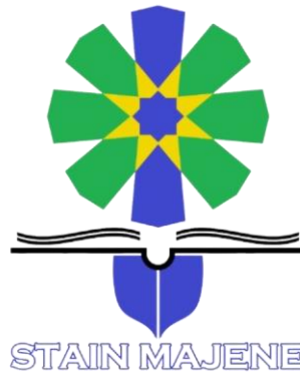


**THE EFFECTIVENESS OF “GAMES TO LEARN ENGLISH”
PLATFORM ON STUDENTS’ VOCABULARY RETENTION IN EFL
CLASSROOM AT SMPN 1 MAJENE**



Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene

A Thesis

By:

FAMILYA MURSI

Reg. Number: 10256121015

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

2025

PENGESAHAN SKRIPSI

Skripsi yang berjudul, "The Effectiveness of "Games to Learn English" Platform on Students' Vocabulary Retention in EFL Classroom at SMPN 1 Majene", yang disusun oleh saudara Familya Mursi, NIM : 10256121015, Mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Selasa, 26 Agustus 2025, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, dengan beberapa perbaikan.

Majene, 16 September 2025

DEWAN PENGUJI


- Ketua : Dr. Dra. Srimusdikawati, M.Si.
Sekretaris : Uswatunnisa, S.Pd., M. Hum.
Pembimbing 1 : Syamsinar, S.Pd., M.Pd.
Pembimbing 2 : Rina Marlina, S.S., M. Hum.
Penguji 1 : Nihla Afdaliah, S.Pd., M.Pd.
Penguji 2 : Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.



Diketahui oleh:

Ketua Jurusan Tarbiyah dan Keguruan




Dr. Alimuddin Murtalaq N, S.Ag., M.Pd.
NIP. 19740815 199803 1 004

PERSETUJUAN PEMBIMBING

Pembimbing penulisan proposal skripsi FAMILYA MURSI dengan NIM 10256121015, mahasiswa program studi Tadris Bahasa Inggris Pada Jurusan Tarbiyah dan Keguruan STAIN Majene, menyatakan setelah meneliti dan mengoreksi secara seksama skripsi berjudul “**The Effectiveness Of ‘Games To Learn English’ Platform On Students Vocabulary Retention In EFL Classroom At SMPN 1 Majene**” memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk dijilidkan.

Demikian persetujuan ini diberikan untuk diproses lebih lanjut.

Majene, 12 Agustus 2025

Pembimbing I



Svamsinar, S.Pd., M.Pd.

NIP: 198503012019032007

Pembimbing II



Rina Marlina, S.S., M.Hum

NIP: 199206122019032027

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa Yang Bertanda Tangan di Bawah Ini:

Nama : Familya Mursi
Nim : 10256121015
Tempat, Tanggal Lahir : Majene, 26 Juni 2003
Program Studi : Tadris Bahasa Inggris
Jurusan : Tarbiyah dan Keguruan
Alamat : Camba Utara, Kec. Banggae, Kab. Majene.
Judul : The Effectiveness Of "Games To Learn English" Platform On Students' Vocabulary Retention In EFL Classroom At SMPN 1 Majene.

Dengan ini saya menyatakan dengan sebenar-benarnya dan penuh kesadaran bahwa skripsi ini merupakan hasil karya saya sendiri. Apabila dikemudian hari terbukti bahwa karya ini merupakan hasil penjiplakan, tiruan, plagiarisme, atau dibuat sebagian maupun seluruhnya oleh pihak lain, maka skripsi beserta gelar yang diperoleh akan dianggap tidak sah dan batal secara hukum.

Majene, 9 Oktober 2025

Penulis



Familya Mursi
NIM: 10256121015

Acknowledgements

Alhamdulillah Rabbil Alamin, all praise be to Allah SWT for His endless mercy and guidance, which enabled the researcher to complete this thesis entitled “*The Effectiveness of 'Games To Learn English' Platform on Students' Vocabulary Retention in EFL Classroom at SMP Negeri 1 Majene*”. Despite the challenges encountered along the way, this work could finally be accomplished. Shalawat and salam are always devoted to our beloved Prophet Muhammad SAW, whose example we strive to follow and from whom we seek intercession on the Day of Judgment.

The completion of this thesis would not have been possible without the support and contribution of many people who generously offered their help, encouragement, and advice. The researcher is fully aware that this academic work would not have been completed without their presence and guidance. Special and heartfelt thanks are extended to the researcher's beloved family especially to her late father, **Mursi Abdulrahman Makkah (Alm)**, her mother **Nurbiah**, her brother **Alfian Mursi**, her sister **Olivia Cici Ipa**, and her uncle and aunty from **Abdulrahman Makkah Family** for their unwavering prayers, encouragement, sacrifices, and continuous support throughout the journey of completing her studies at STAIN Majene. The researcher would also like to express her gratitude and deepest appreciation to:

1. **Prof. Dr. Wasilah Sahabuddin, ST., MT.**, Head of STAIN Majene.
2. **Dr. Ahmad Muaffaq N., S.Ag., M.Pd.**, as the head of the Tarbiyah and Teacher Training Department of STAIN Majene.

3. **Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.**, the Head of English Program of Education and also as a second examiner. Thank you for giving the evaluable time and patient, support, advice, and guided in completing the thesis.
4. **Syamsinar, S.Pd., M.Pd.**, the first supervisor who have provide a lot of support and help in completed this thesis.
5. **Rina Marlina, S.S., M.Hum.**, as the second supervisor who have guided the researcher during writing this thesis.
6. **Nihla Afdaliah. S.Pd., M.Pd.**, as the first examiner who provided feedback on the researcher's writing.
7. **Ahmad Imran and his Family**, who always presence, encouragement, and prayers have meant a lot to the researcher throughout this academic journey. Their unwavering motivation has truly helped the researcher stay strong and focused in completing this thesis.
8. All her bestfriends, **Nur Amaliah, Athirah T, and Ana Ardilla**, thank you for the constant support, encouragement, and assistance throughout the process of completing this thesis. Your presence, motivation, and kindness have greatly contributed to my perseverance during challenging times. I am truly grateful for your friendship and all the help you have given me along this journey.
9. All her cat, **Pusi, Molly, and Mochi**, thank you for being by her side. Their adorable and comforting presence brought endless joy, reduced stress, and served as a source of daily motivation throughout the writing process. Thank you for being such faithful companions and lifting the researcher's spirit in every moment of fatigue.

10. **All friends in English Education Study Program 2021.** It cannot be mentioned one by one but overall thank you so much for the friendship, support and togetherness.
11. **SMP Negeri 1 Majene,** location where the researcher conducted the research.
12. **Students of class IX C and IX A,** sample of the research. The researcher expresses gratitude for their willingness to take the time so that the research can be carried out as planned.
13. For Researcher **Familya Mursi,** thank you for your patience and struggle while working on this thesis. You finally made it.

The researcher really realize that this thesis is far from perfect. The error is the researcher's fault. Therefore, constructive criticism and suggestions will be highly appreciated. May all our efforts always be blessed by Allah SWT. Aamiin ya Rabbal Alamin.

Majene 1 agustus 2025

Researcher

Familya Mursi

Nim: 10256121015

TABLE OF CONTENTS

COVER.....	
PENGESAHAN SKRIPSI.....	i
PERSETUJUAN PEMBIMBING.....	ii
PERNYATAAN KEASLIAN SKRIPSI.....	iii
ACKNOWLEDGMENTS	iv
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF APPENDIXES.....	xi
ABSTARCT.....	xii
ABSTRAK.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Research Background	1
B. Resesarc Questions	5
C. Research Objectives	6
D. Research Significances.....	6
E. Research Scope	7
CHAPTER II REVIEW RELATED LITERATURE	8
A. Previous Related Studies.....	8
B. Some Pertinent Ideas.....	10
C. Theoretical Framework.....	23
D. Conceptual Theory	23
E. Hypothesis.....	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Design.....	25
B. Population and Sample.....	26
C. Variable of the Research	27
D. Research Instrument.....	27
E. Technique of Data Collections.....	28

F. Technique of Analysis.....	33
CHAPTER IV FINDINGS AND DISCUSSIONS	35
A. Findings.....	35
B. Discussions.....	51
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	56
A. Conclusions	56
B. Suggestions	57
BIBLIOGRAPHY	59
APPENDIX.....	62
CURRICULUM VITAE.....	83

LIST OF FIGURES

Figure 2.1 Conceptual Framework	23
Figure 3.1 Concentration Game.....	29
Figure 3.2 Monster Vocab Game.....	30
Figure 3.3 Word Search Game	31
Figure 4.1 Treatment 1	41
Figure 4.2 Treatment 2	42
Figure 4.3 Treatment 3	44

LIST OF TABLES

Table 3.1 Classification of Students' Score	33
Table 4.1 The classification of students' pre-test & post-test in the control class.	35
Table 4.2 Control class treatment.....	37
Table 4.3 Comparison between pre-test and post-test in the control class	38
Table 4.4 The classification of students' pre-test & posttest in the control class ..	39
Table 4.5 Comparison between pre-test and post-test in the experimental class ...	45
Table 4.6 The Results of Wilcoxon Signed-Rank.....	46
Table 4.7 The Result of Uji Mann-Whitney U Test.....	47

LIST OF APPENDIXES

Appendix 1: Research Permit	62
Appendix 2: Verb Material	63
Appendix 3: Modul Ajar Student Worksheet	64
Appendix 4: Student Worksheet	75
Appendix 5: Students Score	79
Appendix 6: Documentations.....	80

ABSTRACT

Researcher : Familya Mursi

Reg Number : 10256121015

Title : **The Effectiveness of “Games To Learn English” Platform on Students’ Vocabulary Retention in EFL Classroom at SMP Negeri 1 Majene**

There are many students who struggle to retain their vocabulary at SMPN 1 Majene. This study investigates the effectiveness of the *Games to Learn English* platform in enhancing students’ vocabulary retention in an EFL classroom at SMPN 1 Majene. The research employed a quantitative method with a quasi-experimental design, specifically a two-group pre-test and post-test model. The participants consisted of 21 ninth-grade students who were taught vocabulary using the game-based platform. Data were collected through vocabulary tests administered before and after the treatment. The results of the Wilcoxon Signed-Rank Test revealed a significant difference between the pre-test and post-test scores (Asymp. Sig. = $0.000 < 0.05$), indicating that the platform is effective on students’ vocabulary retention. Therefore, the Games to Learn English platform can be considered effective on students’ vocabulary retention.

Keywords: Vocabulary Retention, Games to Learn English Platform, EFL Classroom.

ABSTRAK

Researcher : Familya Mursi

Reg Number : 10256121015

Title : **The Effectiveness of “Games To Learn English” Platform on Students’ Vocabulary Retention in EFL Classroom at SMP Negeri 1 Majene**

Banyak siswa di SMPN 1 Majene yang mengalami kesulitan dalam mempertahankan kosakata mereka. Penelitian ini meneliti efektivitas platform *Games to Learn English* dalam meningkatkan retensi kosakata siswa di kelas EFL (English as a Foreign Language) di SMPN 1 Majene. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimen, yaitu model dua kelompok pre-test dan post-test. Partisipan terdiri dari 21 siswa kelas IX yang diajarkan kosakata menggunakan platform berbasis permainan. Data dikumpulkan melalui tes kosakata yang diberikan sebelum dan sesudah perlakuan. Hasil uji **Wilcoxon Signed-Rank Test** menunjukkan adanya perbedaan yang signifikan antara skor pre-test dan post-test (Asymp. Sig. = 0.000 < 0.05), yang menunjukkan bahwa platform tersebut efektif terhadap retensi kosakata siswa. Oleh karena itu, platform *Games to Learn English* dapat dianggap efektif terhadap retensi kosakata siswa.

Kata Kunci: Retensi Kosakata, Platform *Games to Learn English*, Kelas EFL

CHAPTER I

INTRODUCTION

A. Research Background

English proficiency has become one of the most valued skills in line with the demands of an increasingly modern and advanced era. As an international language, English is used worldwide for communication. In accordance with the demands of the Indonesian school curriculum, the ability to speak in English has become one of the key skills that must be developed so that students are capable of communicating effectively using the English language (Azhar et al., 2023). In addition, English is very important because it can open a window to a broader world, enhance careers, facilitate communication, increase knowledge and insight about international information, and serve as a medium to help understand technology more easily (Nasywa et al., 2024).

