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IMPROVING STUDENTS' VOCABULARY MASTERY USING THE GAMIFICATION LEARNING METHOD IN EIGHTH-GRADE STUDENTS AT SMP NEGERI 1 BANGLI

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Abstract

Vocabulary mastery is a fundamental aspect of learning English; however, many junior high school students experience difficulties in this area. This research aimed to determine the best implementation of Gamification Learning Method to improve eighth-grade students' vocabulary mastery at SMP Negeri 1 Bangli in the academic year 2025/2026. This research employed Classroom Action Research (CAR) design, conducted in two cycles consisting of planning, action, observation, and reflection. The subjects were 35 students of class VIII D. Data were collected using vocabulary test and observation sheets. The preliminary test showed that only 11 students (31.43%) passed the minimum passing criteria. After implementing Cycle I and Cycle II, the best implementation of the method included: 1) Dividing students into small groups of 6-7 students with mixed ability levels, 2) Replacing the competitive game with a levelled task system, 3) Providing intensive guidance for low-achieving students, and 4) extending the post activity reflection session from 10 – 15 minutes. The results showed an improvement, with 32 students (91.43%) passing the criteria in Cycle II. These findings imply that the Gamification Learning Method, when implemented with appropriate scaffolding and feedback, is effective for enhancing vocabulary mastery. Future research is suggested to explore its implementation with larger samples and different language skills.

Keywords: *Gamification; Vocabulary Mastery; Classroom Action Research; Junior High School*

INTRODUCTION

The ability to use English vocabulary is the most fundamental skill a person must have. Vocabulary learning is a crucial aspect for people learning English, whether as a foreign language or a second language (Alsalihi, 2020). According to Amalia (2020), mastering vocabulary is one of the most important things for every student learning a language, because vocabulary is the foundation for mastering a language. To speak fluently, English vocabulary is the most important thing to have, as one needs a wide range of vocabulary and solid knowledge to construct each word into proper sentences (Benedict & Shabdin, 2021). Vocabulary is also an important part of communication skills, but not only that; vocabulary can also enhance comprehensive understanding in a subject (Liem, 2021).

Vocabulary mastery is a crucial component of language development, allowing students to build a strong foundation for understanding and using new words. According to (Benedict & Shabdin, 2021), in many situations, students are expected to master vocabulary because they are required to speak without hesitation, expand their academic vocabulary,

become independent readers, and use newly acquired vocabulary to retell, describe, explain, and compare. However, in the process of learning new vocabulary, students face various challenges that can arise from both internal and external factors. As stated by Nation (2022), students struggle with memorizing new vocabulary and easily forget it due to a lack of repetition of the words they have learned. Ratnasari (2020), also explains that students face challenges in using their new vocabulary. Students understand the meanings of the vocabulary they have learned, but they still feel confused about how to use these new words in a sentence.

A similar situation was found at SMP Negeri 1 Bangli, where some students still struggled with their vocabulary. This finding was supported by the results of a preliminary test administered to Class VIII D at SMP Negeri 1 Bangli on February 12, 2026, with a total of 35 students. From the results of the preliminary test, it was found that 24 students still could not answer correctly and did not understand the vocabulary test, and only 11 students were able to answer well. In other words, only 31.43% of students met the Learning Objective Achievement Criteria (LOAC) of 75. The lowest scores were in the word grammar aspect at 50, word meaning at 61.25, and word use at 73.75. The researcher also took the time to interview the English teachers at SMP Negeri 1 Bangli. Based on the interview results, the teachers stated that some classes still struggled with English learning because students could not understand the material presented by the teachers and could not express what they wanted to say.

There are several solutions to address the challenges EFL students face in mastering vocabulary. According to Butler (2019), there are several digital quiz games that can help students review vocabulary at optimal intervals. Sailer & Homner (2020), also suggest another solution: providing instant rewards and feedback, thereby motivating students to achieve or earn rewards. These rewards can take the form of points, new levels, higher rankings on leaderboards, and so on. Coxhead's (2020) research aligns with Ratnasari (2020) findings, which state that the solution lies in a gamification approach. This approach can wrap learning into a game, where vocabulary learning can utilize games such as puzzles that challenge students to solve problems. These games not only make learning fun but can also be used as a strategy to create an environment that encourages students to work harder in mastering their vocabulary.

