

**DESIGNING ENGLISH VOCABULARY
EDUCATIONAL GAMES TO INCREASE STUDENT'S
LEARNING MOTIVATION**

**By
FILAHUL AKMAL**



**ANTASARI STATE ISLAMIC UNIVERISITY
BANJARMASIN
2024 M/ 1445 H**

**DESIGNING ENGLISH VOCABULARY
EDUCATIONAL GAMES TO INCREASE STUDENT'S
LEARNING MOTIVATION**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training In partial fulfillment of the
requirements for the degree of
Sarjana Pendidikan

**By
Filahul Akmal
190101030795**

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY
PROGRAM BANJARMASIN
2024 M/ 1445 H**

STATEMENT OF AUTHENTICITY

I, the undersigned, **Filahul Akmal**, declared that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, May 22th 2023
The writer,



Filahul Akmal

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-328/Un.14/III.1.f/PP.00.9/05/2024

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Filahul Akmal
NIM : 190101030795
Program : S-1
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

Designing English Vocabulary Educational Games to Increase Student's Learning Motivation

Hasil Uji Plagiasi : 13 %

Berdasarkan hasil uji plagiasi dengan menggunakan www.turnitin.com bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 27 Mei 2024

Ketua Program Studi

Tadris Bahasa Inggris




Afifah Linda Sari

APPROVAL

Title : Designing English Vocabulary Educational Games to Increase Student's Learning Motivation
Name : Filahul Akmal
SRN : 190101030795
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Education Study Program
Academic Year : 2023/2024
Place/Date of Birth : Jaya Karet, 28 October 2001
Address : Jl. Jaya Karet RT. 02 RW 01 No 39, Desa Jaya Karet, Mentaya Hilir Selatan, Kotawaringin Timur, Kalimantan Tengah.

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, May 22nd 2024
Advisor



Dr. Raida Asfihana, M. Pd
NIP. 198311302006042003

Acknowledged by
Head of English Education Study Program
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Affiah Linda Sari, M.Pd
NIP. 198711102015032004

VALIDATION

Title : DESIGNING ENGLISH VOCABULARY EDUCATIONAL GAMES TO INCREASE STUDENT'S LEARNING MOTIVATION Name **Filahul Akmal SRN 190101030795** has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

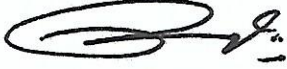

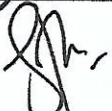
Day : Monday
Date : June 03rd, 2024
Score : 85,2 (A)



Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin

Dr. H. Hamdan, M.Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

| No. | Name | Signature |
|-----|--------------------------|---|
| 1. | Dr. Raida Asfihana, M.Pd |  |
| 2. | Hidayah Nor, S.Pd, M.Pd |  |
| 3. | Fajrianor, S.Pd, M.Pd |  |

ABSTRACT

Filahul Akmal. 190101030795 *Designing English Vocabulary Educational Games to Increase Student's Learning Motivation.* English Education Department. Faculty of Tarbiyah and Teacher Training. Antasari State Islamic University. Advisor: Dr. Raidha Asfihana, M. Pd.

Keywords: Designing; English Vocabulary; Educational Games; Learning Motivation

The game targets specific language aspects, reinforcing and reviewing content. It ensures equal participation, adapts to individual needs, fosters competition, and encourages natural language use. Providing immediate feedback, it maximizes student participation. App-based versions enhance vocabulary and support mastery of all four language skills. This research uses a development research (R&D) design. According to Gall and Borg (2007), R&D is an industry-based strategy to create new products and procedures through systematic field-testing, evaluation, and revision to meet effectiveness and quality standards. This process ensures the results are effective, high-quality, and consistent. From 15 students, they have variative opinion. Some students motivated by the game from the sounds, others motivated by the quizzes, by the pictures, and also the contents. After the researcher corrected various flaws discovered during testing, the research culminated in an android-based application. The product that is now being used aids pupils in their vocabulary acquisition in English. There are three units in the menu for vocabulary materials. Each unit topics are: • Home • School • Vacation The students view of using English vocabulary game to increase students learning motivation have a positive view, because based on students view, the use of English vocabulary game is effective to increase student's learning motivation. Most of students have a statement that learning English vocabulary trough game is very easy to understand the lesson.

ABSTRAK

Filahul Akmal. 190101030795 *Designing English Vocabulary Educational Games to Increase Student's Learning Motivation.* Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Raidha Asfihana, M. Pd.

Kata Kunci: Pengembangan; Kosa-Kata Bahasa Inggris; Permainan Edukasi; Motivasi Belajar

Permainan ini bertujuan untuk memperkuat dan meninjau konten aspek bahasa tertentu. Ini memastikan partisipasi yang setara, menyesuaikan diri dengan kebutuhan individu, memupuk kompetisi, dan mendorong penggunaan bahasa yang alami. Dengan memberikan umpan balik secara langsung, ini memaksimalkan partisipasi siswa. Versi berbasis aplikasi meningkatkan kosakata dan mendukung penguasaan keempat keterampilan bahasa. Penelitian ini menggunakan desain penelitian pengembangan (R&D). Menurut Gall dan Borg (2007), R&D adalah strategi berbasis industri untuk menciptakan produk dan prosedur baru melalui pengujian lapangan, evaluasi, dan revisi sistematis untuk memenuhi standar efektivitas dan kualitas. Proses ini memastikan hasil yang efektif, berkualitas tinggi, dan konsisten. Dari 15 siswa, mereka memiliki pendapat yang bervariasi. Beberapa siswa termotivasi oleh permainan dari suara, yang lain termotivasi oleh kuis, oleh gambar, dan juga oleh konten. Setelah peneliti memperbaiki berbagai kekurangan yang ditemukan selama pengujian, penelitian tersebut berakhir dengan aplikasi berbasis Android. Produk yang kini digunakan membantu siswa dalam perolehan kosakata Bahasa Inggris mereka. Ada tiga unit dalam menu untuk materi kosakata. Topik setiap unit adalah: • Rumah • Sekolah • Liburan Pandangan siswa tentang penggunaan permainan kosakata Bahasa Inggris untuk meningkatkan motivasi belajar siswa memiliki pandangan positif, karena berdasarkan pandangan siswa, penggunaan permainan kosakata Bahasa Inggris efektif untuk meningkatkan motivasi belajar siswa. Sebagian besar siswa menyatakan bahwa belajar kosakata Bahasa Inggris melalui permainan sangat mudah untuk memahami pelajaran.

