

**GAMIFYING VOCABULARY LEARNING: THE IMPACT OF
EDUCANDY ON STUDENTS' VOCABULARY MASTERY AT TENTH
GRADE STUDENTS' OF SMAN 4 KEDIRI**

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For Obtaining the Degree of Bachelor of Education (S.Pd.)
In the English Education Study Program



BY:

NAIA SHAFIRA INDRIANI ARBETA

NPM: 2214050013

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2026

APPROVAL PAGE

Skripsi by:

NAIA SHAFIRA INDRIANI ARBETA
NPM: 2214050013

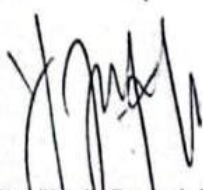
Entitled:

**GAMIFYING VOCABULARY LEARNING: THE IMPACT OF
EDUCANDY ON STUDENTS' VOCABULARY MASTERY AT TENTH
GRADE STUDENTS' OF SMAN 4 KEDIRI**

Approved by the Advisor to be Proposed to
Examination Committee of English Education Department
Faculty of Teacher and Training Education
Universitas Nusantara PGRI Kediri

Date: July, 17th 2026

Advisor I



Dr. Yuni Susanti, S.Pd, M.Pd.
NIDN: 0718017801

Advisor II



Dr. Rika Riwayatiningih, M.Pd.
NIDN. 0721107201

APPROVAL SHEET

Skripsi by:

NAIA SHAFIRA INDRIANI ARBETA
NPM: 2214050013

Entitled:

**GAMIFYING VOCABULARY LEARNING: THE IMPACT OF
EDUCANDY ON STUDENTS' VOCABULARY MASTERY AT TENTH
GRADE STUDENTS' OF SMAN 4 KEDIRI**

Has been maintained in front of the Examination Committee of
English Education Department
Faculty of Teacher and Training Education
Universitas Nusantara PGRI Kediri
At the date of: July, 17th 2026

And Declared to Have Fulfilled the Requirements

Committee examiner:

1. Chairman : Dr. Yunik Susanti, S.Pd, M.Pd.
2. First examiner : Dr. Sulistyani, S.Pd, M.Pd.
3. Second examiner : Dr. Rika Riwayatiningasih, M.Pd.



The Dean of Faculty of Teacher
Training and Education



Dr. Agus Widodo, M.Pd.
NIDN. 0024086901

STATEMENT OF WRITING ORIGINALITY

The undersigned bellow, I:

Name : Naia Shafira Indriani Arbeta

Gender : Female

Place/Date of Birth : Kediri, April 22nd 2004

NPM : 2214050013

Faculty/Department : FKIP/SI English Education Department

States in fact, that in this skripsi no work has ever been submitted for bachelor degree in a college, and to the best of my knowledge no written work opinion has ever been published by any other person, except that which is intentionally written and referred to in this manuscript and mentioned in the bibliography.

Kediri, July 17th 2026

The Writer



NAIA SHAFIRA INDRIANI ARBETA

NPM. 2214050013

MOTTO AND DEDICATION

MOTTO

“Sesungguhnya Allah tidak akan mengubah nasib suatu kaum sehingga mereka mengubah keadaan yang ada pada diri mereka sendiri.” (Q.S Ar-Ra'd: 11)”

“The Future Depends on What You Do Today.”

“Chasing Dreams Even When it’s Scary is Better Than Regretting Never Trying.”

DEDICATION

I lovingly dedicate this thesis to:

1. Allah SWT, The Most Gracious and The Most Merciful, for His endless blessings, guidance, strength, and mercy throughout my journey. Without His Grace, this thesis would not have been completed.
2. My Beloved Parents, Ibu dan Bapak, for their unconditional love, endless prayers, sacrifices, unwavering support, and encouragement. Thank you for always believing in me and inspiring me to pursue my dreams.
3. My Beloved Family, for their constant love, understanding, motivation, and support throughout every stage of my educational journey.
4. My respected advisor, Maam Yunik, and Maam Rika, for their invaluable guidance, patience, constructive feedback, and continuous encouragement during the completion of this research.