Based on the description above, this study aims to identify the best implementation of gamification learning methods in improving the English vocabulary mastery of eighth-grade students at SMP Negeri 1 Bangli. This study is expected to provide both theoretical and practical benefits. Theoretically, this study can contribute to the understanding of gamification learning methods at the junior high school level. Practically, the results of this study can provide information for teachers on the best implementation of gamification methods, help students discover enjoyable learning methods, and serve as a starting point for other researchers to conduct further research on the effectiveness of gamification learning methods.

METHOD

This research used a classroom action research design. According to Kemmis and McTaggart (1998), classroom action research is a reflective and collaborative process that educators can use to solve problems or improve learning. This research aims not only to

improve teaching practices but also to enhance students' understanding in the classroom. The research design employs a cycle consisting of four stages: planning, action, observation, and reflection. The researcher selected this research model due to its suitability for addressing the issues identified among students. The research will be stopped when the specified target has been achieved, which is 90% of students meeting the Learning Objective Achievement Criteria (LOAC).

This study was conducted at SMP Negeri 1 Bangli, located at Jalan Nusantara No. 54, Cempaga, Bangli District, Bangli Regency, Bali Province. The study was carried out during the second semester of the 2025/2026 academic year. The subjects of this study were the 35 students in Class VIII D at SMP Negeri 1 Bangli, consisting of 16 female students and 19 male students. The researcher selected this class because issues were identified regarding the students' mastery of English vocabulary that needed to be resolved.

Based on the Learning Objective Achievement Criteria (LOAC) set by the school at 75, students must achieve a score equal to or higher than the LOAC. This study is considered successful if 90% of the students (32 out of 35 students) meet the LOAC.

Data collection in this study was conducted in several stages. First, the researcher administered a preliminary test to the students in class VIII D. Second, the test consisted of multiple-choice questions totaling 40 items, aimed at mapping students' vocabulary mastery and observing improvements in their vocabulary mastery across several aspects: word meaning, word use, word formation, and word grammar. Third, based on the analysis of the preliminary test, the researcher designed and implemented a learning intervention using gamification methods, carried out over 1–2 weeks in a single cycle. Fourth, after all intervention sessions in a single cycle were completed, the researcher administered a vocabulary test to the students. This vocabulary test was used to check whether all students had achieved the LOAC. If the vocabulary test results indicated that students had not yet achieved the LOAC, the researcher reflected on the results and revised the plan for the next cycle.

The instruments used in this study were a vocabulary test and an observation sheet. The vocabulary test consisted of multiple-choice questions with four answer choices, adapted from the material taught by the English teacher in that class, specifically vocabulary related to factual recount texts. The researcher administered two types of tests: a preliminary test given before the implementation of the gamification method, and a vocabulary test given after the implementation of the gamification method. The observation sheet was used to observe students' responses, engagement, and interactions during the learning process that applied the gamification method, as well as to identify obstacles or difficulties that arose during the implementation of this method.

The data analysis technique used was descriptive statistics. The researcher used several formulas to calculate the students' scores. The target of this study was for 90% of students to achieve the minimum passing score of 75. The formula used to calculate the students' final scores was:

a. To calculate the final score obtained by students to reach the learning Goal Achievement Criteria is 75 by the formula:

   Final Score = $\frac{Student's\ Correct\ Answer}{Maximum\ Score} \times 100$

b. To calculate the average score of each aspect's vocabulary mastery, the researcher used formula:

$$\text{Aspect Score Average} = \frac{\sum Correct\ Answer\ of\ an\ Aspect}{Total\ Students}$$

$$\text{Aspect Completion} = \frac{Aspect\ Score\ Average}{Total\ Question\ in\ each\ Aspect} \times 100$$

RESULTS AND DISCUSSION

RESULTS

Preliminary Test

Before starting the research, the researcher conducted a preliminary study on February 12, 2026, to find out how well the students knew English vocabulary. The test had 40 multiple-choice questions. The questions covered four aspects of vocabulary: word meaning, word use, word formation, and word grammar. The students in class VIII D at SMP Negeri 1 Bangli took this test. There were 35 students in the class. The results showed that the students' vocabulary mastery was still low. Only 11 students (31.43%) got a score of 75 or above. The school has set 75 as the minimum passing score. This means 24 students (68.57%) still scored below 75. The highest score was 90, the lowest was 42.5, and the average score was 61.60.