English has become the language of international communication, and there are very few countries that do not teach it as a means of communication for students and businesspeople. Therefore, it is necessary to have an understanding and the ability to communicate using this language. One of the fundamental aspects that is important to master when learning English is vocabulary (Azhar et al., 2023). Vocabulary is one of the fundamental elements that students need to master in learning English. The greater their vocabulary knowledge, the easier it becomes for them to comprehend and use the language effectively

Vocabulary plays an important role in language learning as it forms the foundation of communication (Rosidi et al., 2022). Without a strong understanding of vocabulary, learners may struggle to express themselves effectively and to comprehend content across various subjects (Muryanti et al., 2020). Vocabulary is the key aspect of language learning which consists of a list or set of words that individual speakers of language might use for speaking, listening, reading, and writing. A lack of vocabulary will obstruct students' ability to speak, listen, read, and write. Without an extensive vocabulary, students will be unable to use the structure and functions they have learned for communication (Enjel et al., 2022). Therefore, learning vocabulary is very important because it is the basic knowledge in learning English.

The process of learning a language always involves expanding one's vocabulary. Learning without vocabulary would be impossible. Vocabulary learning is not limited to memorizing single words, it also involves understanding words in a realistic and meaningful context (Minalla, 2024). Although English has been taught at various levels of education in Indonesia, many students still face difficulties in learning basic skills, especially in vocabulary.

One of the main challenges in vocabulary learning is students' ability to remember and retain the vocabulary they have learned. Vocabulary retention is a problem often faced by EFL (English as a Foreign Language) students in Indonesia. This is caused by various factors, including monotonous teaching methods and lack of use of interesting and interactive learning media. Therefore, an innovative approach is needed to improve the effectiveness of vocabulary learning in EFL

classes (Nurhasanah, 2023). Students often face difficulties in learning and retaining English vocabulary, which can hinder their ability to communicate and comprehend English texts (Muhammadiyah et al., 2024).

One effective approach to make language learning more engaging and effective is game-based learning. Game-based learning integrates game elements into educational contexts, which has been proven to enhance student motivation, participation, and material retention (Bouzaiane & Youzbashi, 2024). This approach can provide interactive and enjoyable experiences for students, making it easier for them to practice vocabulary, grammar, and communication skills. According to Nilsson and Hussain (2024), the integration of digital games into language instruction offers learners opportunities to interact with authentic language content in immersive environments, which can lead to improved vocabulary retention and learner motivation. In response to the limitations of conventional teaching methods, Digital Game-Based Learning has emerged as a powerful tool to support vocabulary development.

Studies have shown that integrating digital games into language learning can significantly improve vocabulary acquisition and retention among students. In addition, Bouzaiane and Youzbashi (2024) found that games like Kahoot and Wordwall enhanced EFL students' vocabulary retention. Games such as Hangman and Pictionary are effective in promoting vocabulary acquisition, particularly among Iranian pre-A1 EFL learners (Malakouti & Taghavi, 2024). Despite the effectiveness of traditional teaching methods, many students continue to struggle with retaining English vocabulary. As reported by (Gunel & Top, 2022), students

in Kurdistan faced challenges in vocabulary retention when taught using conventional methods, leading to a call for more interactive and engaging approaches in language learning.

Based on the preliminary research conducted at SMPN 1 Majene, the researcher found that many students tend to forget the English vocabulary taught to them after only a few days. This suggests that students' vocabulary retention remains low. It is assumed that one of the main causes of this problem is the use of monotonous or conventional teaching methods, such as lectures and non-interactive learning activities, which fail to actively engage students in the learning process. Consequently, students have limited opportunities to practice and reinforce the vocabulary they have learned, leading to poor long-term retention. In addition, the lack of consistent practice and limited opportunities to use English vocabulary in real-life contexts further contribute to the issue of poor vocabulary retention. This situation hinders students' overall English proficiency, especially in reading comprehension, writing, and speaking. Given this condition, there is a growing need for innovative and effective teaching strategies that can help students better retain vocabulary. One promising approach is the use of digital game-based learning, which offers interactive and engaging experiences for learners. By integrating educational games into the learning process, teachers can create a more dynamic classroom environment that encourages students to participate actively and remember vocabulary more effectively (Morales, Castillo, & Cuarte, 2024).

One of digital game-based learning available on smartphones is the "Games To Learn English" platform that can be used by teacher or students to help them

teach and learn English, especially vocabulary. This platform is one of the programs that functions as a tool, material, or technique used in teaching and learning activities with the intention that with the aim of making the learning process more interactive, innovative and making it easier for students to learn vocabulary with fun way.

Based on the description above, the researcher intends to conduct a study entitled “The Effectiveness of ‘Games to Learn English’ platform on Student’ Vocabulary Retention in EFL Classroom at The SMPN 1 Majene” as the title of the research. The results are expected to be used as a information for educators as reference to make a significant contribution to the development of English language learning methods in Indonesia, especially in vocabulary teaching. By integrating media digital and a game-based approach, it is expected that students will be more motivated to learn and have better vocabulary retention skills.

B. Research Questions

Based on the research background above, the researcher formulated research problem as follow:

1. How is the students’ vocabulary retention in the control class?
2. How is the students’ vocabulary retention in the experimental class?
3. What are the results of the comparison between the control class and the experimental class?
4. Is the use of the “Games to Learn English” platform effective on students’ vocabulary retention in an EFL classroom at SMPN 1 Majene?

C. Research Objective

Based on the research questions, the research objective can be formulated as follows:

1. To describe the students' vocabulary retention in the control class.
2. To describe the students' vocabulary retention in the experimental class
3. To compare the students' vocabulary retention between the control class and the experimental class.
4. To determine the effectiveness of using the "Games to Learn English" platform on students' vocabulary retention in an EFL classroom at SMPN 1 Majene.

D. Research Significances

The findings of this study will offer valuable contributions both theoretically and practically, as outlined below:

1. Theoretical

The research is expected to contributing to the theoretical study of vocabulary learning in the context of learning English as a foreign language (EFL) and Adding to the literature related to the use of game-based digital media in English language learning.

2. Practical

a. For teachers:

This study is expected to serve as a source of inspiration for English teachers seeking to enhance their use of instructional media in teaching vocabulary.

b. For students:

This research is expected to motivate students in learning by using interactive media digital to explore their abilities in learning English, especially in to practice or improve their vocabulary retention skill through fun game-based learning media.

c. For the next researcher

This research is a reference for the next researcher who want to develop similar research related to the use of digital game-based learning in English language learning.

E. Research Scope

This research is an experiment on the use of the "Games to Learn English" platform as a media for learning vocabulary. This research focuses on the effectiveness of the "Games to Learn English" platform in students' vocabulary retention in EFL (English as a Foreign Language) classes at SMPN 1 Majene. The research sample was taken from certain class students at SMPN 1 Majene who were studying English as a foreign language (EFL). The platform used in this research is "Games to Learn English," with a focus on verb vocabulary in daily activity context.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Related Studies

Based on the review of previous studies, the researcher identified several relevant works related to the current research, as outlined below:

1. Research by Kamila, Putri, Handayani, and Setiadi (2024) under the title “Students' Perception of The Use "Game To Learn English" In Improving Vocabulary Mastery: A Case Study At Twelve Grade Students Of SMAN 1 Baros”.

This study aims to explore students’ perceptions regarding the use of games in enhancing vocabulary mastery. The research was conducted at SMAN 1 Baros, Kab. Serang, using a qualitative approach. The sample consisted of 30 twelfth-grade students. Data were collected through questionnaires, interviews, and observations. The findings revealed that the majority of students responded positively to the use of games for vocabulary development, with more favorable than unfavorable opinions. It can be concluded that students held positive perceptions and attitudes toward using games as a medium to improve their vocabulary mastery.

2. Research by Sari (2022) under the title “Using “Games to Learn English” as a Tool to Increase English Vocabulary Mastery at 7th Grade Junior High School 27 Bulukumba”.

This research aims to explore the features of the 'Games to Learn English' platform that have the potential to enhance students' vocabulary, and to examine how these games contribute to improving vocabulary mastery among seventh-grade students at Junior High School 27 Bulukumba, South Sulawesi. The study employed a pre-experimental design, utilizing pre-test and post-test as instruments. The research population consisted of seventh-grade students, with a total sample of 20 students selected through total sampling. The data were analyzed using quantitative methods. The findings indicate that the students' average score on the post-test was higher than on the pre-test. Thus, it can be concluded that the use of 'Games to Learn English' is effective in improving students' vocabulary mastery

3. Research by Rahmawati and Sibuea (2021) under the title “Experimental Research of Eight Class Students of SMP PGRI Kalimulya: The Benefits of Utilizing Learning Games Sites as Web-Based Learning Media”.

This research contributes to providing additional teaching materials based on educational game sites. There are 3 platform sites used, namely Kahoot, Educandy, and Games to learn English. The material provided in this research is Simple Past Tense. The population of this study were students of class VIII (8-1 to 8-5) at SMP PGRI KALIMULYA located in Depok city, West Java with a sample of 154 students. The model used in this study is the

ADDIE development model consisting of five stages, namely analysis, design, development, implementation and evaluation. The data collection method used is based on the average score obtained from educational games and questionnaires.

Based on earlier related studies, the researcher identified both similarities and differences when compared to this current research. The similarities of this research with previous research are the whole research is about learning vocabulary through game-based learning especially 'Games To Learn English' platform. While, the differences are this research focus on students' vocabulary retention, the sample of the research, and how to analyze data. This research was carried out at SMPN 1 Majene in EFL classroom. This research also specifically seeks to find out whether the 'Games to Learn English' platform is effective in students' vocabulary retention in the EFL classroom.

B. Some Pertinent Ideas

1) Vocabulary

a. Definition of vocabulary

Vocabulary is a set of lexemes, including single words, compound words, and idioms, that are typically used in a particular language (Richards & Schmidt, 2018). Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do (Leeming et al., 2018).

Vocabulary refers to the set of words in a language, including their meanings, forms, and usage (Katamba, 2015).

Based on the explanation above, vocabulary can be summarized as a collection of words that an individual possesses and uses in their profession or to express their thoughts and communicate. Vocabulary mastery is crucial for language students to understand and convey ideas, as well as to comprehend others' speech. It is a fundamental component of language learning and plays a significant role in assessing students' fluency in English speaking. Without sufficient vocabulary, forming sentences and speaking fluently becomes challenging. Therefore, English teachers need to put effort into expanding students' vocabulary knowledge.

b. Definition Vocabulary Retention

According to Schunk (2012), retention is an individual's ability to store learned information in memory and then recall or reuse it in the future when needed. Similarly, Ebbinghaus (1913) defines retention as the ability to recall learned information after a period of time, noting that some information is inevitably lost due to forgetfulness, as illustrated in his forgetting curve. According to Altalhab (2018), a one-week delayed post-test is commonly used to measure students' vocabulary retention, as it allows researchers to observe how well the learned words are maintained after a limited period of time. Craik and Lockhart (1972) add that the depth of information processing influences retention; information processed at a

deeper, semantic level tends to be remembered longer than that processed at a shallow level.

Anderson (2010) emphasizes that retention involves three main stages encoding, storage, and retrieval and that these processes are influenced by attention and meaningful engagement. Cepeda et al. (2006) highlight the spacing effect, demonstrating that information reviewed at spaced intervals is retained longer than information learned in a single, massed session.

Cohen and Squire (1980) describe retention as the ability to store and maintain memories within a certain period through explicit and implicit memory. Cohen (1987) and Nation (2001) specify that vocabulary retention involves acquiring, retaining, and using words in context a crucial component in English language learning that significantly influences communication skills. Motivation is also a critical factor in vocabulary retention. According to Self-Determination Theory (Deci & Ryan, 1985), intrinsic motivation supported by autonomy, competence, and relatedness leads to greater persistence in learning and stronger retention outcomes.

Based on the explanation above, vocabulary retention can be summarized as a student's ability to remember and use vocabulary after a period of time. It involves the storage of words in short-term memory, long-term memory and the ability to access them when needed. Retention is an important aspect of vocabulary learning, as it ensures that acquired

knowledge is not lost over time. Vocabulary retention refers to the ability to recall and comprehend words over an extended period.

c. Factors Affecting Vocabulary Retention

Individual differences significantly impact how well students retain vocabulary. Factors such as motivation, learning strategies, and cognitive abilities vary from one learner to another, affecting their language acquisition process. Gardner (1985) argues that intrinsic motivation plays a critical role in second language learning, as highly motivated students are more likely to invest effort in practicing and memorizing vocabulary. Furthermore, students who employ effective strategies, such as using mnemonics or categorizing words, tend to achieve better retention compared to those who rely solely on rote memorization. Retention of what has been taught (e.g., grammar rules and vocabulary) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials (Syuhada M, 2019). However, as Prince (2004) notes, passive instructional methods often limit student engagement, which can negatively impact vocabulary retention. Active and participatory learning environments are therefore essential to maximize students' ability to acquire and recall new vocabulary.