5. All lecturers of the English Education Department, for your dedication, knowledge, guidance, and valuable lessons throughout my years of study. Thank you for helping me become a better learner, future educator, and lifelong learner.
6. My YouTube playlist, especially my Arabic and Indian songs, thank you for being my favorite study companion throughout this journey. You turned stressful deadlines, endless revisions, and late-night writing sessions into moments I could actually enjoy. Somehow, every song kept me focused, lifted my mood, and reminded me to keep going even when I felt like giving up. You were definitely the main character in my headphones, and this thesis simply would not have the same story without you.
7. My classmates, thank you for the unforgettable memories, teamwork, and experiences we shared during our university years. It has been a privilege to learn, grow, and achieve our goals together. I hope the friendships and connections we have built will continue to flourish, and I wish each of you success and happiness in your future endeavors.
8. My beloved friends, especially “Mie Ayam Hunter” (Amel, Vaela, Aghsya) and Sayid, Asa, also Dhevia, thank you for your unwavering support, encouragement, and kindness throughout this journey. Thank you for every laugh, every discussion, and every moment we shared. I am especially grateful for all the times we worked on our theses side by side, encouraged one another, and never hesitated to help whenever I needed assistance. Your presence made the challenging days easier, the stressful moments more bearable, and the happy moments even more meaningful. I am truly grateful to have friends who always believed in me and stood by my side until the very end.
9. Last but not least, for myself, Naia Shafira Indriani Arbeta, thank you for never giving up. Thank you for choosing to keep going even when the journey felt overwhelming, when motivation faded, and when self-doubt seemed stronger than confidence. Thank you for every sleepless night, every tear, every sacrifice, and every effort you made to reach this

point. You have proven that perseverance, patience, faith, and hard work can overcome even the most difficult challenges. I am proud of how far you have come, not only because you completed this thesis, but because you grew into a stronger, wiser, and more resilient person throughout the process. May this achievement be the beginning of many greater opportunities, meaningful contributions, and dreams yet to come.

Finally, to everyone who has prayed for me, supported me, encouraged me, and believed in me throughout this journey, whether mentioned by name or not, thank you from the bottom of my heart. May Allah SWT bless you all with happiness, good health, success, and endless blessings.

Abstract

Naia Shafira Indriani Arbeta Gamifying Vocabulary Learning: The Impact of *Educandy* on Students' Vocabulary Mastery at Tenth Grade Students' of SMAN 4 Kediri, Skripsi, English Education Department, Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, 2026.

Keywords: *Educandy*, Gamified Learning, Vocabulary Mastery, English Language Teaching.

Vocabulary mastery is one of the essential components of English language learning, as it enables students to comprehend and communicate effectively. However, many tenth-grade students still encounter difficulties in acquiring vocabulary due to limited engagement and the use of conventional teaching methods. To address this issue, gamified learning applications such as *Educandy* can provide an interactive and enjoyable learning experience that encourages students to actively participate in vocabulary learning. Therefore, this study aimed to investigate the impact of the *Educandy* application on students' vocabulary mastery at the tenth-grade students of SMAN 4 Kediri.

This study employed a quantitative approach using a pre-experimental research design with a one-group pre-test and post-test design. The sample was selected using a cluster sampling technique, in which one class of tenth-grade students was chosen as the research participants. The research instrument was a vocabulary test administered before and after the treatment. The collected data were analyzed using descriptive statistics and a paired-sample *t*-test through IBM SPSS Statistics.

The findings indicated that the implementation of *Educandy* significantly improved students' vocabulary mastery. The post-test mean score was higher than the pre-test mean score, demonstrating that students achieved better vocabulary performance after the treatment. Furthermore, the paired-sample *t*-test revealed that the significance value was lower than 0.05, indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. The analysis of vocabulary aspects showed that all aspects improved after the implementation of *Educandy*. Among these aspects, the most substantial improvements were found in pronunciation, word class, and word use, indicating that *Educandy* was particularly effective in enhancing students' pronunciation accuracy, understanding of grammatical categories, and appropriate vocabulary usage in context.

In conclusion, the findings demonstrate that *Educandy* has a significant positive impact on students' vocabulary mastery. Therefore, *Educandy* can be considered an effective and engaging learning media for teaching vocabulary in English language classrooms.

ACKNOWLEDGEMENTS

Praise is always offered to the presence of Allah S.W.T who has bestowed His mercies and blessings so that this thesis proposal entitled "Gamifying Vocabulary Learning: The Impact of *Educandy* on Vocabulary Mastery of Tenth Grade Students at SMAN 4 KEDIRI" can be completed.

Furthermore, the writer would like to thank to all parties who have contributed to the success of writing and preparing the proposal of this research, including:

1. Dr. Zainal Afandi M.Pd. as the Rector of University of Nusantara PGRI Kediri who always motivates his students.
2. Dr. Agus Widodo, M.Pd. as the Dean of the Faculty of Teacher Training and Education who always encourage his students to learn hard.
3. Dr. Khoiriyah, M.Pd. as the Head of English Language Education Department and Second Advisor who always advise and guide the students during the writing of this thesis proposal.
4. Dr. Yunik Susanti, M.Pd. as the first advisor who always gives valuable advice and guidance from the beginning until the completion of writing this thesis.
5. Dr. Rika Riwayatiningsih, M.Pd. as the second advisor who always gave valuable advice and guidance from the beginning until the completion of this thesis.
6. All lecturers and staff of English Language Education Department who facilitate students to experience a pleasant atmosphere.
7. Ibu Naning Rahmawati, S.Pd as the English teacher at SMAN 4 Kediri who has given the researchers permission and support to do the research.
8. Other parties who cannot be mentioned one by one who have given prayers and support during the process of writing this proposal.

