

ABSTRAK

Suryanatha, Putu Hady (2025), Digital Game Based Learning For Vocabulary And Learning Enjoyment in TVET Housekeeping: A Narrative Study.

Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: Studi Naratif, Gamifikasi, Kosakata, Kenikmatan Belajar

Siswa TVET masih menghadapi berbagai tantangan terkait rasa senang saat mempelajari kosakata bahasa Inggris, terutama di kalangan mereka yang memiliki minat dan tingkat kemahiran bahasa yang relatif rendah. Gamifikasi merupakan salah satu pendekatan yang berpotensi meningkatkan keterlibatan serta rasa senang siswa dalam belajar. Penelitian kualitatif deskripsi ini bertujuan untuk mengeksplorasi pengalaman siswa TVET—yang disajikan dalam bentuk narasi—saat mempelajari kosakata bahasa Inggris melalui penerapan gamifikasi di kelas. Sepuluh siswa dari kelas Housekeeping dipilih sebagai partisipan berdasarkan observasi dan wawancara awal. Mereka dipilih karena menunjukkan tingkat kemahiran bahasa Inggris yang relatif rendah dibandingkan dengan teman sekelasnya serta memperlihatkan minat yang minim terhadap pembelajaran bahasa tersebut. Pengumpulan data berlangsung selama enam bulan dan mencakup pelaksanaan Pre-Test serta Post-Test. Mengingat setiap siswa memiliki pengalaman, persepsi, dan kisah yang unik selama pembelajaran berbasis gamifikasi, penelitian ini menggunakan pendekatan inkuiri naratif untuk mengeksplorasi, memahami, dan menyintesis pengalaman belajar mereka secara mendalam. Data dikumpulkan melalui narasi tertulis dan wawancara dengan siswa

guna mengidentifikasi kemajuan serta pengalaman mereka selama proses pembelajaran gamifikasi berlangsung. Analisis naratif dilakukan dengan menggunakan kerangka kerja Barkhuizen yang mencakup konsep "story," "Story," dan "STORY." Melalui kerangka kerja ini, penelitian berupaya memberikan pemahaman yang lebih mendalam mengenai bagaimana gamifikasi memengaruhi motivasi, rasa senang dalam belajar, serta ketertarikan siswa TVET untuk mempelajari bahasa Inggris, khususnya dalam hal penguasaan kosakata.



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This thesis has been approved and reviewed by Supervisor I: Dr. I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D., and Supervisor II: Dr. Made Dharma Susena Suyasa, S.S., M.Hum.

Keywords: Narrative Study, Gamification, Vocabulary, Learning Enjoyment

TVET students face various challenges regarding enjoyment when learning English vocabulary, particularly among those with relatively low interest and proficiency in the language. Gamification is one approach with the potential to enhance student engagement and students' learning enjoyment. This descriptive qualitative research aims to explore the experiences as narratives from the TVET students learning English vocabulary through the implementation of gamification in the classroom. Ten students from a Housekeeping class were selected as participants based on initial observations and interviews. They were chosen because they demonstrated relatively low English proficiency compared to their classmates. They showed little interest in learning the language. Data collection spanned six months and included Pre-Tests and Post-Tests. As each student had unique experiences, perceptions, and stories during the gamification-based instruction, the study employed a narrative inquiry approach to deeply explore, understand, and synthesize their learning experiences. Data were gathered through students' written narratives and interviews to identify their progress and experiences throughout the gamification learning process. Narrative analysis was conducted using Barkhuizen's framework of "story," "Story," and "STORY." Through this framework, the study seeks to provide a deeper understanding of how gamification influences motivation, enjoyment of

learning, and affinity for learning English among TVET students, particularly in vocabulary mastery.