The level of cognitive involvement in a learning task determines how well new vocabulary is retained. Three main components influence involvement; need (the degree of motivation to learn the word), search (the effort to find the meaning or form of the word), and evaluation: the process

of comparing or using the word in different contexts. The higher the involvement in these three aspects, the greater the likelihood that the vocabulary will be remembered in the long term (Hustlin & Laufer, 2001).

Repetition and exercise are essential for enhancing vocabulary retention. Research shows that repeated exposure to words, combined with consistent practice, strengthens neural connections in the brain, making it easier for students to recall vocabulary over time. For example, Nation (2001) emphasizes that recycling vocabulary through varied contexts is key to effective language acquisition. Activities such as spaced repetition or flashcards can provide opportunities for students to repeatedly encounter and use new words, leading to long-term retention.

Contextual learning also plays a vital role in vocabulary retention. Words learned in meaningful and relatable contexts are more likely to be remembered than those learned in isolation. As Thornbury (2002) highlights, placing vocabulary in sentences, stories, or real-life scenarios gives students a clearer understanding of its meaning and use. For instance, teaching words through narrative-based activities or dialogues helps students attach significance to the vocabulary, thus aiding memory retention.

2) Game-based learning

Learning materials are sometimes difficult for students to understand due to inappropriate methods. Therefore, the method used by teachers should help students easily grasp the material. One of the most

popular methods in today's era is game-based learning (Khaerunnisa et al., 2022). Digital game-based learning has the potential to engage and motivate students and offer custom learning experiences while promoting long-term memory and providing practical experience (Coffey, 2017). Mayer's Cognitive Theory of Multimedia Learning (2001) states that people learn better from words and pictures than from words alone, as it allows learners to integrate visual and verbal information. Similarly, Paivio's Dual Coding Theory (1986) explains that information is stored in both verbal and non-verbal systems, and using both can improve memory retention. This is in line with Kolb's Experiential Learning Theory (1984), which emphasizes that effective learning occurs through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Game-based learning provides students with concrete experiences that can be reflected upon, conceptualized, and applied in future learning tasks. According to Kearsley and Shneiderman's Engagement Theory (1998), learning activities should be meaningful, involve collaboration, and be project-based, which aligns with the interactive nature of game-based learning.

Game-based learning is a learning method that utilizes games specifically designed to support the learning process. The development of game-based learning can create a motivating and enjoyable environment while enhancing creativity. Vygotsky's Sociocultural Theory (1978) emphasizes the role of social interaction and the Zone of Proximal

Development (ZPD) in learning, where learners achieve more with guidance than independently. Krashen's Input Hypothesis (1982) suggests that language acquisition occurs when learners receive input slightly above their current level, which game-based learning can provide through contextualized challenges. This learning approach can stimulate children's intellectual, emotional, and psychomotor aspects. Game-based learning is a type of serious game designed for specific purposes in education. Playing is an activity that is very much enjoyed by children and adults alike (Maulidina et al., 2018). Piaget's Theory of Cognitive Development (1952) notes that play facilitates learning by allowing children to explore and construct knowledge according to their developmental stage. Sweller's Cognitive Load Theory (1988) suggests that instructional design should minimize unnecessary cognitive demands, and game-based learning can achieve this by integrating content into engaging, manageable tasks.

Game-based learning media is one of the most effective learning tools for increasing students' enthusiasm for learning. Games have characteristics that appeal to students, such as elements of competition, challenges, and entertainment. These characteristics can actively engage students in the learning process and motivate them to complete learning tasks. Game-based learning is a form of learner center education that uses electronic or digital games for learning purposes.

3) “Games To learn English” Platform

Games to Learn English is a web-based educational platform designed to facilitate English language learning through interactive games. This platform provides a variety of engaging activities that focus on different aspects of language acquisition, such as vocabulary, grammar, spelling, and sentence structure. The platform aims to enhance students’ motivation and learning experience by integrating game-based learning strategies into English as a Foreign Language (EFL) instruction. effective learning occurs when the cognitive load on students does not exceed the capacity of their short-term memory. Well-designed games can help reduce cognitive load and enhance the effectiveness of learning (Brewka, 1996)

Games to Learn English, an innovative platform dedicated to enhancing English language learning through interactive gameplay. Created by Owen Dwyer, this website offers a variety of games designed to help learners master English in an engaging and effective way. Each game focuses on practical skills such as vocabulary building and grammar practice, making learning both fun and functional.

a. Features of “Games To Learn English” Platform

1) Game, this feature offers various interactive games designed to practice grammar, vocabulary, listening, and sentence building in a fun and engaging way, include 44 types of games.

- 2) Teacher, this feature is a page for teacher dedicated to providing guidance and teaching tips for educators, including suggestions for classroom activities and how to effectively use the games in lessons.
- 3) Vocab, this feature focuses on vocabulary practice through themed activities, covering topics such as jobs, animals, colors, and more.
- 4) Phrase, this feature provides exercises to help learners understand and use common English phrases in the correct context.
- 5) Contact, this feature is a page where users can get in touch with the platform's creators for questions, feedback, or collaboration opportunities.

b. Types of Games “Games To Learn English” platform

Games to Learn English offers different types of games that cater to learners at various proficiency levels. Each game focus on vocabulary building and grammar practice. Developed with a user-friendly interface, The games include matching words, sentence construction, fill-in-the-blank exercises, guess the picture, and spelling challenges, all of which help reinforce vocabulary retention. Additionally, the platform allows learners to practice and review language concepts in a fun and interactive way, making it an effective tool for classroom or self-study use. There are 44 types of games on the "Games to Learn English" platform. The tense games feature on the platform includes only four tenses: past tense, future tense, perfect tense, and simple present tense

1. Simple Present Tense

Simple Present Tense game is a game for practicing simple present tense especially verb. The game involves interpreting visual prompts and selecting appropriate words to construct grammatically correct phrases and sentences. The primary focus is on vocabulary and grammatical structures related to the present simple tense. Vocabulary is derived from a diverse range of verbs integrated into the game, while grammar is reinforced through the accurate application of present simple forms corresponding to various subjects.

The instructional content is systematically organized into sets, with each set comprising six items. These sets are further grouped into units containing six sets each. A single game session presents the learner with 36 items (6 sets \times 6 items). Nevertheless, due to the extensive pool of content, each gameplay experience offers variation. In total, the game encompasses 252 distinct items, distributed across 42 sets of six items each.

2. Perfect Tense

Perfect tense game is a mini-game for practicing perfect tense sentences in English. It is intended to be used by ESL learners to review and reinforce the use of perfect tense. The game is divided into 3 parts. In the first part, learners are required to match base verb forms with their corresponding perfect tense forms. This initial stage serves as a review of verb forms and reinforces the understanding that the perfect tense

utilizes distinct verb structures. The second part involves interpreting visual prompts and selecting appropriate words to construct accurate sentences in the perfect tense. This stage emphasizes the development of sentence construction skills, with particular attention to word order and grammatical accuracy. In the third part, learners examine an image and choose the correct sentence from a set of three, each differing slightly in structure. The objective of this stage is to enhance learners' grammatical awareness by encouraging them to identify subtle distinctions and select the sentence that demonstrates correct usage of the perfect tense.

3. Past Tense

The *Past Tense Game* is an educational tool designed to provide practice in the use of past tense verb forms in English, specifically targeted at learners of English as a Second Language (ESL). The primary objective of this game is not to introduce or explain the grammatical concept of past tense, but rather to offer repetitive practice in applying past tense forms particularly past participles within meaningful contexts. Given that the abstract nature of past tense is difficult to represent visually, its explanation is more suitably delivered through direct instruction in a classroom setting. As such, the game functions primarily as a supplementary tool for reinforcement and consolidation of previously taught material.

The linguistic content of the game includes a wide range of basic past tense verbs, encompassing both regular and irregular forms, along with a few more complex items. The game consists of three task types: (1) matching present tense verbs to their past tense counterparts through drag-and-drop activities, (2) selecting the correct verb to complete a sentence, and (3) reordering jumbled phrases to form grammatically correct sentences. These task sequences repeat with varying content to promote mastery through repetition. Additionally, a review screen is available, displaying each verb alongside its past participle form and a representative image to reinforce meaning and aid retention.

The game includes 22 sets of content, each comprising eight verbs accompanied by images and contextual sentences. This results in a total of 176 individual items. The verbs were selected from standard lists of common English verbs, with a preference for irregular forms. However, certain verbs that proved challenging to depict visually such as *decide* were omitted. Overall, the game is intended to support learners in developing a comprehensive understanding of fundamental past tense forms through interactive and contextualized practice.

4. Future Tense

Future tense game is designed to help students practice using the future tense with the structure “going to.” This game introduces time-related vocabulary such as days of the week, months, seasons, and parts of the day. It focuses only on the use of “going to” and does not include

other future forms like “will” or the present continuous. The vocabulary is organized into six sets: future time expressions (e.g., *next week, in 2 years*), days of the week, times of the day (e.g., *tomorrow morning*), seasons, and months. On the preview screen, players can select which vocabulary set to use, and examples of sentences are shown to provide context before the game begins.

The game consists of two main parts. In the first part, students see a schedule with time expressions and are given a sentence such as “He is going to play tennis on Monday.” They must find the correct image (e.g., a person playing tennis) and drag it to the appropriate time slot (Monday). In the second part, players are shown a picture with an action and a time label. They must click on the correct words to form a sentence that matches the image. For example, if the picture shows a man flying a kite and a sign that says “Monday,” the correct sentence would be “On Monday, he is going to fly a kite.” This game supports both vocabulary development and grammar practice in a fun and interactive way.

C. Theoretical Framework

THE EFFECTIVENESS OF “GAMES TO LEARN ENGLISH” PLATFORM ON STUDENTS’ VOCABULARY RETENTION IN EFL CLASSROOM AT SMPN

1 MAJENE

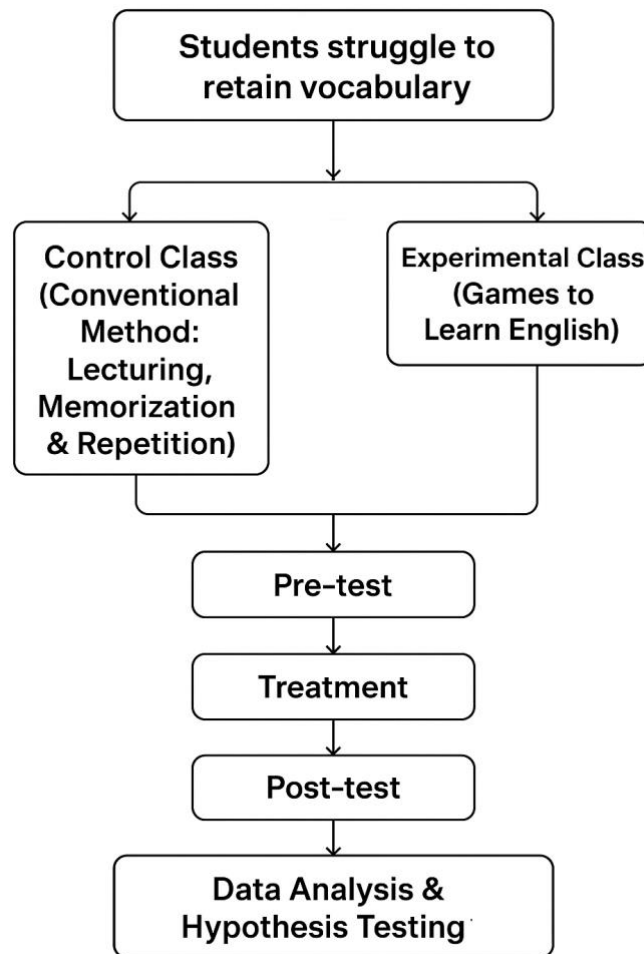


Figure 2.1. Theoretical Framework

D. Conceptual Theory

The researcher employed a quasi-experimental method involving two class groups: an experimental class and a control class. Both groups were given a pre-

test and a post-test. In the first meeting, the researcher administered a pre-test to measure students' vocabulary retention before the treatment. During meetings two to four, the researcher provided treatment by teaching vocabulary using the "Games To Learn English" platform in the experimental class. The treatment involved three different types of games each day. Meanwhile, the control class was taught vocabulary using conventional methods. In the fifth meeting, a post-test was administered to both groups to measure students' vocabulary retention after the treatment.