Finally, with the hope that this skripsi will be useful for all of us, especially for the world of education, even though it is only like a drop of water in the vast ocean.

Kediri, July 17th 2026

Naia Shafira Indriani Arbeta

NPM. 2214050013

TABLE OF CONTENT

APPROVAL PAGE	ii
APPROVAL SHEET	iii
STATEMENT OF WRITING ORIGINALITY	iv
MOTTO AND DEDICATION	v
Abstract.....	viii
ACKNOWLEDGEMENTS.....	ix
TABLE OF CONTENT	xi
LIST OF TABLES.....	xiii
LIST OF FIGURES	xiv
LIST OF DIAGRAMS	xv
LIST OF APPENDICES	xvi
INTRODUCTION.....	1
A. Background of the Research	1
B. Problem formulation.....	6
C. Objective of question	6
D. Significance of study	6
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE.....	9
A. The Concept of Vocabulary Mastery.....	9
B. <i>Educandy</i> Media Application	17
C. Game-Based Learning (GBL).....	23
D. Review of Previous Studies.....	29
E. Conceptual Framework.....	31
F. Hypothesis.....	32

CHAPTER III	33
RESEARCH METHODOLOGY	33
A. Research Design.....	33
B. Research Variables	34
C. Research Instruments	35
D. Population and Sample	37
E. Data Collection Techniques	39
F. Research Place and Timeline.....	39
G. Data Analysis Techniques	40
CHAPTER IV.....	43
RESEARCH FINDINGS AND DISCUSSION	43
A. RESEARCH FINDINGS.....	43
1. Description of Data	43
2. Instrument Data Analysis	53
3. Normality Test	61
4. Hypothesis Testing.....	62
B. DISCUSSION	65
CHAPTER V	71
CONCLUSION, IMPLICATION, AND SUGGESTION.....	71
A. CONCLUSION.....	71
B. IMPLICATION	73
C. SUGGESTION	75
1. For English Teachers.....	75
2. For Future Researchers	76

LIST OF TABLES

Table 3. 1 Research Design	34
Table 3. 2 Research Timeline	40
Table 3. 3 Scoring Rubric.....	41
Table 4. 1Pre-Test Classification Scores	60
Table 4. 2 Post-Test Classification Scores	60

LIST OF FIGURES

Figure 2. 1 Educandy Application.....	21
Figure 2. 2 Types of Activities in Educandy	22
Figure 2. 3 Creating Task in Educandy	22
Figure 2. 4 Share Activity in Educandy	23
Figure 2. 5 Conceptual Framework.....	31
Figure 4. 1 Paired Sample Statistics.....	47
Figure 4. 2 Paired Sample Statistics.....	53
Figure 4. 3 Validity of Pre-Test	54
Figure 4. 4 Validity of Post-Test.....	55
Figure 4. 5 Reliability of Pre-Test.....	57
Figure 4. 6 Reliability of Post-Test	58
Figure 4. 7 Normality Test	62
Figure 4. 8 Paired Sample Correlation.....	63
Figure 4. 9 Paired Sample Effect Size	64
Figure 4. 10 Paired Sample Test.....	65

LIST OF DIAGRAMS

Diagram 4.1 Students' Pre-test Scores	44
Diagram 4.2 Students' Post-test Scores	49
Diagram 4.3 Pre and Post-test Scores	59

LIST OF APPENDICES

Appendix 1 Research Letter.....	84
Appendix 2 Research Certificate	85
Appendix 3 Teaching Module	86
Appendix 4 Worksheet and Example Activities in Educandy.....	90
Appendix 5 Scoring Procedure and Formula	96
Appendix 6 Table Blueprint Pre and Post Test.....	97
Appendix 7 Key Answer	99
Appendix 8 Question Pre-Test	100
Appendix 9 Result Pre-Test	104
Appendix 10 Question Post-Test.....	106
Appendix 11 Result Post-Test	110
Appendix 12 Data Frequency Pre-Test Score	113
Appendix 13 Data Frequency Post-Test Score.....	114
Appendix 14 Students' Pre and Post-Test Scores.....	115
Appendix 15 Documentation	116
Appendix 16 Thesis Guided.....	117
Appendix 17 Letter of Exam Thesis Approval	119

CHAPTER I

INTRODUCTION

This chapter explains the background of the research, problem formulation, objective of the questions, and the significance of study.

