									
		Senin		Selasa		Rabu		Kamis		Jumat	
		Kelas	Waktu	Kelas	Waktu	Kelas	Waktu	Kelas	Waktu	Kelas	Waktu
1.	Mochamad Farhan Rizki Ramadan	1	07.00-08.45 WIB	4	09.00-10.45 WIB	5	11.00-12.10 WIB	2	07.00-08.45 WIB	4	09.00-10.45 WIB
2.	Dinda Rizki Febriani	2	07.00-08.45 WIB	2	07.00-08.45 WIB	2	09.00-10.45 WIB	4	09.00-10.45 WIB	3	07.00-08.45 WIB
3.	Rattri Pramudita	3	11.00-12.10 WIB	1	07.00-08.45 WIB	1	07.00-08.45 WIB	1	07.00-08.45 WIB	2	09.00-10.45 WIB
4.	Wahda wahyuni	4	09.00-10.45 WIB	5	07.00-08.45 WIB	2	07.00-08.45 WIB	5	11.00-12.10 WIB	5	09.00-10.45 WIB