Table 1. The Result of Preliminary Test

Pass	11
Not Pass	24
Total Students	35
Percentage Total Pass	31.43%
Percentage Total Not Pass	68.57%

A closer analysis of the four aspects of vocabulary revealed that students experienced difficulties across all areas, with average scores of 45.7 for word meaning, 49.4 for word formation, 50 for word grammar, and 56.3 for word use. These findings indicate that vocabulary mastery was still far below the minimum passing criteria. To gain deeper insights, the researcher conducted an interview with the English teacher at SMP Negeri 1 Bangli. The interview results revealed that students struggled to understand English lessons and were unable to express their ideas effectively due to their limited vocabulary knowledge. The teacher further explained that despite having implemented various teaching methods such as problem-based learning, project-based learning, and task-based learning, students still appeared confused and had difficulty grasping the material. This suggests that the methods used so far had not been sufficient to address the students' vocabulary problems, and a more engaging and innovative approach was needed to improve their vocabulary mastery.

Cycle I

The first cycle was conducted from March 4 to March 11, 2026. In this cycle, the researcher used the Gamification Learning Method with a game called Snake and Ladders. The students were divided into two large groups. Each group had 17 to 18 students. The learning activities followed six steps: Define the Mission, Develop the Concept, Design the Journey, Create Challenges, Build Collaborative Team, and Implement the Game Area.

Before starting the research, the researcher prepared everything needed for the teaching. The researcher made a lesson plan about Factual Recount Text. The researcher also made worksheets for the students. The worksheets had three levels of difficulty. Level 1 was about grammar (simple past tense). Level 2 was about understanding the text. Level 3 was about writing a paragraph. The researcher also prepared a scoring system where students could earn points. The researcher talked to the English teacher to discuss the schedule.

The first meeting was on March 4, 2026. It lasted for 120 minutes. The researcher started the class with a greeting and a prayer. The class leader led the prayer. Then the researcher checked the attendance. The researcher reviewed the previous lesson briefly to connect the old material with the new one.

After that, the researcher introduced the material about Factual Recount Text. The researcher explained the learning objectives. The students needed to learn about the purpose of recount text, the structure, and the language features. The researcher then explained the steps they would follow. They had to work in groups and complete three levels of challenges. If they answered correctly, they would get points. The researcher also told them about the Snake and Ladders game. They would play this game after finishing the challenges to earn extra points.

The students started working on Level 1. They answered questions about the simple past tense. Some students found it easy, but others still had difficulty. Level 2 was about understanding the text. The students read two recount texts and answered questions about them. Most students could find the orientation, events, and reorientation. However, some students had trouble arranging events in the correct order. Level 3 was about writing a paragraph. The students had to write a recount text about their own experience.

After finishing all the levels, the students played the Snake and Ladders game. Each group took turns rolling the dice and answering questions. The researcher gave them instant feedback when they answered. For example, the researcher said, "Good job! Your answer is correct, but pay attention to the spelling." This helped them learn from their mistakes right away.

The second meeting was on March 11, 2026. On this day, the researcher gave the students a vocabulary test. The test had 40 questions. It covered all four aspects of vocabulary. The researcher gave the students 90 minutes to complete the test. The researcher made sure they worked individually.

During the learning process, the English teacher acted as an observer. He recorded what happened in the class. The results showed that some students still did not pay much attention. The game made some students excited, but it also made others passive. Many students just sat and watched their friends play. The groups were too big, and some students started chatting with their friends instead of focusing on the lesson.

The test results showed improvement from the preliminary test. Now, 27 students (77.14%) passed the test. This was better than before when only 11 students passed. However, 8 students still got a score below 75. The table below shows the results.

Table 2. The Results of Test Cycle 1

Pass	27
Not Pass	8
Total Students	35
Percentage Total Pass	77.14%
Percentage Total Not Pass	22.86%

Pass	27

When the researcher looked at the four aspects of vocabulary, it was found that word grammar was still the lowest. The scores were: word grammar (50), word meaning (61.25), word use (73.75), and word formation (83.75).

The researcher reflected on what happened in Cycle I and found several problems. First, the groups were too large. Each group had 17 to 18 students. This made classroom management difficult. Many students became passive. Second, the Snake and Ladders game only allowed a few students to play. The others just watched. Third, some students were chatting with their friends during the lesson.

Based on these problems, the researcher decided to make some changes for Cycle II. First, the researcher would divide the students into smaller groups of 6 to 7 students. Second, the researcher would replace the Snake and Ladders game with a leveled task system. Third, the researcher would give more time for the reflection session. Fourth, the researcher would provide intensive guidance to the students who were still struggling.