A. Background of the Research

In the realm of English language learning, vocabulary is widely regarded as the core component that supports the development of the four primary language skills such as listening, speaking, reading, and writing. Without sufficient vocabulary, learners cannot communicate effectively or express their ideas meaningfully in English Alqahtani (2015). Vocabulary mastery is crucial for senior high school students, particularly those in Grade 10, because it influences their ability to comprehend texts, engage in conversations, write effectively, and understand listening materials Brown (2007); Schmitt (2000). The significance of vocabulary extends beyond mere word recognition, it encompasses the ability to understand nuances, connotations, and the contextual application of words, which are essential for academic success and effective communication.

Despite its importance, vocabulary mastery remains a persistent challenge for many students in Indonesia. In regular classrooms, vocabulary is often taught through memorization techniques, isolated word lists, and repetitive drilling. These traditional approaches tend to be monotonous, disengaging, and ineffective in the long term Nation (2001). Research has shown that rote memorization does not facilitate deep learning or long-term retention of vocabulary. Moreover, learners frequently encounter difficulties in remembering vocabulary, understanding word meanings in context, and applying new words in speaking or writing tasks. These obstacles often lead to frustration, low motivation, and limited language proficiency, which can hinder students' overall academic performance and confidence in using the English language.

In recent years, educational innovations have sought to transform language learning into a more engaging and student-centered experience. One such

innovation is the use of gamification in education. Gamification refers to the application of game design elements and principles in non-game contexts to enhance learner motivation and engagement Deterding et al., (2011). By incorporating elements such as points, badges, leaderboards, and challenges, gamification can create a more dynamic learning environment that encourages students to take an active role in their education. In the context of vocabulary learning, gamification can increase students' interest and participation by transforming abstract and repetitive vocabulary exercises into interactive and meaningful experiences. This approach not only makes learning more enjoyable but also fosters a sense of achievement and competition among students, which can further motivate them to engage with the material.

One gamified learning tool that has gained popularity among educators is *Educandy*. *Educandy* is a free online platform that enables teachers to transform vocabulary lists and learning materials into interactive games such as matching pairs, word searches, crosswords, and multiple-choice quizzes (*Educandy* website). These games can be accessed on computers, tablets, and smartphones, making learning more flexible and accessible. The versatility of *Educandy* allows teachers to tailor the games to suit their specific curriculum needs, thereby enhancing the relevance of vocabulary learning to students' everyday experiences. By engaging students in fun and competitive activities, *Educandy* promotes active learning, increases vocabulary retention, and fosters a positive attitude toward language learning Riska et al., (2023). The interactive nature of the platform encourages collaboration among students, as they can work together in teams or compete against one another, further enriching the learning experience.

For grade ten senior high school students, mastering English vocabulary remains a significant challenge. Many students still face difficulties in understanding word meanings, pronunciation, spelling, word forms, and the use of vocabulary in context. Previous studies also revealed that tenth-grade students often have low vocabulary mastery, which affects their ability to communicate and comprehend English materials effectively Alamanda, (2021); Irvani, (2019). One factor contributing to this problem is the limited use of interactive learning media in English classrooms. Vocabulary learning is commonly conducted through

conventional teaching methods, such as teacher-centered instruction and textbook-based activities, which tend to make students passive and less motivated. As a result, students often perceive vocabulary learning as monotonous and difficult. Therefore, innovative and engaging learning approaches are needed to improve students' motivation and vocabulary mastery. In response to this issue, the use of *Educandy* is proposed as a gamified learning tool that can support vocabulary learning through interactive and enjoyable activities.

English has become increasingly important in the Indonesian education system, as reflected in *Permendikbudristek No. 12 Tahun 2024* concerning the national curriculum. This regulation emphasizes the need for learners to develop competencies that prepare them to become global citizens. The sociological foundation of the *Kurikulum Merdeka* explicitly encourages responsiveness to global developments and promotes intercultural understanding, communication skills, and the ability to engage in diverse social and technological contexts. English, as an international language, plays a central role in equipping students with 21st-century skills, including digital literacy and global communication. Furthermore, starting in the 2027/2028 academic year, English will become a compulsory subject in elementary education, reinforcing its significance for future academic and professional success in an increasingly interconnected world.

