

EXPLORING DIGITAL GAME-BASED LEARNING MECHANISMS IN ENHANCING VOCABULARY ACQUISITION AND LEARNING ENJOYMENT AMONG TVET HOUSEKEEPING STUDENTS: A NARRATIVE STUDY

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ABSTRACT

English vocabulary mastery is essential for TVET students in hospitality, particularly housekeeping students who require specialized vocabulary for professional communication. Although previous studies have shown that digital gamification can improve vocabulary learning, motivation, and engagement, limited research has examined the underlying learning processes through which gamification supports ESP vocabulary development and learning enjoyment among adult TVET students. This study explores how adult TVET students narrate the development of their ESP housekeeping vocabulary mastery and express learning enjoyment through digital gamification. A qualitative narrative inquiry design was employed with 10 purposively selected students from a Housekeeping program at a hospitality institution in Singaraja. Data were collected through classroom observations, reflective journals, and semi-structured interviews over six months and analyzed narratively to identify students' experiences, vocabulary development, and expressions of enjoyment. The findings revealed that vocabulary development occurred through interconnected mechanisms involving repeated exposure, interactive practice, immediate feedback, peer interaction, and confidence building. These mechanisms encouraged students' engagement and willingness to use English vocabulary. Students also demonstrated increased confidence, participation, enthusiasm, and positive attitudes toward learning. Despite difficulties in pronunciation, spelling, and vocabulary retention, students became more willing to practise and participate.

Keywords: digital gamification; ESP; housekeeping vocabulary; learning enjoyment; narrative inquiry; TVET

Introduction

Tourism is an attractive career field for senior high school and vocational school graduates because it offers various employment and professional development opportunities (Ma'fiyah & Sumardiono, 2023). To prepare students for the tourism industry, Technical Vocational Education and Training (TVET) programs are expected to develop both occupational competence and English communication skills (Padmadewi et al., 2025). English proficiency is particularly important because tourism workers frequently interact with foreign guests, and effective communication contributes to service quality (Taraporn et al., 2014). Therefore, English instruction in TVET should be related to the practical language needs students will encounter in their future workplaces (Zou et al., 2021). English instruction in TVET is

commonly developed through English for Specific Purposes (ESP), which focuses on language skills required in particular academic or occupational fields (Nitiasih et al., 2022). ESP learning should address students' specific needs and provide materials that support their future careers (Chamorro et al., 2022). In the housekeeping program, students must understand specialized vocabulary related to cleaning equipment, chemicals, guest-room facilities, public areas, and work procedures (Ratminingsih et al., 2025). They are also expected to use this vocabulary when communicating with guests and completing workplace tasks. The ability to communicate in English is therefore an important requirement in the hospitality industry (Arafah et al., 2021).

However, learning a large amount of specialized vocabulary can be challenging for

adult TVET students who have different educational backgrounds and levels of English proficiency. Limited vocabulary may reduce students' confidence and willingness to participate in classroom activities (Dehghanzadeh et al., 2021). Preliminary observations in the housekeeping class investigated in this study indicated that several students had difficulty remembering vocabulary, understanding English materials, and responding to classroom questions. Some students also demonstrated low learning enjoyment, as reflected in their limited participation, reluctance to take notes, and fear of giving incorrect answers (Padmadewi et al., 2026). These difficulties may affect their readiness for job interviews, on-the-job training, and professional communication in the tourism industry. However, existing discussions on ESP vocabulary learning in vocational education have largely focused on identifying students' vocabulary needs or measuring learning outcomes, while less attention has been given to understanding the learning processes and personal experiences that shape vocabulary development among TVET students. In particular, how adult vocational learners construct meaning from technology-supported vocabulary learning activities and how such experiences influence their confidence and enjoyment remain insufficiently explored.

One approach that may address these problems is gamification (Ratminingsih et al., 2026). Gamification refers to the integration of game elements into non-game activities to increase learners' engagement, motivation, and participation (Calvo-Ferrer, 2021). It can make classroom activities more interactive and transform a monotonous learning atmosphere into a more enjoyable experience (Nikmah, 2021). Gamification may also support students' autonomy, competence, and emotional and behavioral engagement (Çınar et al., 2022). In this study, gamification is understood through supportive learning theory, which emphasizes that learning support within games, including immediate feedback, tutorials, interaction, and scaffolding, can improve students' learning abilities, motivation, and learning flow (Chen & Chen, 2021). Although gamification has been widely recognized as a strategy to enhance motivation and engagement, previous studies have not fully explained the mechanisms through which game elements contribute to ESP vocabulary development. The relationship between gamification features, students' emotional engagement, confidence development, and vocabulary learning experiences requires further

investigation, particularly in vocational education contexts where language learning is closely connected to workplace communication needs.

The development of digital technology has made gamification more accessible through mobile devices and online platforms. Digital tools such as Wordwall and Quizizz allow teachers to provide quizzes, matching activities, competitions, and repeated vocabulary exercises inside and outside the classroom. Digital gamification can create enjoyable learning experiences, stimulate creativity, and support students' memory of learning materials (Nisrina & Angga, 2024). Wordwall has been reported to support vocabulary mastery and receive positive responses from students (Ramadhan & Zaharani, 2021). Quizizz can also facilitate vocabulary and grammar practice while providing teachers with information about students' quiz performance (Permana et al., 2023). In addition to vocabulary development, digital gamification may influence students' learning enjoyment. Learning enjoyment can be observed through students' interest, active engagement, and positive social relationships during classroom activities (Hidi & Renninger, 2006). When students enjoy learning, they are more likely to participate voluntarily, maintain attention, interact with their classmates, and practise independently. Enjoyment may also improve students' motivation, enthusiasm, and attitudes toward learning (Alawad, 2024). Therefore, creating enjoyable learning activities is particularly important for adult TVET students who must acquire occupational English vocabulary within a relatively limited period of study.