E. Hypothesis

Hypothesis in quantitative research is important, because with this hypothesis the researcher will have a clear direction to make a conclusion. Hypotheses are temporary answers that are built or formulated based on a review of theoretical concepts, the findings of previous research and researchers' observations of the field phenomena to be studied. Because of its nature which is a temporary answer, the hypothesis needs to be tested to prove its correctness.

The hypothesis of this study is stated as follows:

1. Hypothesis Null (H_0): The use of the "Games to Learn English" platform is not effective for students' vocabulary retention in the EFL classroom at SMPN 1 Majene.
2. Hypothesis Alternative (H_1): The use of the "Games to Learn English" platform is effective for students' vocabulary retention in the EFL classroom at SMPN 1 Majene.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a quantitative research method with a quasi-experimental design with non-equivalent control group design. In this design, two groups are involved: the experimental group, which receives treatment using the “Games to Learn English” platform, and the control group, which receives traditional vocabulary instruction. Both groups are given a pre-test and a post-test to measure vocabulary retention. This design allows the researcher to compare the effectiveness of the game-based platform with conventional methods. Quantitative research methods can be defined as research methods based on the philosophy of positivism, used to study a specific population or sample, with data collection carried out using research instruments. The data analysis is quantitative/statistical in nature, aiming to test predetermined hypotheses (Sugiyono, 2013). This research observed research samples in in EFL classroom at SMPN 1 Majene who difficult to retain their vocabulary. The purpose of this design is to measure the effectiveness of the ‘Games to Learn English’ platform in students' vocabulary retention in an EFL classroom setting.

B. Population and Sample

1. Population

A population is a group of individuals who have the same characteristic (Creswell, 2013). The population of this study comprises all students enrolled at SMPN 1 Majene ninth grade, particularly those who are learning English as a foreign language.

2. Sample

The researcher utilize two classes, each consisting of 21 students, which were selected as the sample using a random sampling technique. Random sampling is a sampling method in which every member of the population has an equal and independent chance of being selected as part of the sample. This technique aims to produce a sample that is representative of the population so that the research results can be generalized more accurately. By using random sampling, bias in sample selection can be minimized because the selection process is conducted randomly and impartially (Creswell, 2014). The sample consists of two classes selected using random sampling. Class 9A was assigned as the experimental group, and Class 9C as the control group was randomly chosen from the ninth-grade classes at SMPN 1 Majene to participate in this research. This method ensures that every class had an equal chance of being selected, minimizing selection bias and increasing the representativeness of the sample.

C. Variable of the Research

The independent variable is the factor that affects or brings about changes in the dependent variable., while the dependent variable is a variable that is affected or results from the presence of the independent variable (Sugiyono, 2013).

This study examines two key variables. The independent variable is the use of the "Games to Learn English" platform, which acts as a factor influencing students' ability to retain vocabulary. On the other hand, the dependent variable is students' vocabulary retention, referring to their capacity to remember vocabulary in an EFL classroom setting. This variable is assessed to evaluate the effectiveness of the platform in enhancing students' ability to retain English vocabulary. Using a one-group pretest – post-test research design, this study seeks to analyse students' vocabulary retention before and after they engage with the "Games to Learn English" platform.

D. Research Instrument

In collecting the data, the researcher utilized a research instrument, specifically a test, to obtain the necessary information. The instrument used in this study is a vocabulary test. This test is designed to measure students' understanding and retention of vocabulary in the context of learning English as a foreign language (EFL). The test consists of 25 items divided into three types of questions: 15 multiple-choice items, 5 short-answer items, and 5 matching items.

E. Technique of Data Collection

The procedures in collecting data of this research as follows:

1. Pretest

The pre-test was administered to both the experimental and control groups before the treatment. This test was used to measure the students' initial vocabulary knowledge related to daily activities. Each student was given 30 minutes to complete the vocabulary test, which consisted of multiple-choice, short answer, and matching questions.

2. Treatment

The treatment in this research was conducted in three meetings. In the second meetings, the students were introduced to and guided in using the Games to Learn English platform, which focused on verb material consisting of 25 verbs in daily activity context. In each session, the teacher used an LCD projector to display the verb materials along with different types of games available on the platform. The students participated in a series of activities, such as answering questions individually and in groups, as well as discussing the answers that appeared during the game sessions.

The treatment was only given to the experimental group. Students in this group were taught vocabulary using the "Games to Learn English" platform over three meetings. Each meeting introduced different sets of verbs through interactive games such as Concentration Game, Monster Vocab Game, and Word Search Game. The games were projected using an LCD, and students participated individually and in groups.

Three treatment sessions will focus on simple verbs in the context of daily activities. The three types of games used from the 'Games To Learn English' platform are as follows:

1) First meeting



Figure 3.1 Concentration Game

In the first meeting, the researcher discussed eight verb by using concentration game. This game for to help students learn vocabulary items by matching images and words. Students can also listen to audio while viewing the images. The game is simple and intended to be enjoyable. students click on pairs of squares to match the words with the corresponding images. If students successfully find a matching image word pair, students earn points and the squares disappear. Students must match all the images and words as quickly as possible. The concentration aspect lies in remembering where the images or words are located. The time available to match all the squares decreases rapidly, requiring students to play faster in each round.

The same set of vocabulary items is repeated continuously, allowing students to gain repeated exposure to the target language. At the end of the game, a table displays the highest-scoring players. Matching the pairs helps in learning vocabulary because it allows for the association between images, text, and audio. By revealing the image and listening to the audio simultaneously, an association is formed. Then, when the corresponding text is revealed, the association is further reinforced. Therefore, it is important to listen to the audio carefully. While it may not be possible to completely master an entire set of vocabulary solely by playing this game, it can help learners acquire several new vocabulary items from a set while also reviewing previously learned ones.

2) Second meeting

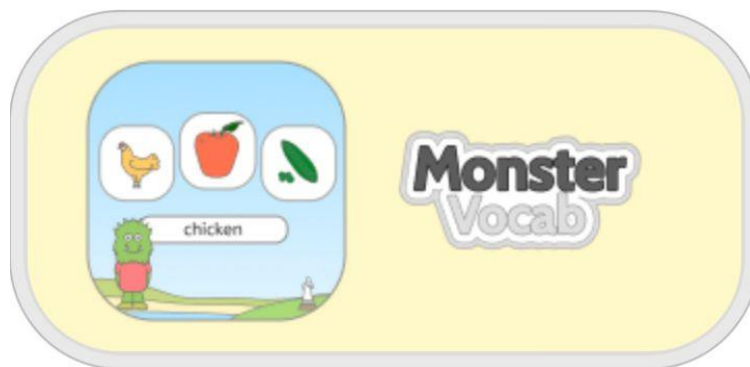


Figure 3.2 Monster Vocab Game

In the second meeting, the researcher discussed eight verb by using monster vocab game. This game rapidly presents images, text and audio. In this way, there is a lot of repetition and reinforcement of vocabulary. With this game students only drag the images to match the words and then click on the words to match the images.

There are three parts to the game. In the first part, students listen to or read the vocabulary words and click on the matching image. In the second part, students drag the images to match the target words. In the third part, students look at the image and click on the matching word. If students make a mistake at any stage, the game ends

This game offers 26 different content sets, each with its own vocabulary items. In this case, the selected set contains the 8 verbs mentioned above. These items are chosen specifically to avoid overwhelming students with too many unfamiliar words, allowing them to focus on mastering the target vocabulary for better retention.

3) Third meeting

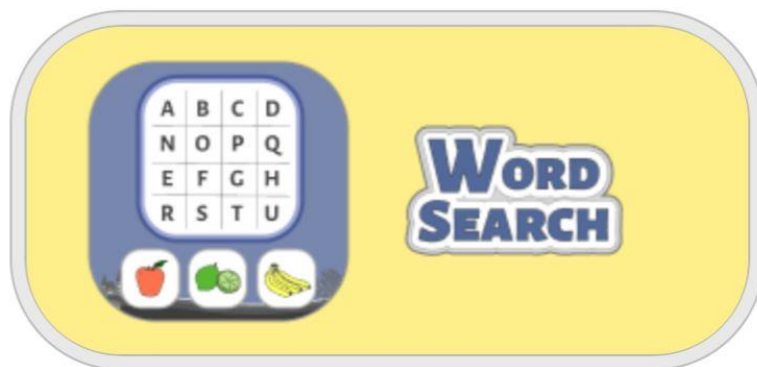


Figure 3.3 Word Search

In the third meeting, the researcher discussed nine verb by using word search game. This is a basic online word search game designed to help students practice English vocabulary. Players must find the words that correspond to the images before the time runs out.

The Word Search is a digital learning activity designed to help students practice basic English vocabulary. In this game, players must locate words that correspond to images before the timer expires. Prior to starting, learners select a content set from approximately 30 available categories, which cover a range of vocabulary topics. The game then randomly selects about eight items from the chosen set, based on word length. To play, learners view the images and identify the corresponding English words, then search for these words in a grid of letters. For example, when presented with an image of a phone, the learner must locate the letters that form the word *phone*. The main challenge lies in finding all the words before the allotted time runs out; if the timer reaches zero, the game ends.

Points are awarded for each correctly identified word. Vocabulary learning is facilitated through the association of visual, textual, and auditory input: images convey meaning, which is paired with the English word during the search process, and this association is reinforced when the word's audio pronunciation is played. Furthermore, the game supports spelling practice, as learners must know the correct spelling in order to locate the words within the letter grid.

Meanwhile, the control group received conventional vocabulary instruction without the use of digital games. The teacher used standard methods such as lecturing, exercises, and memorize. Both groups were taught the same set of 25 verbs related to daily activities.

3. Posttest

After the treatment, the researcher will administer a post-test to evaluate the students' progress, using the same test as the pre-test. A post-test was given to both groups using the same instrument as the pre-test. The purpose of the post-test was to measure the improvement in vocabulary retention and the effectiveness of the use “Games To Learn English” platform.

F. Technique of Data Analysis

After collect the data then the researcher then analyze the data with the aim of drawing conclusions. The collected data were analyse using the following procedures:

- a) The Formula for Assessing Students' Answer:

$$Score = \frac{\text{correct answer}}{\text{Number of item}} \times 100\%$$

- b) Classifying the score answer into seven levels, as follows:

Table 3.1 Classification of Students' Score

Score	Classification
95 – 100	Excellent
85 – 94	Very Good
75 – 84	Good
65 – 74	Fairly Good
55 – 65	Fairly Poor
45 – 54	Poor
0 – 44	Very Poor

(Erwin, 2017)

c) Measuring the Mean Score

According to Hardani (2020), the mean (average) score of students' performance in the pretest and post-test was calculated using the following formula:

$$M = \frac{\sum X}{N}$$

M = mean score

$\sum X$ = total score

N = Total sample

d) Hypothesis Testing

According to Conover (1999), non-parametric statistical tests are suitable for analyzing data that do not meet the assumptions of normality and homogeneity. Therefore, this study uses the Wilcoxon Signed-Rank Test to compare the pre-test and post-test scores within the same group (experimental or control) and the Mann–Whitney U Test to compare the post-test scores between the experimental and control groups. The tests are conducted using SPSS (Statistical Package for the Social Sciences) version 27. The decision-making criteria are as follows:

- 1) If the significance value (Sig.) is less than 0.05, H_0 is rejected and H_1 is accepted.
- 2) If the significance value (Sig.) is greater than 0.05, H_0 is accepted and H_1 is rejected.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of this study were obtained from the pre-test and post-test results of students in the experimental and control classes.

1. The Results of Control Class

The control class was the class taught without using the 'Games to Learn English' platform. The subjects in the control class consisted of 21 students. The students' scores in the control class were obtained through a pre-test to determine their prior knowledge of vocabulary, particularly verbs in the context of daily activities. Based on the pre-test results, the highest score achieved by the students was 84 and the lowest score was 28.

a. The classification of students' pre-test in the control class

Table 4.1 The classification of students' pre-test and post-test in the control class

No	Classification	Score	Frequency	
			Pre-test	Post-test
1	Excellent	95 - 100	-	-
2	Very good	85 - 94	-	1
3	Good	75 - 84	6	7
4	Fairly good	65 - 74	2	4

5	Fairly poor	55 – 65	2	2
6	Poor	45 - 54	-	2
7	Very poor	0 – 44	11	5
	Total		21	21

The table above presents the classification of students' vocabulary test scores in both the pre-test and post-test. Based on the data, it can be seen that there was an improvement in students' performance after the treatment using the Games to Learn English platform.