This research, therefore, aims to explore the impact of using *Educandy* in vocabulary instruction and to determine whether the gamified approach significantly improves students' vocabulary mastery. By examining the effectiveness of *Educandy* in enhancing vocabulary acquisition, this study seeks to provide empirical evidence that supports the integration of gamification in language education. It is hoped that the findings will provide insights into the benefits of gamified learning and contribute to more effective teaching practices in English language education. Ultimately, this research aspires to empower educators with innovative strategies that can foster a more engaging and effective learning environment for students, thereby enhancing their overall language proficiency and confidence in using English.

Several previous studies have investigated the use of digital learning platforms such

as *Kahoot!* (Susanti, 2025), Quizizz (Nasir et al., 2025), Duolingo (Alim et al., 2025), and *Educandy* (Aenurrifah et al., 2025) in improving students' vocabulary mastery. Studies on *Kahoot!* (Susanti, 2025) generally revealed that the application could improve students' vocabulary mastery, classroom participation, motivation, and engagement through competitive real-time quizzes and leaderboard features. Meanwhile, previous studies on Quizizz (Nasir et al., 2025) showed that the platform helped students improve vocabulary retention, word recognition, and learning motivation through self-paced quizzes, instant feedback, and entertaining game elements. In addition, studies related to Duolingo (Alim et al., 2025) found that the application effectively enhanced students' vocabulary comprehension, vocabulary recognition, and learning consistency through gamified learning features such as streaks, levels, and repetition systems. Most previous studies using *Kahoot!*, Quizizz, and Duolingo mainly taught general vocabulary, daily vocabulary, academic vocabulary, synonym-antonym recognition, and vocabulary meaning through receptive vocabulary activities such as multiple-choice exercises and word recognition tasks. However, those studies still had several limitations because they focused mostly on vocabulary scores, motivation, and engagement, while comprehensive aspects of vocabulary mastery such as pronunciation, spelling, collocation, word class, and word use in context were still rarely discussed. Furthermore, many previous studies emphasized receptive vocabulary knowledge rather than productive vocabulary use in real communication contexts.

Compared to *Kahoot*, Quizizz, and Duolingo, research discussing *Educandy* remains relatively limited, particularly in the Indonesian senior high school context, as most existing studies mainly focus on vocabulary learning in general and are predominantly conducted at the junior high school level, such as the study conducted by Aenurrifah et al., (2025). Previous studies on *Educandy* by Aenurrifah et al., (2025) revealed that the application could improve students' vocabulary acquisition, vocabulary mastery, motivation, participation, enthusiasm, and memory retention in vocabulary learning. Nevertheless, most previous studies primarily concentrated on general vocabulary improvement and students' engagement, while more comprehensive aspects of vocabulary mastery, including pronunciation recognition, spelling, collocation, word classes, synonym-antonym

recognition, and vocabulary use in context, have rarely been investigated in detail. Furthermore, previous vocabulary studies tended to emphasize receptive vocabulary activities and vocabulary mastery scores rather than productive vocabulary use in authentic communication contexts. Therefore, this research seeks to address these gaps by investigating vocabulary mastery more comprehensively among tenth-grade students at SMAN 4 Kediri.

Educandy has several distinctive characteristics that differentiate it from other applications. *Kahoot!* and *Quizizz* mainly focus on competitive quiz-based learning activities, while *Duolingo* emphasizes independent and structured language learning through long-term lessons. In contrast, *Educandy* specifically focuses on vocabulary learning through interactive and customizable games created directly by teachers (*Educandy* website). *Educandy* allows teachers to transform one vocabulary list into various game formats such as matching games, anagrams, word searches, memory games, and multiple-choice quizzes instantly. These features make vocabulary learning more interactive, repetitive, enjoyable, and less stressful for students. Moreover, *Educandy* is considered suitable for teaching several aspects of vocabulary mastery, including word meaning, spelling, pronunciation recognition, collocation, word class, synonym-antonym, and vocabulary use in context Harahap (2023). Therefore, *Educandy* is believed to have strong potential to create a more effective and engaging vocabulary learning process for students.

Vocabulary mastery is one of the key elements in learning English. However, in practice, many senior high school students still encounter difficulties in understanding, memorizing, and using new English vocabulary effectively. This is often caused by monotonous learning methods, such as memorizing word lists or simply doing textbook exercises. In addition, learning that focuses too early on grammar and other complex aspects can make students feel overwhelmed and bored, which leads to ineffective vocabulary learning.

Considering this situation, the use of more engaging and interactive learning media such as *Educandy* is worth exploring. *Educandy* allows teachers to transform vocabulary materials into fun digital games, which can motivate students to learn

more actively. Although this platform is gaining popularity among educators, there is still a lack of research specifically investigating the impact of *Educandy* on students' vocabulary mastery, especially at the senior high school level. Therefore, it is important to examine whether the use of *Educandy* can positively affect the vocabulary learning of 10th-grade students at SMAN 4 Kediri.