Cycle II

Cycle II was conducted from April 8 to April 15, 2026. In this cycle, the researcher applied all the improvements that had been planned based on the reflection from Cycle I.

In this stage, the researcher revised the lesson plan. The researcher divided the students into 5 small groups. Each group had 6 or 7 students. The researcher mixed the students based on their ability levels. Some students had higher scores, and some had lower scores. This way, the stronger students could help the weaker ones. The researcher also replaced the Snake and Ladders game with a leveled task system. The tasks had three levels: Level 1 (Word Hunter Mission), Level 2 (Sentence Builder Mission), and Level 3 (Story Arrange Mission). The researcher prepared worksheets for each level. The researcher also planned to give more intensive guidance to the 8 students who still had low scores. The researcher increased the reflection time from 10 to 15 minutes.

The first meeting of Cycle II was on April 8, 2026. The researcher started with a greeting and a prayer. The students seemed more enthusiastic this time. The researcher reviewed the material from Cycle I and explained the changes that would be made.

The researcher explained the new learning objectives. The students needed to find past tense words and use them in correct sentences. They also needed to arrange sentences into a factual recount text. The researcher explained that the students would work in small groups. Each group had to complete three missions. The first mission was Word Hunter. The second was Sentence Builder. The third was Story Arrange.

The students started with Level 1 (Word Hunter Mission). They searched for at least 15 words in a word search puzzle. After finding the words, they changed them into past tense and wrote their meanings. The researcher walked around to help the students who had difficulty. Some students struggled with irregular verbs like "go" becoming "went" and "eat" becoming "ate." The researcher helped them one by one.

After they finished Level 1, they had to show their work to the researcher. The researcher checked their answers. If everything was correct, they could move to Level 2. If there were mistakes, the researcher told them and they corrected them. This system made sure that the students understood the material before moving on. Level 2 was the Sentence Builder Mission. The students used the 15 past tense verbs they found to make one sentence for each verb. For example, they wrote, "I visited my grandmother last week." The researcher helped them correct their sentences. When they finished, they showed their work to the

researcher again. Level 3 was the Story Arrange Mission. The students arranged their 15 sentences into a recount paragraph. The paragraph had to have orientation, events, and reorientation. The students worked together in their groups. The first group to finish all three levels got bonus points.

The second meeting was on April 15, 2026. The researcher gave the students a vocabulary test. The test had 40 questions. The researcher gave them 120 minutes to complete the test. The researcher observed them closely to make sure they did not cheat.

During Cycle II, the researcher observed that the students were more engaged and confident. The small groups worked well. Every student felt responsible for contributing. The students who were passive before started to participate. The Word Hunter Mission made learning fun. The Sentence Builder Mission helped the students learn how to use words correctly. The Story Arrange Mission helped them write a complete text. The students also showed improvement in their test scores. Many students said they felt more confident. One student said, "Miss, I finally understand how to change verbs to the past tense. The word search puzzle was fun!"

The test results in Cycle II showed great improvement. Now, 32 students (91.43%) passed the test. Only 3 students (8.57%) still scored below 75. The research target was 90%. This means the researcher achieved the target.

Table 3. The Result of Test Cycle 2

Pass	11
Not Pass	24
Total Students	35
Percentage Total Pass	31.43%
Percentage Total Not Pass	68.57%

Five out of the 8 students who failed in Cycle I passed in Cycle II. This shows that the changes made were successful.

The researcher reflected on Cycle II and found that the leveled task system worked well. The small groups made students more active. The submission system helped students understand the material better. The extra reflection time allowed more students to ask questions. The key points from the reflection are: 1) Small groups of 6-7 students were effective because each student felt responsible. 2) The leveled task system replaced the Snake and Ladders game and made learning more focused. 3) The submission system with immediate feedback helped students learn from their mistakes. 4) Intensive guidance helped the low-achieving students improve their scores.

DISCUSSION

This research aimed to find the best way to implement the Gamification Learning Method to improve vocabulary mastery in eighth-grade students at SMP Negeri 1 Bangli. The results showed that students' vocabulary mastery improved from 31.43% in the preliminary test to 77.14% in Cycle I, and finally to 91.43% in Cycle II. This means the method worked, especially when certain changes were made.