In the pre-test, most students (11 out of 21) were classified as Very Poor, indicating limited vocabulary retention before the implementation of the platform. However, after the treatment, the number of students in this category decreased to 5. Additionally, the number of students in the Good and Fairly Good categories increased from 6 and 2 to 7 and 4 respectively. Moreover, one student achieved the Very Good level in the post-test, showing significant improvement in vocabulary mastery.

b. Control class treatment

The pretest results the majority of students in the control class had a very low level of vocabulary comprehension. This indicates that their initial ability to understand vocabulary was still limited. After the researcher conducted the pre-test, the researcher then conducted treatment on the students by using conventional method. There are 25 verb vocabulary in daily activity context that have been taught. The schedule is:

Table 4.2 the schedule of control class

Day/Date	Meetings	Materials
Wednesday/16-07-2025	1	Take a shower, go to school, wake up, brush, learn, breakfast, use, and watch tv.
Thursday/ 17-07-2025	2	Mop, get dressed, do homework, feed a cat, draw, write, sweep, and tidy up.
Friday/ 18-07-2025	3	Walk, charge, run, wash, read, play, listen cook, and sleep.

On Wednesday, July 16, 2025, during the first meeting, the control class was taught using a conventional method. Students were given 15 minutes to memorize a list of verbs, after which each student took turns reciting their memorization to the teacher. This activity aimed to assess their initial vocabulary recall and encourage individual study habits.

On Thursday, July 17, 2025, in the second meeting, the students were called upon one by one to underline the verbs from sentences provided by the teacher. This exercise was intended to enhance students' ability to identify verbs in context and to reinforce their grammatical awareness.

On Friday, July 18, 2025, during the third meeting, the students were again tasked with memorizing a set of verbs within a given time limit, followed by

individual recitation. This repetition was aimed at strengthening their vocabulary retention through rote learning.

c. Comparison between pre-test and post-test in the control class

Table 4.3 Comparison between pre-test and post-test in the control class

Descriptive analysis		
	Pretest	Posttest
Valid N	21	21
Minimum	28	38
Maximum	84	92
Mean	53.24	63.05
Std. deviation	21.858	19.387

The table above presents the descriptive statistics of students' vocabulary retention scores in the pre-test and post-test of the control class. There were 21 valid participants in both tests. The result of the data analysis shows that the mean score of the students' vocabulary test in the control class was 53.24 in the pre-test and 63.05 in the post-test. This indicates an increase of 9.81 points after the teaching process using the conventional method.

Although there was a slight improvement in the mean score, the overall gain in vocabulary retention was relatively modest compared to the experimental group. These results suggest that the conventional teaching method led to only a limited improvement in vocabulary retention. The increase in mean score is not substantial, and students' performance remained inconsistent.

2. The Results of Experimental Class

The experimental class was the class taught using the 'Games to Learn English' platform. The subjects in the experimental class consisted of 21 students. The students in the experimental class were given a pre-test and a post-test to determine whether the use of the “Games To learn English” Platform was effective in students' vocabulary retention, particularly in verbs related to daily activities. This can be seen from the data below:

a. The classification of students' pre-test in the experimental class

Table 4.4 The classification of students' pre-test and post-test in the experimental class

No	Classification	Score	Frequency	
			Pre-test	Post-test
1	Excellent	95 - 100	-	9
2	Very good	85 - 94	4	4
3	Good	75 - 84	6	5
4	Fairly good	65 - 74	2	-
5	Fairly poor	55 - 65	4	1
6	Poor	45 - 54	-	2
7	Very poor	0 - 44	5	-
	Total		21	21

The table above displays the classification, score range, frequency, and percentage of students in the experimental class during the pre-test and post-test. The results indicate that. In the pre-test, a large number of students (5 out of 21) were classified as Very Poor, and none of them achieved an Excellent score. However, after the treatment, the number of students in the Excellent category increased to 9, while no students remained in the Very Poor category.

Similarly, the number of students in the Fairly Poor and Fairly Good categories decreased, indicating that most students moved to higher achievement levels. These results clearly demonstrate that the use of the *Games to Learn English* platform had a positive impact on students' vocabulary mastery and retention in the experimental class.

b. Experimental Class Treatment

The pre-test results indicate the level of students' understanding of the vocabulary verb in daily activity context before the treatment varied there was still a considerable proportion in the very low category (Very poor), suggesting the need for instructional intervention to improve their comprehension. After the researcher conducted the pre-test, the researcher then conducted treatment on the students by using "Games To Learn English" platform. There are 25 verb vocabulary in daily activity context that have been taught.

1) 1st treatment



Figure 4.1 treatment 1

On Friday, July 18, 2025, during the first treatment, the students were introduced to eight verbs through the Concentration game. The verb materials are Take a shower, go to school, wake up, brush, learn, breakfast, use, and watch tv. They were divided into two groups and allotted ten minutes to match the pictures with the corresponding words. This activity was designed to create an enjoyable learning experience, foster teamwork, and enhance students' ability to accurately recall and recognize vocabulary.

This game is a version of the classic concentration game designed to help students learn vocabulary by matching images and words. The game is simple and intended to be enjoyable. Students click on pairs of squares to match the words with the corresponding images. If students successfully find a matching image word pair, students earn points and the squares disappear. students must match all the images and words as quickly as possible. The concentration aspect lies in remembering where the images or words are located. The time available to match all the squares decreases rapidly, requiring students to play faster in each round.

The same set of vocabulary items is repeated continuously, allowing you to gain repeated exposure to the target language. At the end of the game, a table displays the highest scoring players. Matching the pairs helps in learning vocabulary because it allows for the association between images, text, and audio. By revealing the image and listening to the audio simultaneously, an association is formed. Then, when the corresponding text is revealed, the association is further reinforced. Therefore, it is important to listen to the audio carefully. While it may not be possible to completely master an entire set of vocabulary solely by playing this game, it can help learners acquire several new vocabulary items from a set while also reviewing previously learned ones.

2) 2nd treatment

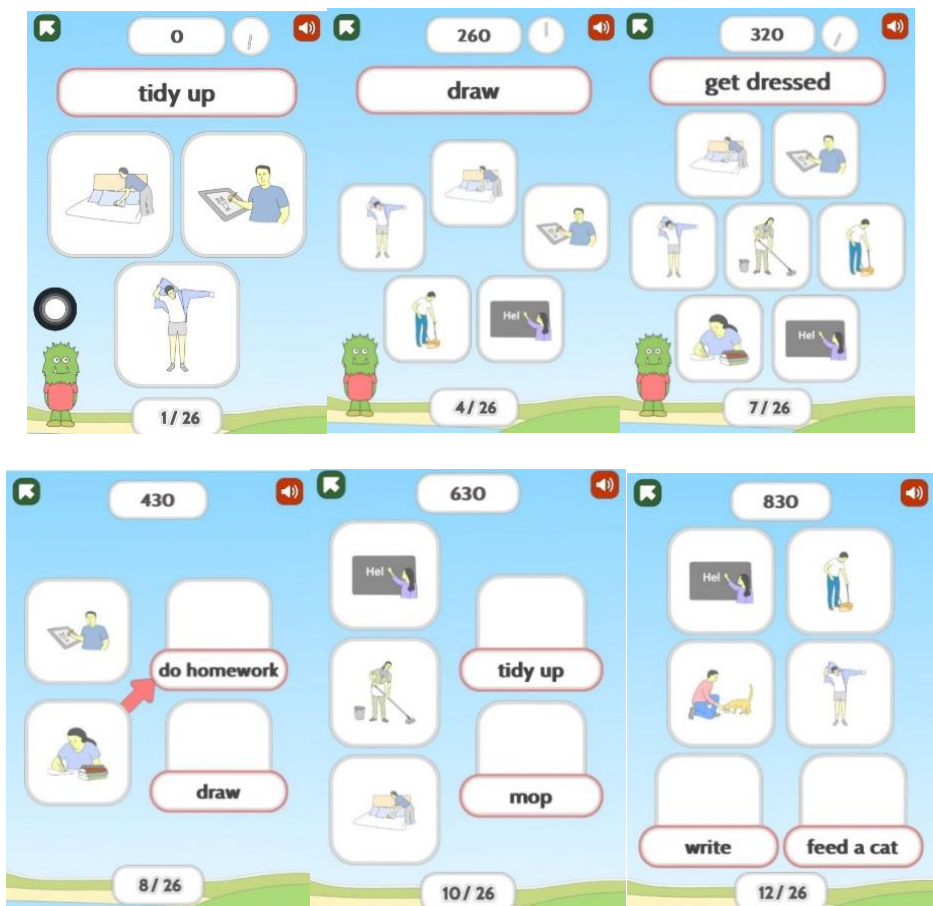




Figure 4.1 treatment 2

On Saturday, July 19, 2025, in the second treatment, the students learned eight additional verbs using the Monster Vocab game. The verb materials are students took turns participating at the front of the class to complete the task within a predetermined time limit. The activity aimed to increase students' confidence in using new vocabulary, improve the speed of word recognition, and make the learning process more interactive.

There are three parts to the game. In the first part, students listen to or read the vocabulary words and click on the matching image. In the second part, students drag the images to match the target words. In the third part, students look at the image and click on the matching word. If students make a mistake at any stage, the game ends

This game offers 26 different content sets, each with its own vocabulary items. In this case, the selected set contains the 8 verbs mentioned above. These items are chosen specifically to avoid overwhelming students with too many unfamiliar words, allowing them to focus on mastering the target vocabulary for better retention.

3) 3rd treatment



Figure 4.1 treatment 3

On Monday, July 21, 2025, the final treatment introduced nine new verbs through the *Word Search* game. The verb materials are walk, charge, run, wash, read, play, listen cook, and sleep. Students took turns coming forward to locate the target words within a set time frame. This activity was intended to strengthen vocabulary retention, sharpen concentration, and sustain students' engagement in the learning process.

The Online Word Search Game is a digital learning activity designed to help students practice basic English vocabulary. In this game, players must locate words that correspond to images before the timer expires. Prior to starting, learners select a content set from approximately 30 available categories, which cover a range of vocabulary topics. The game then randomly selects about eight items from the chosen set, based on word length. To play, learners view the images and identify the corresponding English words, then search for these words in a grid of letters. For example, when presented with an image of a phone, the learner must locate the letters that form the word phone. The main challenge lies in finding all the words before the allotted time runs out; if the timer reaches zero, the game ends.

Points are awarded for each correctly identified word. Vocabulary learning is facilitated through the association of visual, textual, and auditory input: images convey meaning, which is paired with the English word during the search process, and this association is reinforced when the word's audio pronunciation is played. Furthermore, the game supports spelling practice, as learners must know the correct spelling in order to locate the words within the letter grid.

- c. Comparison between pre-test and post-test in the experimental class

Table 4.5 Comparison between pre-test and post-test in the experimental class

Descriptive analysis		
	Pretest	Posttest
Valid N	21	21
Minimum	24	50
Maximum	92	100
Mean	64.57	85.52
Std. deviation	24.043	14.979

The descriptive statistics above show the students' vocabulary retention scores in the pre-test and post-test of the experimental class. The number of valid participants was 21 for both tests. The data analysis revealed that the mean score of students in the experimental class during the pre-test was 64.57, while the mean score in the post-test increased to 85.52. This indicates an improvement of 20.95 points after the treatment using the *Games to Learn English* platform. This indicates

a substantial improvement in students' vocabulary retention after being exposed to the “Games to Learn English” platform. The increase in the mean score and the narrowing of the standard deviation suggest not only better overall performance but also a more consistent result across students. After analyzing the results within each group, the researcher then compared the vocabulary retention of the control and experimental classes to see whether there was a significant difference between the two groups.

3. The Results of The Comparison Between Control Class and Experimental Class

The Wilcoxon Signed-Rank Test was employed to determine whether there was a significant difference between the students’ pre-test and post-test scores in both the experimental and control classes.

Table 4.6 The Results Wilcoxon Signed Rank

Test Statistics^a		
	Post-Test Experimental - Pre-Test Experimental	Post-Test Control - Pre- Test Control
Z	-3.886 ^b	-2.563 ^b
Asymp. Sig. (2-tailed)	.000	.010
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

For the experimental class, the test yielded a Z-value of -3.886 with an Asymp. Sig. (2-tailed) of 0.000, which is lower than the significance level of 0.05. This indicates that there was a statistically significant improvement in students’ vocabulary retention after being taught using the *Games to Learn English* platform. In other words, the treatment had a positive effect on students’ learning outcomes.

