

BAB I

INTRODUCTION

1.0 Introduction Review

This chapter reviews the initial problems faced by TVET students, specifically their low interest in English and relatively low learning motivation. It examines how Digital Game-Based Learning can be the alternative to help students in acquiring Housekeeping vocabulary mastery. The study adopts a narrative inquiry approach to Digital Game-Based Learning as a tool for TVET students to learn housekeeping vocabulary and boost their motivation to learn, thereby fostering a greater appreciation for learning English. Narrative inquiry will record adult students' journals every month for one semester to determine how the practice process has been carried out using digital gamification to learn English vocabulary in class and at home. The feeling of enjoyment in learning is the content of the daily journals that students will write. Does learning English vocabulary for the TVET program using gamification methods increase the sense of enjoyment in learning for adult students or not.

1.1 Research Background

The tourism sector is a career that is most wanted by some of the young students after graduating from high school or vocational school. Tourism offers many opportunities, both in terms of networking and career opportunities. The Technical Vocational Education and Training (TVET) program hopes to produce graduates who are able to master a wide range of English vocabulary to be able to communicate and work well during job training later. The TVET program has one of the most important majors in tourism, namely Housekeeping. Housekeeping is a major that works in public areas and indoors. A housekeeper's responsibility is to ensure all areas are safe, hygienic, clean, tidy, and make the area aesthetically pleasing. In the field of housekeeping, tourism students are required to be able to use the vocabulary used by the housekeeping department when using or explaining

to guests how to use it. Some tourism students are classified as mature students. Quality service and the ability to communicate in English are important in tourism jobs (Taraporn et al., 2014). Providing good service will improve the quality of tourism for foreign guests. Foreign language instruction in tourism programs often emphasizes the importance of close interaction between languages and their significance in acquiring higher levels of language competence.

Language learning can be implemented in every classroom activity by teachers. TVET learning activities focus on specific language uses and aim for specific purposes (Chamorro et al., 2022). In TVET programs, it is often called English for Specific Purposes (ESP) learning, and within ESP has become a trend in English Language Teaching (ELT), and its development is rapidly expanding to include a variety of English language skills required based on students' specializations or occupational backgrounds (Purwanti, 2019). ESP teachers in TVET programs are responsible for finding out what their students might need (and want) to be able to read, write, speak, and understand as listeners to achieve their goals (Belcher, 2009). ESP learning will focus on students working at home better to understand their work in the world of work. ESP materials in TVET programs must be tailored to the needs of tourism students. Aligning ESP materials with students' specific language needs in the workplace is crucial (Ma'fiyah & Sumardiono, 2023). Learning materials, particularly English language learning materials, should be focused on students' needs to support their future careers after graduation (Fadlia et al., 2022).

The housekeeping program contains a wealth of English vocabulary, including the types of equipment to be used, the types of public areas to be cleaned, the types of chemicals or cleaning agents to be used, and the procedures for cleaning or operating something. All of this is based on good English vocabulary. A major concern in the hospitality industry is the quality and availability of staff who can speak English well (Arafah et al., 2019). Vocabulary is not only used to memorize English words but is also important in communicating with guests. Nadjmuddin (Adolph, 2016) explains that having good communication skills will improve guest interactions. It is appropriate to learn as much as possible about the correct language expressions used to handle visiting guests (Suryanatha, 2017). One way to introduce

vocabulary and speak English is through gamification methods such as Wordwall, Quizziz, and many others.

A lot of ESP housekeeping vocabulary can be introduced through gamification methods, for example, Wordwall. One of Gamification methods like for example Wordwall can be defined as a systematic presentation of a collection of words arranged to provide a visual representation of the words needed to construct sentences (Arsini et al., 2022). Gamification offers engaging learning by showcasing a variety of modern designs and teachers' creativity in developing materials. Helping teachers and students learn English vocabulary using gamification methods will help improve the quality of housekeeping students' work and performance during on-the-job training. Furthermore, many gamification media are free for students to use online. Only a few phone qualifications are required to access them, and they are completely accessible from mobile devices.

Gamification is an excellent method for enhancing learning enjoyment for tourism students and can improve their vocabulary in learning housekeeping materials in class. Having the good learning enjoyment while learning will help students avoid boredom in class. This can be a means of facilitating the smooth learning process in class for all of the learning process. By providing effective and easy-to-understand explanations to students, gamification can help them achieve learning objectives (Marsakawati et al., 2023). Gamification methods can also increase adult students' enjoyment in learning English vocabulary. It will allow students to study longer and develop more housekeeping vocabulary in each lesson. Gamification will help students avoid boredom and can motivate them during the learning process. Gamification will further enhance housekeeping vocabulary in every method it applies.

1.2 Identification of the Problems

The problems in improving vocabulary learning enjoyment have some challenges for adult students in TVET programs. TVET Students tend to say that they want to go on cruise ships for their future targets; therefore, many of them are less likely to be able to answer in English during interviews. TVET students

primarily rely on both skills and language proficiency. However, in the workplace, these two must be balanced. TVET education requires students to master a broad English vocabulary, especially in the Housekeeping study program. To support this, gamification learning methods offer a range of accessibility features for adult students to engage in various creative activities connected to their needs and materials, and can increase their enjoyment in learning English. Some previous researchers had conducted the using of gamification before to implement some materials in class, namely Escobar (Escobar et al., 2023), Arafah (Arafah et al., 2019), Chamorro (Chamorro et al., 2022), Sihotang (Sihotang et al., 2017), Jannah and Syafryadin (Jannah & Syafryadin, 2022). The challenges that arose from TVET programs also happened in one of the Hospitality campuses in Singaraja, which is the one that the author used in this research. The students found some low enjoyment with the English material due to their low level of achievement. These problems caused them to achieve the material given not much in class. For those TVET students, English is needed in the hospitality industry. If the problems about low learning enjoyment, this could be a serious problem for those students in the work field. Therefore, gamification should be the solution to fix these problems.