The best way to implement gamification in this research involved four main things. The first important change was dividing the students into small groups of 6 to 7 students. This was part of Syntax 5 (Build Collaborative Team). In Cycle I, the groups were too big. Each

group had 17 or 18 students. This caused many problems. Some students became passive and did not participate. Others chatted with their friends instead of focusing on the lesson. This is what Johnson & Johnson (2009) warn about. They say that as groups get bigger, individual participation goes down. In Cycle II, the smaller groups made a big difference. Every student felt responsible for contributing to their group. The students who were quiet before started to speak up. The researcher also put the 8 low-achieving students into different groups. Each group had one or two low-achieving students with some high-achieving students. This way, the stronger students could help the weaker ones. This idea comes from Vygotsky's (1978) theory. He said that students learn best when they get help from someone who knows more than them. This is called the Zone of Proximal Development. The stronger students acted as peer tutors. They explained things to their friends who were struggling. Because of this, five of the eight students who failed in Cycle I passed in Cycle II. Research by Jeppu et al. (2023), also supports this. They found that students in small groups with mixed ability levels work better as a team. They take responsibility for their own learning and also for their group members. Mendo-lázaro et al. (2022), also found that working in groups helps students achieve their goals and improve their social skills. So, small groups with mixed ability levels are a key part of successful gamification.

The second important change was replacing the Snake and Ladders game with a leveled task system. This was part of Syntax 4 (Create Challenges) and Syntax 6 (Implement the Game Area). In Cycle I, the Snake and Ladders game did not work well. Only a few students got to play. The others just watched. The game also depended on luck, not on learning. In Cycle II, the researcher used a leveled task system with three missions. The students did not play a game. Instead, they worked through three levels of tasks. They had to show their work after each level. The researcher checked their answers and gave them feedback right away. They could only move to the next level if their answers were correct. Level 1 was Word Hunter Mission. The students found words and changed them into past tense. This helped them learn new words and practice word formation. Level 2 was Sentence Builder Mission. They made sentences using the words they found. This helped them practice word use and grammar. Level 3 was Story Arrange Mission. They organized their sentences into a whole paragraph. This helped them understand text structure. This step-by-step system is what Wood, Bruner, and Ross (1976) call scaffolding. Students start with easy tasks and slowly move to harder ones. They need to master one step before going to the next. Bloom (1968) also said something similar. He said students must master one level before moving to the next. The feedback the researcher gave was also important. Hattie and Timperley (2007) said that immediate feedback is one of the best ways to help students learn. When students made mistakes, the researcher told them right away and showed them how to fix it. This stopped them from repeating the same mistakes. The results prove this worked. Students' vocabulary scores improved a lot. The percentage of students who passed went up from 77.14% to 91.43%. Kingsley & Hagen (2018), also found that using levels and challenges helps students learn vocabulary step by step.

The third important change was giving more help to students who were still struggling. This was part of Syntax 5 (Build Collaborative Team). In Cycle I, the researcher did not give special attention to these students. They were left behind. In Cycle II, the researcher focused on the eight students who had not passed. The researcher put them in groups with stronger students. The researcher also gave them personal help during the tasks. The researcher walked around the class and helped them one by one. The researcher explained things slowly

and made sure they understood. Vygotsky's (1978) Zone of Proximal Development theory says that low-ability students need extra help. They need guidance from someone who knows more. This is what the researcher did. The researcher also asked the stronger students to help them. Tomlinson (1999) also said that low-ability students need more structured and personal guidance. The result was clear. Five of these eight students passed the test in Cycle II. This was a big improvement. Holguin-Alvarez et al. (2025), also found that gamification with feedback and reinforcement helps low-performing students. Pratiwi et al. (2024), said that low-proficiency learners do better with structured guidance. So, giving extra help to struggling students is very important. It makes sure no one is left behind.

The fourth important change was increasing the reflection time from 10 to 15 minutes. This was part of the post-activity stage. In Cycle I, the reflection time was too short. Students did not have enough time to ask questions. They also did not have time to think about what they learned. In Cycle II, the researcher gave them 15 minutes for reflection. This let more students ask questions. The researcher also gave feedback on their mistakes. Students could share what they understood and what they still did not understand. This practice is supported by Flavell (1979), he said that reflection helps students think about their own learning. They evaluate what they know and what they still need to learn. Zimmerman (2002), also said that reflection is important for self-regulated learning. Students need to check their progress and adjust their learning strategies. In Cycle II, the reflection time was productive. Students felt comfortable asking questions. They also listened to the feedback the researcher gave. Suharto et al. (2025), found that reflection tools help students in Indonesian EFL classrooms. They help students recall ideas and self-evaluate. So, having enough time for reflection is important. It helps students learn from their mistakes and plan for better learning.