Similarly, the control class showed a Z-value of -2.563 with an Asymp. Sig. (2-tailed) of 0.010. Since the p-value was also lower than 0.05, it suggests that there was a significant difference between the pre-test and post-test in the control group as well. However, this improvement can be attributed to conventional teaching methods, and the magnitude of the difference was relatively smaller compared to the experimental class.

Overall, the findings indicate that while both groups experienced progress, the experimental class achieved greater improvement in vocabulary retention, thereby demonstrating the effectiveness of the *Games to Learn English* platform in enhancing students' vocabulary learning.

The Mann-Whitney U test was conducted to examine whether there was a significant difference in vocabulary retention between the experimental and control classes.

Table 4.7 The Results of Mann-Whitney U Test

Test Statistics^a	
	Hasil Vocabulary Retention
Mann-Whitney U	68.000
Wilcoxon W	299.000
Z	-3.852
Asymp. Sig. (2-tailed)	.000

The Mann–Whitney U Test was conducted to compare the vocabulary retention scores of students in the control and experimental classes on the post-test. The results revealed a highly significant difference between the two groups ($U = 68.000$, $Z = -3.852$, $p = 0.000$, $p < 0.001$). This indicates that students in the experimental class, who were taught using the Games to Learn English platform, demonstrated substantially higher vocabulary retention compared to those in the control class.

4. The Effectiveness of Using the “Games to Learn English” Platform on Students’ Vocabulary Retention in EFL Classrooms at SMPN 1 Majene

The overall results of the statistical analyses strongly support the effectiveness of the Games to Learn English platform in improving students’ vocabulary retention. The Wilcoxon Signed-Rank Test results in the experimental class showed a highly significant difference between pre-test and post-test scores ($Z = -3.886$, $p < 0.001$), indicating a clear improvement after the use of the platform. Furthermore, the Mann–Whitney U Test demonstrated a significant difference between the experimental and control classes ($U = 68.000$, $Z = -3.852$, $p < 0.001$), confirming that the experimental group outperformed the control group in terms of vocabulary retention.

These findings indicate that students who used the platform retained vocabulary more effectively than those in the control class. Consequently, the null hypothesis (H_0), which states that the platform is not effective, is rejected, and the alternative hypothesis (H_1), which states that the platform is effective, is accepted.

This confirms that the Games to Learn English platform significantly enhances students' ability to retain vocabulary in the EFL classroom.

B. Discussions

In the control class, which was taught using conventional teaching methods such as explanation, memorize, and exercises, the improvement in students' vocabulary retention was relatively limited compared to the experimental class. This supports the Passive Learning Theory, which states that when students are only recipients of information without active engagement, their retention tends to be lower (Prince, 2004). The post-test results indicated that while some students showed slight progress, many struggled to recall the vocabulary learned during the treatment period. This lack of retention could be attributed to the passive nature of the activities, where students were less engaged and had fewer opportunities for active practice, in line with Kolb's Experiential Learning Theory, which emphasizes that active participation is essential for effective learning (Kolb, 1984).

During the lessons, students mainly relied on rote memorization without interactive reinforcement, which may have hindered long-term retention. This is consistent with Craik and Lockhart's Levels of Processing Theory, which explains that shallow processing such as rote memorization leads to weaker memory traces compared to deeper, meaningful processing (Craik & Lockhart, 1972). Several students reported feeling less motivated, as the learning process was perceived as monotonous and repetitive. Motivation has been identified as a key factor in language learning by Gardner's Socio-Educational Model (Gardner, 1985), which

states that low motivation reduces the likelihood of sustained effort and long-term retention.

This observation is consistent with the findings of Nation (2001), who emphasized that vocabulary retention requires repeated exposure and meaningful use in varied contexts. Without such engaging reinforcement, the vocabulary knowledge acquired by students tends to fade over time, a phenomenon also explained by Ebbinghaus's Forgetting Curve, which shows that without review or active use, learned material is quickly forgotten (Ebbinghaus, 1885). In addition, classroom observation revealed that some students lost focus during the activities, and their participation levels varied greatly. This supports Sweller's Cognitive Load Theory, which suggests that when engagement is low, cognitive resources are not effectively allocated to learning (Sweller, 1988). Those who were less attentive during the lesson tended to perform poorly in the post-test, indicating that attention and active involvement play a crucial role in strengthening vocabulary retention (Anderson, 2010).

In contrast, the experimental class applied game-based learning through the "Games to Learn English" platform over three meetings. This aligns with Constructivist Learning Theory (Piaget, 1972), which argues that learners actively construct knowledge through interaction and engagement with tasks. In the first meeting, students were taught eight verbs using the Concentration Game. They were divided into two groups and given ten minutes to match the pictures with the corresponding words. This activity engaged students in a fun and competitive way, encouraged teamwork, and improved their ability to recall and recognize

vocabulary accurately, consistent with Vygotsky's Social Interaction Theory, which highlights the role of collaborative activities in promoting cognitive development (Vygotsky, 1978).

In the second meeting, the students learned eight different verbs through the Monster Vocab game. The Monster Vocab game repeatedly presented the target verbs throughout the activity, thereby reinforcing students' exposure to the vocabulary items. Nation (2001) argues that multiple encounters with lexical items are essential for strengthening vocabulary retention. Similarly, the Spaced Repetition Theory (Cepeda et al., 2006) demonstrates that repeated exposure to the same words across intervals enhances memory consolidation. In this way, the built-in repetition of the game not only enabled learners to recognize the target verbs but also facilitated their long-term storage and retrieval. In the last meeting, the students learned nine new verbs through the Word Search game. Individually, students came to the front of the class to find the target words within a given time limit. This activity strengthened vocabulary retention, sharpened students' concentration, and made learning more engaging, consistent with the Dual Coding Theory (Paivio, 1986), which posits that combining visual and verbal information enhances memory retention.

Game-based learning, which directly involves students and provides attractive visual representations, enables them to store and recall what they have learned more effectively. According to Mayer's (2001) Cognitive Theory of Multimedia Learning, learners retain information better when verbal input is paired with relevant visual cues, as it enhances dual coding and cognitive processing.

Likewise, Gee (2003) emphasizes that games offer immersive and interactive environments that facilitate meaningful learning and long-term memory retention. Moreover, Nation (2001) highlights that repeated and meaningful encounters with vocabulary in engaging contexts significantly strengthen students' vocabulary retention. In this sense, game-based learning not only motivates learners but also provides repeated exposure and practice, which are essential for storing and recalling new words effectively

The learning process in the experimental class incorporated various interactive vocabulary games such as matching, word search, and guess picture. During the treatment, students demonstrated high enthusiasm and motivation. They actively engaged in playing the games, and their participation increased significantly. This supports Gardner's (1985) theory, which states that intrinsic motivation plays a crucial role in second language learning, as highly motivated students are more likely to invest effort in practicing and retaining vocabulary. In addition, this study supports the findings of Kamila et al. (2024), who discovered that students had positive perceptions of using games in vocabulary learning. Motivation and enjoyment, as observed during the treatment in the experimental class, played a major role in helping students retain what they learned.

On the "Games to Learn English" platform, each type of game contains numerous repetitions and varied exercises, enabling students to easily retain their new vocabulary. This aligns with Nation's (2001) theory, which states that repetition and practice are essential for enhancing vocabulary retention, and with Spaced Repetition Theory (Cepeda et al., 2006), which shows that spaced review

strengthens long-term memory. Research indicates that repeated exposure to words, combined with consistent practice, strengthens neural connections in the brain, making it easier for students to recall vocabulary over time (Baddeley, 1997).

When comparing the results between the control and experimental classes, the use of the “Games to Learn English” platform proved to be more effective in enhancing students’ vocabulary retention. This supports the Cognitive Theory of Multimedia Learning (Mayer, 2001), which posits that combining words, images, and interactivity optimizes learning outcomes. The researcher administered both a pre-test and a post-test in the control class and the experimental class. The results of the Mann-Whitney U test revealed a significant difference in vocabulary retention between the two groups. This proves that students who learned vocabulary through the “Games to Learn English” platform retained more words than those who were taught using traditional methods. This finding is consistent with the studies conducted by Rahmawati and Sibuea (2022), which revealed that this platform not only has positive benefits for vocabulary retention but also improves vocabulary mastery.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study investigated the effectiveness of using the “Games to Learn English” platform on students’ vocabulary retention at SMPN 1 Majene. Based on the analysis of the findings and discussions, the following conclusions are drawn in line with the research questions:

1. The findings of this study indicate that the vocabulary retention of students in the control class, which was taught using conventional methods such as explanation, memorize, and exercises, was relatively low. While a few students showed slight improvement between the pre-test and post-test, many still struggled to recall the vocabulary learned during the treatment period. The lack of active engagement and reliance on rote memorization contributed to weaker long-term retention. This suggests that traditional teaching methods had only a minor effect on students’ vocabulary retention.
2. In contrast, the experimental class, which was taught using the “Games to Learn English” platform, demonstrated significantly higher vocabulary retention. Through interactive activities such as Concentration Game, Monster Vocab, and Word Search, students were actively involved in the learning process. The combination of competition, collaboration, and repeated exposure created an engaging learning environment that recall ability.

3. The comparison between the control and experimental classes revealed a clear difference in learning outcomes. Statistical analysis showed a significant improvement in the vocabulary retention scores of the experimental group compared to the control group, indicating that game-based learning was more effective than conventional methods in sustaining vocabulary knowledge over time. The higher scores in the experimental class can be attributed to the interactive and repetitive nature of game-based learning, which allowed students to better recall and retain the vocabulary items compared to rote memorization.
4. Overall, the results provide strong evidence that the “Games to Learn English” platform is effective on students’ vocabulary retention in an EFL classroom context. The statistical analyses confirmed both significant within group improvement (Wilcoxon Test) and significant between group differences (Mann-Whitney U Test). The interactive, engaging, and repetitive features of the platform fostered higher motivation and deeper processing, which are essential for long-term retention. Compared to conventional methods, game-based learning proved to be a more effective instructional approach for helping students acquire and retain new vocabulary.

B. Suggestions

Based on the results of the data analysis and the conclusion, the researcher offers several suggestions. It is expected that the findings of this study can be valuable for students, teachers, and readers who are interested in implementing digital game-based platforms particularly Games to Learn English to enhance vocabulary retention among students. The following suggestions are proposed:

1. For Students: Students are encouraged to utilize interactive platforms like Games to Learn English as a fun and effective tool to support independent vocabulary learning and students' vocabulary retention.
2. For English Teachers: Teachers are advised to integrate digital game-based learning into their teaching practices as a complementary strategy to traditional methods, especially in teaching vocabulary, to foster student engagement and participation.
3. For Future Researchers: Further studies are recommended to examine the impact of game-based vocabulary learning across different language skills, age groups, or educational settings, as well as using a larger sample for more comprehensive results.