The limitations for this study are carefully defined to ensure focused and manageable research scope. The researcher determines to examine vocabulary mastery among 10th-grade students at SMAN 4 Kediri using *Educandy* games as the primary instructional intervention. The study is limited to vocabulary-focused reading activities and does not extend to other aspects of English language learning such as listening comprehension, speaking skills, or writing abilities. The research focuses specifically on the impact of *Educandy* platform games rather than comparing multiple digital game-based learning tools.

B. Problem formulation

1. How does the use of the *Educandy* application affect students' vocabulary mastery among tenth-grade students at SMAN 4 Kediri?
2. Is there any significant impact of the *Educandy* application on students' vocabulary mastery among tenth-grade students at SMAN 4 Kediri?

C. Objective of question

1. To investigate how the use of the *Educandy* application affects students' vocabulary mastery among tenth-grade students at SMAN 4 Kediri.
2. To find out the significance of the *Educandy* application on students' vocabulary mastery among tenth-grade students at SMAN 4 Kediri.

D. Significance of study

1. Theoretically

This research is expected to contribute significantly to the theoretical understanding of how game-based learning and vocabulary mastery influence reading ability through systematic investigation of the relationships between these constructs. The study will provide empirical evidence for theoretical models that

propose connections between vocabulary knowledge, motivation, and reading performance, potentially informing future theoretical developments in second language acquisition and educational technology research. Furthermore, this study is also supported by previous learning theories related to the use of game-based applications such as *Educandy*. According to Constructivist Learning Theory proposed by Piaget (1952), students learn more effectively when they actively construct knowledge through interactive and meaningful activities.

In addition, Vygotsky (1978) emphasized through Social Constructivism Theory that learning occurs more effectively through interaction, engagement, and collaborative activities. The use of *Educandy* supports these theories because it provides interactive vocabulary games that encourage students to actively participate in learning. Moreover, the theory of Game-Based Learning proposed by Prensky (2001) suggests that integrating games into educational activities can increase students' motivation, engagement, enjoyment, and retention of learning materials. In the context of language learning, Brown (2007) stated that interactive learning activities can improve students' language competence because learners become more involved in the learning process. Furthermore, Schmitt (2000) explained that vocabulary mastery plays a crucial role in language acquisition since vocabulary knowledge supports students' comprehension and understanding of texts during reading activities. Therefore, the implementation of *Educandy* is theoretically relevant because it combines interactive learning, repetition, and enjoyable activities that may help students improve their vocabulary mastery and reading ability more effectively.

2. Practically

- a. For Teachers: The research provides concrete evidence and practical guidelines for implementing *Educandy* and similar game-based tools as effective alternative media for teaching vocabulary in an interactive and student-centered way. Teachers will gain insights into best practices for integrating digital games into vocabulary instruction, addressing common implementation challenges, and maximizing student engagement and learning outcomes.

- b. For Future Researchers: This study offers a comprehensive methodological framework and empirical foundation for further studies on the integration of educational technology in language learning, particularly in EFL contexts similar to Indonesia. The research contributes to the growing body of literature on digital game-based language learning while identifying areas for future investigation.

BIBLIOGRAPHY

- Aenurrifah, A. A., Widhiyanto, & Trisanti, N. (2025). Enhancing Vocabulary Mastery Through The Use Of *Educandy* Game Application As An Interactive Learning Tool. *Language Circle: Journal of Language and Literature*, 19(2), 321–333. <https://doi.org/10.15294/lc.v19i2.21995>
- Alam, M. I., Suhartono, & Susanti, Y. (2025). *Effect of using flashcards with active recall method on 3rd grade students' vocabulary mastery at MI Mambaul Ulum Dahu Kediri*. <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/6676>
- Alamanda, S. D. (2021). An Analysis On Student's Vocabulary Mastery At Tenth Grade Of SMAN 10 PEKANBARU. In *Pharmacognosy Magazine* (Vol. 75, Number 17). <https://repository.uir.ac.id/18063/>
- Alim, □sabarín, Aisyah, S., Sabat, Y., Hastuti, U. N., & Andayani, A. (2025). Gamified Vocabulary Learning: EFL Students' Perceptions of Using Duolingo to Enhance English Vocabulary Mastery. *Print) Journal of English Language and Education*, 10, 2025.
- Alqahtani, M. (2015). The Importance Of Vocabulary In Language Learning And How To Be Taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>
- Ardianti, D., AM, S. A., & Asri Jumiatiy, A. (2022). Reinforcing Students' Memory In Learning English Vocabulary Through *Educandy* Media. *Indonesian Journal of Psycholinguistics*, 1(3), 96–104. <https://doi.org/10.56983/ijp.v1i3.235>
- Arifatin, F. W., Mafruudloh, N., & Masruroh, M. (2025). Gamifying of English Learning with *Educandy* at MTs. Muhammadiyah 13 Solokuro Lamongan. *Cetta: Jurnal Ilmu Pendidikan*, 8(2), 141–153. <https://doi.org/10.37329/cetta.v8i2.4098>
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik* (15th ed.). PT

Rineka Cipta.

Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2010). *Introduction to research in education (8th ed.)*. Cengage Learning.

Ary Jacobs L. C. Sorensen C. K. & Walker D. A., D. (2010). *Introduction to Research in Education (8th ed.)*.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

Brown, H. D. (2007). *Principles of language learning and teaching (5th ed.)*. Routledge. <https://doi.org/10.4324/9781003494294>

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Celce-Murcia Brinton D. M. & Goodwin J. M., M. (2010). *Teaching pronunciation: A course book and reference guide (2nd ed.)*.

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences (2nd ed.)* (2nd Editio). Lawrence Erlbaum Associates.

Creswell & Creswell J. D., J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. Sage.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)* (4th ed.). SAGE Publications.

Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness. *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments*, 9–15. <https://doi.org/10.1145/2181037.2181040>

Field, A. (2018). *Discovering statistics using IBM SPSS Statistics (5th ed.)*. Sage.

Gee, J. P. (2004). What Video Games Have to Teach Us about Learning and Literacy. *Education + Training*, 46(4). <https://doi.org/10.1108/et.2004.00446dae.002>

- Harahap, R. H. (2023). *The effectiveness of Educandy application on students' vocabulary achievement: A quasi-experimental study at the fifth grade students of Madrasah Ibtidaiyah Pembangunan Jakarta (Undergraduate thesis, UIN Syarif Hidayatullah Jakarta)*. <https://repository.uinjkt.ac.id/dspace/handle/123456789/74547>
- Harmer, J. (2015). The Practice of English Language Teaching. *Boletín Científico de Las Ciencias Económico Administrativas Del ICEA*, 3(6). <https://doi.org/10.29057/icea.v3i6.137>
- Hill, J. (2000). *Revising priorities: From grammatical failure to collocational success*.
- Hwang, G.-J., Wu, P.-H., & Chen, C.-C. (2012). An Online Game Approach For Improving Students' Learning Performance in Web-Based Problem-Solving Activities. *Computers & Education*, 59(4), 1246–1256. <https://doi.org/10.1016/j.compedu.2012.05.009>
- Irvani, M. F. (2019). *An analysis of students' difficulties in vocabulary mastery at the tenth-grade students of State Senior High School 1 Kampar (Undergraduate thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau)*.
- Islamiah, V. C., M., & F. H., & Rasuki. (2024). *The use of Educandy application to improve students' vocabulary mastery (Undergraduate thesis, Universitas Muhammadiyah Jember)*. <https://repository.unmuhjember.ac.id/21963/>
- Izati, L. E. A., Suhartono, & Susanti, Y. (2025). *The Effect of Board Game on The Students' Vocabulary at The 3rd Grade at SD YBPK Semampir*. Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran). <https://doi.org/https://doi.org/10.29407/xf1tsw53>
- Khoirunnisa, K., Candraloka, O. R., & Shofiyuddin, M. (2023). Effectiveness of Using *Educandy* in ELT to Improve Students' Vocabulary Mastery. *Darussalam English Journal (DEJ)*, 3(1), 67–92. <https://doi.org/10.30739/dej.v3i1.2304>
- Kiili, K. (2005). Digital game-based learning: Towards an experiential gaming