Other researchers have also found that gamification works well in junior high schools. Safitri & Trisanti (2025), found that a QR-based treasure hunt game improved vocabulary for seventh-grade students. The students were more interested because learning was fun. (Ulya et al. (2025), studied Wordwall in ninth-grade classrooms. They found that students enjoyed it and felt motivated. The repetition and feedback made vocabulary practice meaningful. Azzahra et al. (2025), found that Baamboozle games improved students' motivation and vocabulary learning. Students responded well to the games because they were fun and engaging. Hastomo & Ivone (2025), also found that gamification with apps like Kahoot! helped students learn better. Students could learn at their own pace and track their progress. These studies show that gamification is effective for vocabulary learning. But it is important to use the right methods. Small groups, levels, feedback, and reflection are all important parts of successful gamification.

CONCLUSION

Based on the data findings and discussion, the results showed that the Gamification Learning Method contributed positively to the improvement of students' vocabulary mastery, especially in the aspects of word meaning, word use, word formation, and word grammar. This finding supports the theory that the gamification learning method can improve students' learning outcomes by integrating game elements such as points, levels, challenges, and feedback into the learning process.

The best implementation of the Gamification Learning Method was closely related to the syntax of the method itself. First, dividing the students into small heterogeneous groups

reflected the principles of cooperative learning, in which positive interaction and individual responsibility contributed to improved learning outcomes. Placing low-achieving students with higher-ability students as peer tutors aligned with Vygotsky's Zone of Proximal Development (ZPD), which emphasizes that learning takes place more effectively through social interaction and guidance from more capable peers.

Second, the replacement of the competitive Snake and Ladders game with a leveled task system, which consisted of Word Hunter (Level 1), Sentence Builder (Level 2), and Story Arrange Mission (Level 3), implemented the principle of scaffolding. These levels were designed to help students learn vocabulary at the word acquisition level, then progress to writing sentences, and finally to writing a complete paragraph. This step-by-step approach ensured that students had to understand one level before they could move on to the next level.

Third, the researcher provided intensive guidance and feedback to students who did not pass the KKTP based on behaviorist and cognitive learning theories. The researcher gave immediate feedback because it could help learners correct their mistakes and reinforce correct answers, which in turn strengthened their memory and encouraged independent learning. The types of assistance provided by peer tutors to low-achieving students included explaining difficult vocabulary, demonstrating how to change verbs to past tense, checking sentence structure and correcting grammar, providing examples of past tense sentences, encouraging passive students to participate, and helping arrange sentences into a coherent paragraph with orientation, events, and reorientation.

Fourth, the extension of the post-activity reflection session from 10 to 15 minutes emphasized the importance of metacognitive processes in learning. The reflection allowed students to evaluate their own understanding, identify gaps in their knowledge, and adjust their learning strategies, which was important for long-term knowledge retention. These findings confirm that the Gamification Learning Method, when implemented with appropriate scaffolding, cooperative learning structures, and immediate feedback, is an effective approach for improving vocabulary mastery among junior high school students.

This research was limited to a single class of eighth-grade students at SMP Negeri 1 Bangli. The research only focused on improving students' vocabulary mastery through factual recount text using the Gamification Learning Method with a leveled task system. As this was small-scale research conducted at only one school, the findings may not be representative of all junior high school students. Therefore, the results of this study should be interpreted with caution and further research is needed to validate the findings.

Based on the conclusion of this research, the researcher proposes several suggestions. For English teachers, it is suggested to apply gamified learning methods using a levelled task system in vocabulary instruction, divide students into small groups of 6-7 students with mixed ability levels, implement a submission system with immediate feedback, and provide intensive guidance for low-achieving students. For students, it is suggested to actively participate in the Gamification Learning Method, work collaboratively in groups, take responsibility for their own learning and their group members' learning, and practice vocabulary independently using gamified apps such as Word wall, Quizizz, and Kahoot! For other researchers, it is encouraged to conduct research with larger and more diverse samples, apply the Gamification Learning Method to different language skills (reading, writing, speaking), or explore different text types (descriptive, narrative) and digital gamification platforms (Quizizz, Kahoot!) to extend the findings of this research.

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