BIBLIOGRAPHY


- Anderson, J. R. (2010). *Cognitive psychology and its implications* (7th ed.). Worth.
- Altalhab, S. (2018). *Short- and long-term effects of repetition strategies on vocabulary retention. Advances in Language and Literary Studies*, 9(1), 28–35. <https://doi.org/10.7575/aiac.all.v.9n.1p.28>.
- Azhar, I. N., Handayani, F. R., Hasibuan, K., Kebidanan, P. S., Kesehatan, F., Aufa, U., Kewirausahaan, P. S., Bisnis, F., Aufa, U., & Padangsimpuan, K. (2023). *Jurnal kesehatan ilmiah indonesia (indonesian health scientific journal)*. 8(1), 177–180.
- Baddeley, A. (1997). *Human memory: Theory and practice*. Psychology Press.
- Bouzaiane, B., & Youzbashi, A. (2024). The Role of Digital-Game Based Language Learning in EFL Vocabulary Learning and Retention: A Case Study at a Higher Educational Institute in Oman. *Journal of Language Teaching and Research*, 15(5), 1660–1669. <https://doi.org/10.17507/jltr.1505.27>
- Brewka, G. (1996). Well-founded semantics for extended logic programs with dynamic preferences. *Journal of Artificial Intelligence Research*, 4(September), 19–36. <https://doi.org/10.1613/jair.284>
- Cepeda, N. J., et al. (2006). *Distributed practice in verbal recall tasks: A review and quantitative synthesis*. Psychological Bulletin, 132(3), 354–380
- Coffey, H. (2017). *Digital game - based learning: best practices*. 7–9. <http://www.learnnc.org/lp/pages/4970?style=print>
- Cohen, N. J., & Squire, L. R. (1980). "Preserved learning and retention of pattern-analyzing skill in amnesia: Dissociation of knowing how and knowing that." *Science*, 210(4466), 207–210.
- Conover, W. J. (1999). *Practical nonparametric statistics* (3rd ed.). Wiley.
- Craik, F. I. M., & Lockhart, R. S. (1972). *Levels of processing: A framework for memory research*. Journal of Verbal Learning and Verbal Behavior, 11(6), 671–684.
- Creswell, J. W. (2013). *Educational research : planning, conducting, and evaluating quantitative and qualitative research / John W. Creswell. — 4th ed. In University of Nebraska–Lincoln*.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. <https://doi.org/http://dx.doi.org/10.5539/elt.v12n5p40>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.
- Ebbinghaus, H. (1885). *Memory: A contribution to experimental psychology*. Teachers College, Columbia University.
- Ebbinghaus, H. (1913). *Memory: A Contribution to Experimental Psychology*. Teachers College, Columbia University. (Karya asli diterbitkan pada tahun 1885).
- Enjel, E., Darmawan, D., & Mashuri, M. (2022). Correlation Between Vocabulary Mastery and Reading Comprehension. *E-Journal of ELTS (English Language Teaching Society)*, 10(2), 118–124. <https://doi.org/10.22487/elts.v10i2.2484>

- Erwin. (2017). *Teaching Grammar by Using Team Games Tournament at the Second Grade Students of SMPN 5 Ajangale* (Undergraduate thesis). English Education Department, Tarbiyah and Teaching Science Faculty, Alauddin State Islamic University of Makassar.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy*. New York: Palgrave Macmillan.
- Gunel, E., & Top, E. (2022). Effects of Educational Video Games on English Vocabulary Learning and Retention. *International Journal of Technology in Education*, 5(2), 333–350. <https://doi.org/10.46328/ijte.225>
- Hardani, S., et al. (2020). *Metode Penelitian Kualitatif & Kuantitatif*. Yogyakarta: CV. Pustaka Ilmu.
- Hulstijn, J. H., & Laufer, B. (2001). Some empirical evidence for the involvement load hypothesis in vocabulary acquisition. *Language Learning*, 51(3), 539–558.
- Katamba, F. (2015). English Words: Structure, History, Usage. In *English Words: Structure, History, Usage*. <https://doi.org/10.4324/9780203495971>
- Khaerunnisa, Latri, & Lestari. (2022). JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan Penerapan Metode Games Based Learning Untuk Meningkatkan Minat Belajar Pada Siswa Kelas IV. *Jurnal Ilmiah Ilmu Kependidikan*, 6(3), 516–520.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Leeming, K., Swann, W., Coupe, J., & Mittler, P. (2018). Teaching vocabulary. In *Teaching Language and Communication to the Mentally Handicapped*. <https://doi.org/10.4324/9780429488610-7>
- Malakouti, M., & Taghavi, M. (2024). *The Impact of Educational Game-based Learning on Vocabulary Acquisition among Iranian Pre-A1 EFL Learners Abstract*. July. <https://doi.org/10.13140/RG.2.2.32430.93769>
- Maulidina, M., Susilaningsih, S., & Abidin, Z. (2018). Pengembangan Game Based Learning Berbasis Pendekatan Saintifik Pada Siswa Kelas Iv Sekolah Dasar. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran) Kajian Dan Riset Dalam Teknologi Pembelajaran*, 4(2), 113–118. <https://doi.org/10.17977/um031v4i22018p113>
- Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.
- Minalla, A. A. (2024). Enhancing Young EFL Learners' Vocabulary Learning Through Contextualizing Animated Videos. *Theory and Practice in Language Studies*, 14(2), 578–586. <https://doi.org/10.17507/tpls.1402.31>
- Morales, L. M., Castillo, J. R., & Cuarte, R. (2024). *A systematic review on the effectiveness of digital game-based learning in the development of vocabulary skills*. *International Journal of Multidisciplinary Studies in Higher Education*, 1(1), 32–47. <https://ijmshe.com/index.php/pub/article/view/5>
- Muhammadiyah, S. M. P., Mujahidin, A., Tyas, A. H., & Hadi, M. S. (2024).

- Mengidentifikasi dan Mengatasi Kesulitan Pemahaman Kosakata melalui Kegiatan Interaktif di Kelas Bahasa Inggris.* 2854–2861.
- Muryanti, S., Syahriniwati, B., & Muhrim, M. (2020). Meningkatkan Kemampuan Peserta Didik dalam Menggali Informasi Penting Pada Teks Narasi Sejarah Berbantuan Video Pembelajaran di Kelas VI SDN 1 Dopang. *Progres Pendidikan*, 1(3), 193–202. <https://doi.org/10.29303/prospek.v1i3.29>
- Nasywa Nur Kamila Sari, Zahra Pinkan Maulida, A. S. (n.d.). *View of Pentingnya Bahasa Inggris Pada Era Globalisasi*. Retrieved May 7, 2025, from <https://ojs.unida.ac.id/karimahtauhid/article/view/12571/4816>
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Nilsson, T., & Hussain, M. (2024). *The impact of digital games on vocabulary acquisition of adolescent EFL learners*. DiVA Portal
- Nurhasanah. (2023). *Upaya Meningkatkan Kosakata Bahasa Inggris Siswa Melalui Metode Pembelajaran Berbasis Masalah*. 3(1), 5–10.
- Paivio, A. (1986). *Mental representations: A dual coding approach*. Oxford University Press.
- Piaget, J. (1972). *The psychology of the child*. Basic Books.
- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). *Foundations of Game-Based Learning*. *Educational Psychologist*, 50(4), 258–283. <https://doi.org/10.1080/00461520.2015.1122533>
- Prince, M. (2004). *Does active learning work? A review of the research*. *Journal of Engineering Education*, 93(3), 223–231.
- Richards, J. C., & Schmidt, R. (2018). *Language Teaching and Applied Linguistics* (Vol. 5).
- Rosidi, M. F., Safruddin, S., & Tahir, M. (2022). Pengembangan Media Pembelajaran Kereta Kata pada Kemampuan Membaca Siswa Kelas 1 SDN Merang Baru 2021/2022. *Jurnal Ilmiah Profesi Pendidikan*, 7(1), 208–215. <https://doi.org/10.29303/jipp.v7i1.446>
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective* (6th ed.). Pearson Education.
- Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.
- Sweller, J. (1988). *Cognitive load during problem solving: Effects on learning*. *Cognitive Science*, 12(2), 257–285.
- Syuhada M. (2019). *Enhancing Long-Term Vocabulary Retention Through Keyword Method*. 1–68.
- Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education Limited
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

APPENDIX

Appendix 1 Research Permit

**PEMERINTAH KABUPATEN MAJENE**
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar

IZIN PENELITIAN

Nomor : 500.16.7.2/435/IP/VI/2025

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/436/VI/2025 Tanggal 17 Juni 2025 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :


N a m a	: FAMILYA MURSI
Pekerjaan	: Mahasiswi
N I M	: 10156121015
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Camba Utara Kel. Baru Kec. Banggae Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE EFFECTIVENESS OF "GAMES TO LEARN ENGLISH" PLATFORM ON STUDENTS' VOCABULARY RETENTION IN EFL CLASSROOM AT SMPN 1 MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 19-06-2025
Kepala Dinas



HI. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb.
Pangkat: Pembina Utama Muda
Nip. 196809281992032011

Appendix 2 Verb material

No	Verb
1	Wake up
2	Sleep
3	Take a shower
4	Brush teeth
5	Breakfast
6	Go to school
7	learn
8	Listen
9	Read
10	Write
11	Cook
12	Charge
13	Run
14	Play
15	Mop the floor
16	Draw
17	Walk
18	Watch TV
19	Do homework
20	Use
21	Sweep the floor
22	Wash the dishes
23	Feed the pets
24	Tidy up
25	Get dressed

Appendix 2 Modul Pembelajaran

a. Experimental class

1st meeting

INFORMASI UMUM	
A. IDENTITAS MODUL	
Guru Mapel	: Familya Mursi
Instansi	: SMPN 1 Majene
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX A
Materi Pembelajaran	: pretest
Pertemuan	: 1
Alokasi Waktu	: 2 JP (1X PERTEMUAN)
B. KOMPETENSI AWAL	
Peserta didik memahami Verb in daily activity context	
C. SARANA DAN PRASARANA	
➤ Ruang kelas	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context	
B. KEGIATAN PEMBELAJARAN	
➤ Kegiatan pendahuluan	
1. Menyapa peserta didik dan salam pembuka	
2. Menyiapkan kelas dan doa	
3. Absensi	
➤ Kegiatan Inti	
1. guru melakukan pretest	
2. guru menjelaskan materi pengantar tentang verb in daily activity	
➤ Kegiatan Penutup	

1. Pelajaran diakhiri dengan doa yang dipimpin oleh salah satu siswa, kemudian mengucapkan salam

2nd meeting

INFORMASI UMUM	
A. IDENTITAS MODUL	
Guru Mapel	: Familya Mursi
Instansi	: SMPN 1 Majene
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX A
Materi Pembelajaran	: Verb
Pertemuan	: 2
Alokasi Waktu	: 2 JP (1X PERTEMUAN)
B. KOMPETENSI AWAL	
Peserta didik memahami Verb in daily activity context	
C. SARANA DAN PRASARANA	
<ul style="list-style-type: none"> ➤ Ruang kelas, ➤ Laptop 	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ul style="list-style-type: none"> ➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context 	
B. KEGIATAN PEMBELAJARAN	
<ul style="list-style-type: none"> ➤ Kegiatan pendahuluan <ol style="list-style-type: none"> 1. Menyapa peserta didik dan salam pembuka 2. Menyiapkan kelas dan doa 3. Absensi ➤ Kegiatan Inti <ol style="list-style-type: none"> 1. Guru membagikan selebaran berisi 8 verb beserta artinya 2. Peserta didik diber waktu 15 menit untuk mengingat dan memahami 8 verb pertama 3. Guru menyiapkan LCD 	

4. Guru menampilkan “GAMES TO LEARN ENGLISH“ platform
5. Guru membagi peserta didik 2 kelompok
6. Guru menjelaskan cara bermain concentration verb
7. Setiap kelompok secara bergantian mencocokkan verb

➤ Kegiatan Penutup

1. Pelajaran diakhiri dengan doa yang dipimpin oleh salah satu siswa, kemudian mengucapkan salam

3rd meeting

INFORMASI UMUM	
A. IDENTITAS MODUL	
Guru Mapel	: Familya Mursi
Instansi	: SMPN 1 Majene
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX A
Materi Pembelajaran	: Verb
Pertemuan	: 3
Alokasi Waktu	: 2 JP (1X PERTEMUAN)
B. KOMPETENSI AWAL	
Peserta didik memahami Verb in daily activity context	
C. SARANA DAN PRASARANA	
<ul style="list-style-type: none"> ➤ Ruang kelas, ➤ Laptop 	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ul style="list-style-type: none"> ➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context 	
B. KEGIATAN PEMBELAJARAN	
<ul style="list-style-type: none"> ➤ Kegiatan pendahuluan <ol style="list-style-type: none"> 1. Menyapa peserta didik dan salam pembuka 2. Menyiapkan kelas dan doa 3. Absensi 	

➤ Kegiatan Inti

1. Guru membagikan selebaran berisi 8 verb beserta artinya
2. Peserta didik diber waktu 15 menit untuk mengingat dan memahami 8 verb selanjutnya
3. Guru menyiapkan LCD
4. Guru menampilkan “GAMES TO LEARN ENGLISH“ platform
5. Guru menjelaskan cara bermain Monster Vocab
6. Peserta didik naik satu persatu memainkan game tersebut

➤ Kegiatan Penutup

1. Pelajaran diakhiri dengan doa yang dipimpin oleh salah satu siswa, kemudian mengucapkan salam

4th meeting

INFORMASI UMUM	
A. IDENTITAS MODUL	
Guru Mapel	: Familya Mursi
Instansi	: SMPN 1 Majene
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX A
Materi Pembelajaran	: Verb
Pertemuan	: 4
Alokasi Waktu	: 2 JP (1X PERTEMUAN)
B. KOMPETENSI AWAL	
Peserta didik memahami Verb in daily activity context	
C. SARANA DAN PRASARANA	
➤ Ruang kelas,	
➤ Laptop	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context	