Previous studies that implemented this gamification method showed that it could increase students' vocabulary (Arafah. et al., 2019; Chamorro et al., 2022; Jannah & Syafryadin, 2022). For example from Arafah research (Arafah et al., 2019) that used the quistioner to 105 students stated that gamification in English for specific purposes is recommended to the learners who are required to meet the essential, specific and precise needs for their learning and could increase learning enjoyment in class. Gamification moreover can increase the learning enjoyment for the TVET students when learning the English material in class (Escobar et al., 2023; Sihotang et al., 2017). For example from qualitative study by Escobar's (Escobar et al., 2023) to 7 teachers in 2023, which stated that one gamification tool that is Wordwall, has received positive perceptions, especially regarding its application in English language teaching to increase students' learning enjoyment.

However, some weaknesses are evident due to previous studies that have tended to use quantitative data, which did not yield significant results for qualitative data. Some researcher did not explore the story of their students and only focused

on the quantitative research. Moreover, some materials need to be prepared well before the implementation in class due to the weaknesses of previous researcher as the author has founded. Good implementation must be applied in the learning process using gamification and the author wants to focus on the qualitative data on how the students' stories by using this gamification methods to increasing their vocabulary mastery and learning enjoyment. By implementing engaging learning, students will feel more interested in learning with a wide range of vocabulary through gamification methods for TVET students. Good implementation can train students' speaking skills before they leave for work training. The ability to communicate in a language is a must for tourism students. Language is a tool for communication and thinking, which plays a crucial role because everything a person experiences, feels, and thinks can only be understood by others if expressed in language (Ganesha, 2024). Good language skills, fostered in school, can enhance the quality of tourism students during their fieldwork experiences. Furthermore, many gamification tools, such as Wordwall, Quizziz, and more, are easily accessible and flexible, allowing teachers to express their creativity in creating teaching materials to practice essential English vocabulary for housekeeping students. Therefore, by having those GAPS, this study aims to explore the stories of the TVET students during their vocabulary development and their learning enjoyment of using the gamification method in learning English in class.

1.3 Research Questions

From the above identification of problems, the research questions can be formulated as follows:

1. How are the students' stories in learning English for Housekeeping vocabulary mastery through digital gamification?
2. How is the students' learning enjoyment through digital game-based learning activities after the use of gamification?

1.4 Purposes of the Study

The purpose of this research is to help adult students in TVET programs learn their vocabulary in Housekeeping and increase their enjoyment of learning in class. This research aims to understand the students' progress through their stories over 6 months of learning using the gamification method. The results of this research, conducted in one of the housekeeping classes, will serve as a stepping stone for other instructors or campuses to implement gamification in their TVET student training programs. This research will also demonstrate that gamification in student stories can increase student interest in learning English. Adult students' weaknesses in learning vocabulary include a lack of enjoyment in learning at an older age and the thought of not being able to work immediately. However, this is unavoidable. Through this research, the author aims to demonstrate that gamification methods can eliminate negative perceptions among adult students of learning English as boring. Learning vocabulary has many challenges, but using gamification methods can be helpful because it is flexible and requires minimal effort. Games are popular with many students, especially in the modern era, where mobile gaming technology is already widely available. It would be beneficial if games could be combined with English vocabulary material. This combination will create a sense of enjoyment for adult students in the process of learning English vocabulary in class. Feeling enjoyment will significantly facilitate the learning process. Gamification methods are very varied, allowing teachers to be creative. Teachers can easily implement gamification methods in every learning process in class to better train English vocabulary for adult students.

1.5 Significances of the Study

This study will focus on qualitative research using Narrative Inquiry to determine how gamification is implemented for adult students in the TVET program. Narrative Inquiry will record adult students' journals every month for one semester to determine how the practice process has been carried out using digital gamification to learn English vocabulary in class and at home. The feeling of enjoyment in learning is the content of the daily journals that students will write. Does learning English vocabulary for the TVET program using gamification

methods increase the sense of enjoyment in learning for adult students or not. Writing is done at the end of each unit test for the adult students. The author will record the process of learning activities with gamification for these TVET students since June 2025. Various activities related to ESD housekeeping learning will be implemented in the delivery of several gamification media such as Wordwall, Quizziz, and many more. The author expects that the gamification method can increase the learning enjoyment of adult students.

1.6 Definition of Key Terms

To provide a clear understanding and avoid ambiguity regarding the concepts used throughout this study, the following terms are operationally defined within the context of Digital Game-Based Learning for TVET students:

1. Housekeeping Vocabulary Mastery is operationally defined as the TVET students' process of acquiring, understanding, and utilizing specialized Housekeeping vocabulary. Rather than measuring this mastery solely through standardized test scores, this research focuses on the students' journals that were captured throughout their learning process.
2. Sense of Enjoyment in Learning represents the primary affective dimension examined in this research. While conceptually defined as a state of positive emotional engagement and pleasure during educational activities, operationally it refers to the feelings of satisfaction, enthusiasm, and fun expressed by the TVET students. This low sense of enjoyment came from their initial low motivation, which is continuously documented and analyzed through the students' monthly reflective journal entries over the course of six months.
3. Narrative Inquiry serves as the qualitative research methodology as the base in this study. Conceptually rooted in the study of lived experiences through students' challenges. It is operationally applied here by collecting, interpreting, and analyzing the students' narrative journals written by adult

TVET students every month. This approach allows the researcher to capture the students' personal story of their challenges, obstacles, and problems of how gamification influences their perceptions, emotions, and overall appreciation for learning English over time.