MOTTO

أَطْنُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

Lifelong Learning

ACKNOWLEDGEMENT

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Designing English Vocabulary Educational Games to Increase Student’s Learning Motivation”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, M.Pd as the Head of English Education Department for the assistance and motivation.
3. My academic advisor, Hidayah Nor, M.Pd, for the guidance and encouragement.
4. My thesis advisors, Dr. Raida Asfihana, M.Pd as the advisor of content and research methods, also language and writing technique for the advice, helps, suggestion and correction.
5. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
6. The 8th grade students and English Teacher of MTS Sabilal Muhtadin who have given willingness to be the participants in this research.
7. All of my family and friends who supports the researcher to complete this research.

8. Dmitriev Abraham Hariyanto, as a mood booster for researcher when he lacked of enthusiasm in working on his thesis.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, 19 Dzulqa'idah 1445 A.H
May, 28th 2024 A.D

Author

TABLE OF CONTENT

| | |
|---|----------|
| <i>COVER</i> | <i>i</i> |
| STATEMENT OF AUTHENTICITY | ii |
| APPROVAL..... | iii |
| ABSTRACT..... | iv |
| ABSTRAK | v |
| MOTTO..... | vi |
| ACKNOWLEDGEMENT | vii |
| TABLE OF CONTENT | ix |
| CHAPTER I INTRODUCTION | 1 |
| <i>A. Research Background</i> | 1 |
| <i>B. Definition of Key Terms</i> | 4 |
| <i>C. Research Questions</i> | 5 |
| <i>D. Research Objectives</i> | 6 |
| <i>E. Research Significance</i> | 6 |
| CHAPTER II THEORETICAL FRAMEWORK..... | 8 |
| <i>A. Learning Media</i> | 8 |
| <i>B. Educational Game</i> | 11 |
| <i>C. Gamification</i> | 12 |
| <i>D. Learning Motivation</i> | 14 |
| <i>E. Previous Study</i> | 17 |
| CHAPTER III METHOD OF DEVELOPMENT | 21 |

| | |
|--|-----------|
| A. Research Design | 21 |
| B. Research Procedure | 22 |
| C. Stages in Developing Product | 24 |
| D. Research Setting | 25 |
| 1. Main Data | 25 |
| 2. Supporting Data | 25 |
| 3. Participants | 26 |
| E. Data Collection Technique | 26 |
| 1. Interview | 26 |
| 2. Observation | 26 |
| F. Research Instrument | 27 |
| 1. Needs Analysis Instrument | 27 |
| 2. Data Collection Instruments | 29 |
| G. Data Analysis | 31 |
| CHAPTER IV RESEARCH REPORT | 34 |
| A. Findings | 34 |
| B. Discussion | 60 |
| C. Final Product | 64 |
| CHAPTER V CONCLUSION AND SUGGESTION | 65 |
| A. Conclusion | 65 |
| B. Suggestion | 66 |
| References | 67 |
| APPENDIX | 64 |
| APPENDIX I | 65 |

| | |
|-----------------------------------|----|
| (Vocabulary Table)..... | 65 |
| APPENDIX II (INSTRUMENTS) | 66 |
| APPENDIX III | 70 |
| (EXPERT VALIDATION RESULTS) | 70 |
| APPENDIX IV | 81 |
| (DOCUMENTATIONS)..... | 81 |
| APPENDIX V | 92 |
| (FINAL PRODUCT)..... | 92 |

LIST OF TABLES

| | |
|--|----|
| Table 3.1: Need Analysis Instrument..... | 28 |
| Table 3.2: Need Analysis Interview Content | 28 |
| Table 3.3: Trial Interview for Students..... | 30 |
| Table 4.1: Material Expert Validation (Introduction) | 48 |
| Table 4.2: Material Expert Validation (Lessons) | 50 |
| Table 4.3: Material Expert Validation (Lessons) | 51 |
| Table 4.4: Meida Expert Validation (Design)..... | 53 |
| Table 4.5: Media Expert Validation (Appearance)..... | 53 |
| Table 4.6: Media Expert Validation (Programs) | 54 |
| Table 4.7: Media Expert Validation (Benefits)..... | 55 |
| Table 4.8: Expert Revision | 57 |

LIST OF FIGURES

| | |
|--|----|
| Figure 2.1: Media Function in Learning Process | 9 |
| Figure 3.1: Development Steps | 22 |
| Figure 4.1: Main Menu Layout | 40 |
| Figure 4.2: Learning Menu Layout | 40 |
| Figure 4.3: Learning Menu Layout | 41 |
| Figure 4.4: Practice Menu Layout..... | 43 |

LIST OF APPENDICES

| | |
|---|----|
| Appendix I Vocabulary Table | 65 |
| Appendix II Instruments | 66 |
| Appendix III Experts Validation Result..... | 70 |
| Appendix IV Documentations..... | 81 |
| Appendix V Final Product | 92 |