B. KEGIATAN PEMBELAJARAN

- Kegiatan pendahuluan
 1. Menyapa peserta didik dan salam pembuka
 2. Menyiapkan kelas dan doa
 3. Absensi
- Kegiatan Inti
 1. Guru membagikan selebaran berisi 9 verb beserta artinya
 2. Peserta didik diberi waktu 15 menit untuk mengingat dan memahami 9 verb teraakhir
 3. Guru menyiapkan LCD
 4. Guru menampilkan “GAMES TO LEARN ENGLISH“ platform
 5. Guru menjelaskan cara bermain Word Search
 6. Peserta didik naik satu persatu memainkan game tersebut
- Kegiatan Penutup
 1. Pelajaran diakhiri dengan doa yang dipimpin oleh salah satu siswa, kemudian mengucapkan salam

5th meeting

INFORMASI UMUM	
A. IDENTITAS MODUL	
Guru Mapel	: Familya Mursi
Instansi	: SMPN 1 Majene
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX A
Materi Pembelajaran	: Posttest
Pertemuan	: 5
Alokasi Waktu	: 2 JP (1X PERTEMUAN)
B. KOMPETENSI AWAL	
Peserta didik memahami Verb in daily activity context	
C. SARANA DAN PRASARANA	
➤ Ruang kelas,	
KOMPONEN INTI	

A. TUJUAN PEMBELAJARAN
<ul style="list-style-type: none"> ➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context
B. KEGIATAN PEMBELAJARAN
<ul style="list-style-type: none"> ➤ Kegiatan pendahuluan <ol style="list-style-type: none"> 1. Menyapa peserta didik dan salam pembuka 2. Menyiapkan kelas dan doa 3. Absensi ➤ Kegiatan Inti <ol style="list-style-type: none"> 1. guru menyegarkan Kembali verb yang telah dipelajari 2. guru melakukan posttest ➤ Kegiatan Penutup <ol style="list-style-type: none"> 1. Pelajaran diakhiri dengan doa yang dipimpin oleh salah satu siswa, kemudian mengucapkan salam

b. Control class

1st meeting

INFORMASI UMUM	
A. IDENTITAS MODUL	
Guru Mapel	: Familya Mursi
Instansi	: SMPN 1 Majene
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX C
Materi Pembelajaran	: pretest
Pertemuan	: 1
Alokasi Waktu	: 2 JP (1X PERTEMUAN)
B. KOMPETENSI AWAL	
Peserta didik memahami Verb in daily activity context	
C. SARANA DAN PRASARANA	

➤ Ruang kelas
KOMPONEN INTI
A. . TUJUAN PEMBELAJARAN
➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context
B. KEGIATAN PEMBELAJARAN
<ul style="list-style-type: none"> ➤ Kegiatan pendahuluan <ul style="list-style-type: none"> 1. Menyapa peserta didik dan salam pembuka 2. Menyiapkan kelas dan doa 3. Absensi ➤ Kegiatan Inti <ul style="list-style-type: none"> 1. guru melakukan pretest 2. guru menjelaskan materi pengantar tentang verb in daily activity ➤ Kegiatan Penutup <ul style="list-style-type: none"> 1. Pelajaran diakhiri dengan doa yang dipimpin oleh salah satu siswa, kemudian mengucapkan salam

2nd meeting

INFORMASI UMUM	
A. IDENTITAS MODUL	
Guru Mapel	: Familya Mursi
Instansi	: SMPN 1 Majene
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX C
Materi Pembelajaran	: Posttest
Pertemuan	: 2
Alokasi Waktu	: 2 JP (1X PERTEMUAN)
B. KOMPETENSI AWAL	
Peserta didik memahami Verb in daily activity context	
C. SARANA DAN PRASARANA	

➤ Ruang kelas,
KOMPONEN INTI
A. TUJUAN PEMBELAJARAN
➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context
B. KEGIATAN PEMBELAJARAN
<ul style="list-style-type: none"> ➤ Kegiatan pendahuluan <ul style="list-style-type: none"> 1. Doa 2. Salam 3. Absensi ➤ Kegiatan Inti <ul style="list-style-type: none"> 1. Siswa diperkenalkan verb 2. Siswa diberikan materi verb 3. Siswa diberi wktu 10 menit mengingat verb kemudian satu persatu siswa menyeter hasil hafalannya ➤ Kegiatan Penutup Doa

3rd meeting

INFORMASI UMUM	
D. IDENTITAS MODUL	
Guru Mapel	: Familya Mursi
Instansi	: SMPN 1 Majene
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX C
Materi Pembelajaran	: Posttest
Pertemuan	: 3
Alokasi Waktu	: 2 JP (1X PERTEMUAN)
E. KOMPETENSI AWAL	
Peserta didik memahami Verb in daily activity context	
F. SARANA DAN PRASARANA	
➤ Ruang kelas,	

KOMPONEN INTI
A. TUJUAN PEMBELAJARAN
➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context
B. KEGIATAN PEMBELAJARAN
<ul style="list-style-type: none"> ➤ Kegiatan pembuka <ol style="list-style-type: none"> 1. Doa 2. Salam 3. Absensi ➤ Kegiatan inti <ol style="list-style-type: none"> 1. Siswa diberikan materi verb 2. Siswa melakukan repeat after me setelah itu siswa satu persatu naik untuk underline verb yang ada pada kalimat ➤ Kegiatan penutup Doa

4th meeting

INFORMASI UMUM														
A. IDENTITAS MODUL														
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Guru Mapel</td> <td style="width: 50%;">: Familya Mursi</td> </tr> <tr> <td>Instansi</td> <td>: SMPN 1 Majene</td> </tr> <tr> <td>Mata Pelajaran</td> <td>: Bahasa Inggris</td> </tr> <tr> <td>Kelas</td> <td>: IX C</td> </tr> <tr> <td>Materi Pembelajaran</td> <td>: Posttest</td> </tr> <tr> <td>Pertemuan</td> <td>: 4</td> </tr> <tr> <td>Alokasi Waktu</td> <td>: 2 JP (1X PERTEMUAN)</td> </tr> </table>	Guru Mapel	: Familya Mursi	Instansi	: SMPN 1 Majene	Mata Pelajaran	: Bahasa Inggris	Kelas	: IX C	Materi Pembelajaran	: Posttest	Pertemuan	: 4	Alokasi Waktu	: 2 JP (1X PERTEMUAN)
Guru Mapel	: Familya Mursi													
Instansi	: SMPN 1 Majene													
Mata Pelajaran	: Bahasa Inggris													
Kelas	: IX C													
Materi Pembelajaran	: Posttest													
Pertemuan	: 4													
Alokasi Waktu	: 2 JP (1X PERTEMUAN)													
B. KOMPETENSI AWAL														
Peserta didik memahami Verb in daily activity context														
C. SARANA DAN PRASARANA														
➤ Ruang kelas,														
KOMPONEN INTI														
A. TUJUAN PEMBELAJARAN														
➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context														

B. KEGIATAN PEMBELAJARAN
<ul style="list-style-type: none"> ➤ Kegiatan pembuka <ol style="list-style-type: none"> 1. Doa 2. Salam 3. Absensi ➤ Kegiatan inti <ol style="list-style-type: none"> 1. Siswa diberikan materi verb 2. Siswa diberi waktu untuk menghafal verb tersebut 3. Kemudian siswa naik satu persatu menyeter verb yang telah dihafal ➤ Kegiatan penutup <p style="margin-left: 20px;">Doa</p>

5th meeting

INFORMASI UMUM	
A. IDENTITAS MODUL	
Guru Mapel	: Familya Mursi
Instansi	: SMPN 1 Majene
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX C
Materi Pembelajaran	: Posttest
Pertemuan	: 5
Alokasi Waktu	: 2 JP (1X PERTEMUAN)
B. KOMPETENSI AWAL	
Peserta didik memahami Verb in daily activity context	
C. SARANA DAN PRASARANA	
➤ Ruang kelas,	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ul style="list-style-type: none"> ➤ Peserta didik mampu mengidentifikasi dan mengetahui verb in daily activity context 	

B. KEGIATAN PEMBELAJARAN

- Kegiatan pendahuluan
 1. Menyapa peserta didik dan salam pembuka
 2. Menyiapkan kelas dan doa
 3. Absensi

- Kegiatan Inti
 1. guru menyegarkan Kembali verb yang telah dipelajari
 2. guru melakukan posttest

- Kegiatan Penutup

Doa

Appendix 3 Student worksheet

Name: _____

Date: _____

A. Multiple Choice

Choose the correct answer

1. What is the meaning of “wake up”?

- A. Tidur malam
- B. Makan malam
- C. Bangun tidur
- D. Bermain

2. “use” means ...

- A. Mandi
- B. Menggunakan
- C. Minum
- D. Belajar

3. What is “breakfast” in Indonesian?

- A. Sarapan
- B. Minum
- C. Mengepel
- D. Tidur siang

4. “mengepel lantai” in English is ...

- A. Watch TV
- B. Listen
- C. mop the floor
- D. Help parents

5. What is the meaning of “learn”?

- A. Tidur
- B. Belajar
- C. Bermain
- D. Menyapu

6. “Get dressed” means ...

- A. Tidur
- B. Makan
- C. Berpakaian
- D. Menjawab

7. What is the English word for “Mengerjakan PR”?

- A. Play
- B. Do homework
- C. Answer
- D. Study

8. “Draw” means ...

- A. Makan siang
- B. Mandi
- C. Menggambar
- D. Menyapu

9. What is “Feed the pets” in Indonesian?

- A. Memberi makan hewan peliharaan
- B. Menonton televisi
- C. Mandi
- D. Menyapu

10. “Sweep the floor” means ...

- A. Makan malam
- B. Menyapu lantai
- C. Membaca
- D. Membantu orang tua

11. What is the meaning of “write”?

- A. Menulis
- B. Membaca
- C. Mendengarkan
- D. Menjawab

12. What is “tidy up” in Indonesian?

- A. Bangun tidur
- B. merapikan
- C. Tidur siang
- D. Belajar

13. "Walk" means ...

- A. Membantu teman
- B. Membantu guru
- C. Lari
- D. Jalan

14. What is the English of "Mencuci piring"?

- A. Wash the clothes
- B. Wash the dishes
- C. Sweep the floor
- D. Help parents

15. "Brush teeth" means ...

- A. Menulis
- B. Menyapu lantai
- C. Menyikat gigi
- D. Mendengarkan

B. Short Answer

Translate the following words into English.

16. Membaca:

17. Bermain:

18. Memasak:

19. Mendengarkan:

20. mengisi daya:

C. Matching

Match the verbs with their picture. Write the correct letter

21. Go to school

22. Take a shower

23. Watch TV

24. Run

25. Sleep

Match options:



A.



D.



B.



A.



C.

Appendix 5: Students Score

Control class

NAMA SISWA	SCORE	
	PRETEST	POSTTEST
MIA	72	68
SH	84	80
M	84	92
M	84	72
TZ	80	80
SQ	80	76
MA	76	84
NS	56	80
N	56	60
NN	66	60
IM	44	72
R	40	52
NF	36	36
JC	36	80
S	32	44
A	44	68
N	28	36
MR	28	76
SF	28	28
MS	36	52
NI	28	28

Experimental class

NAMA SISWA	SCORE	
	PRETEST	POSTTEST
NZR	60	92
NP	64	84
M	24	84
R	28	92
MNR	24	50
DGA	56	64
MNAS	68	88
AAM	88	96
R	84	96
MSIY	84	100
NA	92	88
ASW	80	96
ANM	32	96
M	80	100
N	76	96
N	92	96
F	84	80
NI	88	96
MR	56	76
A	68	76
SM	28	50

Appendix 6: Documentations

A. Experimental Class





B. Control class



Curriculum Vitae



Familya Mursi was born in Majene, West Sulawesi Regency Banggae District, on June 26, 2003. The researcher studied elementary school at SDN 1 Saleppa and graduated in 2016. Then she took her junior high school at SMPN 1 Majene and graduated in 2018. The senior high school was obtained at SMAN 1 Majene, majoring until its completion in 2021. While still in junior high school the author was awarded third place in the Sayyang Pattuduq traditional dance competition and third place in the choir competition, both at the Majene Regency level. In senior high school, the author had the honor of representing Majene Regency as a flag bearer (Paskibraka) at the provincial level in West Sulawesi.

In 2021, the researcher took a part in the selection to enter college through the UMM route and was later declared to have passed at STAIN Majene, Department of Tarbiyah and Teacher Training, English Education Study Program. During her time as students at TBI 2021.