- model. *Internet and Higher Education*, 8(1), 13–24.
<https://doi.org/10.1016/j.iheduc.2004.12.001>
- Mayer, R. E. (2002). Multimedia Learning. *The Annual Report of Educational Psychology in Japan*, 41, 27–29. https://doi.org/10.5926/arepj1962.41.0_27
- Milton, J. (2009). *Measuring Second Language Vocabulary Acquisition* (M. Matters, Ed.).
- Nasir, S. H., Susanto, A. K., Helvira, V., & Khartha, A. (2025). Gamified Vocabulary Learning through Quizizz: An Experimental Study on EFL Students' Lexical Development in Indonesia. *Ideas Journal on Language Teaching and Learning, Linguistics and Literature*, 13(2), 7002–7012.
<https://doi.org/10.24256/ideas>.
- Nation & Webb S., I. S. P. (2011). Researching and analyzing vocabulary. In *Heinle Cengage Learning*. (Vol. 30, Number 1).
<https://doi.org/10.18806/tesl.v30i1.1135>
- Nation, I. S. P. (2001). Learning vocabulary in another language. In *Learning Vocabulary in Another Language*. [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5)
- Nation, I. S. P. (2013). Learning vocabulary in another language. In *Learning Vocabulary in Another Language*. [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5)
- Novia Ramadhanti, Rosnija, E., & Rahmani, E. F. (2024). The Impact of *Educandy* Word Search Game on Enhancing Students' Vocabulary Mastery. *English Education: Journal of English Teaching and Research*, 9(1), 74–81.
<https://doi.org/10.29407/jetar.v9i1.20552>
- Nurmahanani, I., Fajrussalam, H., & Robin, S. J. (2025). Pengaruh Model Survey, Question, Read, Recite, Record, Review (SQ4R) Berbantuan Media *Educandy* Untuk Meningkatkan Kemampuan Penguasaan Kosakata bahasa Inggris peserta didik sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2).
<https://doi.org/https://doi.org/10.23969/jp.v10i2.25147>

- Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS (7th ed.)*. Roudledge.
- Patra, I., Shanmugam, N., Ismail, S. M., & Mandal, G. (2022). An Investigation of EFL Learners' Vocabulary Retention and Recall in a Technology-Based Instructional Environment: Focusing on Digital Games. *Education Research International*, 2022. <https://doi.org/10.1155/2022/7435477>
- Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.
- Prensky, M. (2001). *Digital Game-Based Learning*. McGraw-Hill.
- Prensky, M. (2007). *Digital Game-Based Learning*. Paragon House.
- Qian, D. D. (2002). Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective. *Language Learning*, 52(3), 513–536. <https://doi.org/10.1111/1467-9922.00193>
- Richards & Rodgers T. S., J. C. (2014). *Approaches and methods in language teaching (3rd ed.)*. Cambridge University Press.
- Richards & Schmidt R., J. C. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics (4th ed.)*. Pearson Education.
- Richards, J. C. (1976). *The role of vocabulary teaching*.
- Riska, M., Juliana, S. R., Siti, N. M., Aldia, R. F., & Pangestu, S. S. (2023). The Use of The Educational Game *Educandy* in Learning English for Young Learners. *Journal of Academia Perspectives*, 03(2), 55–59. <https://doi.org/https://doi.org/10.30998/jap.v3i2.1669>
- Salsabila, P. B., Syafrizal, & Handayani, I. (2024). Effectiveness of Using *Educandy* Media towards Students' Vocabulary. *Loquen: English Studies Journal*, 17(1), 19–25. <https://doi.org/10.32678/loquen.v17i1.10288>
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.
- Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Palgrave Macmillan.

- Schmitt, N. (2020). *Vocabulary in language teaching (2nd ed.)*. Cambridge University Press.
- Sugiyono, P. D. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D (2nd ed.)*. Alfabeta.
- Susanti. (2025). *the Effectiveness of Using Quizizz Application Towards Student ' Vocabulary Mastery At the Effectiveness of Using Quizizz Application Towards Student ' Vocabulary Mastery At.* 147. [https://repository.radenintan.ac.id/37912/1/BAB 1 2 DAPUS.pdf](https://repository.radenintan.ac.id/37912/1/BAB%201%20DAPUS.pdf)
- Susanti, Y. (2023). The Practice and Students' Reaction toward Self and Peer-Assessment in Creative Writing Class. *Lingual: Journal of Language and Culture*, 15(1), 34. <https://doi.org/10.24843/ljlc.2023.v15.i01.p05>
- Takkaç & Aydınürk İ., M. (2023). Vocabulary knowledge and reading comprehension in EFL learners. *International Journal of Language Education*, 7(1), 45–58.
- Tanzilun Ni'mah, & Ahmad Thoyyib Shofi. (2024). Elevating EFL Learners' Vocabulary Mastery Through *Educandy* Game: A Classroom Action Research Study. *J-Shelves of Indragiri (JSI)*, 6(2), 1–18. <https://doi.org/10.61672/jsi.v6i2.2782>
- Thornbury, S. (2002). How to teach vocabulary. In *Pearson Education Limited*.
- Ulya, M. (2021). Penggunaan *Educandy* Dalam Evaluasi Pembelajaran Bahasa Indonesia. *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 10(1), 55. <https://doi.org/10.31000/lgrm.v10i1.4089>
- Ur, P. (2012). *A course in English language teaching (2nd ed.)*. Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. Edward Arnold.