Previous studies have generally shown positive results regarding gamification in English learning. Simbolon (2025) reported positive teacher perceptions of Wordwall for vocabulary instruction and student engagement. Marsakawati et al., (2023) found that gamification encouraged students to learn new vocabulary, participate actively, ask questions, and assist their classmates. Kristiani et al., (2022) also reported positive student responses toward Wordwall and its contribution to vocabulary learning. However, many previous studies primarily examined gamification through questionnaires, experimental designs, vocabulary scores, or general perceptions. These studies provided important evidence of effectiveness, but they offered limited explanations of how students personally experienced and interpreted their vocabulary development and learning enjoyment over time. The experiences of adult learners in a TVET housekeeping context have also received

limited attention. More importantly, existing studies have not sufficiently explained how digital gamification transforms students' learning experiences from initial vocabulary difficulties into increased confidence, participation, and enjoyment. The processes connecting game-supported activities with vocabulary development remain underexplored, particularly among adult vocational learners who require occupation-specific English competence. Furthermore, previous research has primarily emphasized the measurable impact of gamification, such as vocabulary achievement, motivation levels, and students' perceptions. While these studies provide evidence of effectiveness, they provide limited understanding of the underlying learning mechanisms through which digital gamification encourages repeated practice, interaction, confidence building, and sustained engagement in ESP learning. Therefore, a deeper exploration of students' narratives is needed to understand not only whether digital gamification works, but also how and why it supports vocabulary learning and enjoyment.

Therefore, the novelty of this study lies in explaining the underlying learning processes through which digital gamification facilitates ESP vocabulary development and learning enjoyment among adult TVET students. Rather than focusing only on whether gamification improves vocabulary outcomes or students' perceptions, this study provides insight into how repeated practice, immediate feedback, peer interaction, and confidence development interact to support vocabulary learning experiences. Through students' narratives, this study contributes a deeper conceptual understanding of the relationship between digital gamification, vocabulary development, and learning enjoyment within a vocational hospitality context. Therefore, The discussion focuses on two interrelated aspects: students' experiences in developing specialized vocabulary and their expressions of learning enjoyment throughout the digital gamification process. Figure 1 explain how this digital gamification facilitates ESP vocabulary learning and learning enjoyment among adult TVET students.

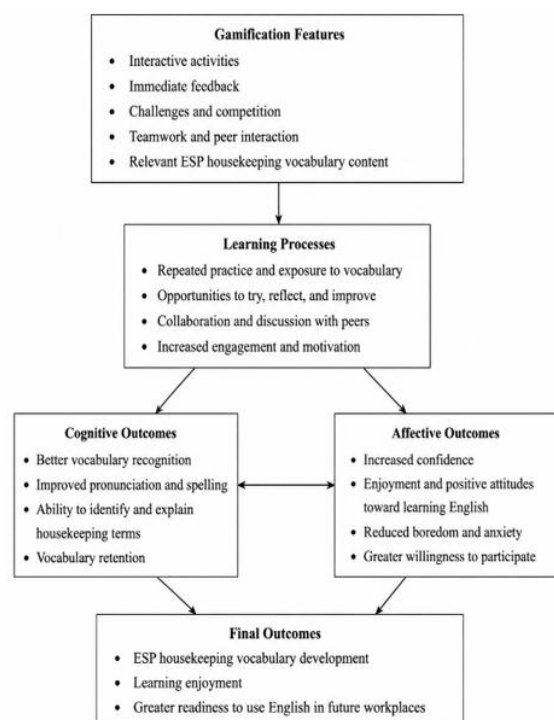


Figure 1. Framework Conceptual

Figure 1 illustrates the conceptual framework proposed in this study, explaining how digital gamification facilitates ESP vocabulary learning and learning enjoyment among adult TVET students. The framework suggests that digital gamification does not directly influence vocabulary development only through the use of digital activities, but through a series of interconnected learning processes. Repeated practice and feedback provide students with opportunities to recognize, retain, and improve their vocabulary knowledge, while peer interaction and confidence development encourage active participation and sustained engagement. These cognitive, social, and emotional processes contribute to students' development of ESP housekeeping vocabulary and their enjoyment of English learning.

Method

This study employed a qualitative narrative inquiry design to explore students' experiences of learning English for Specific Purposes (ESP) housekeeping vocabulary through digital gamification. The study was conducted for one semester and focused on students' vocabulary development and learning enjoyment during gamified English learning activities. The participants were ten students from Housekeeping Class D at a hospitality institution in Singaraja. They were between 19 and 24 years old and were selected through purposive sampling based on preliminary classroom observations and informal interviews. The selection criteria included limited housekeeping vocabulary, low interest in learning English, difficulty

understanding or speaking English, and limited classroom participation. Housekeeping Class D was selected because several students in the class had difficulty responding to English questions and showed low interest and enjoyment during English lessons. Before the study began, the participants were informed about the research procedures and agreed to participate. Pseudonyms were used to protect their identities.

Digital gamification activities were integrated into the ESP lessons throughout the semester. The materials covered vocabulary related to housekeeping tools, chemicals, techniques, and basic workplace communication. Wordwall was mainly used to provide activities such as flashcards, matching exercises, quizzes, and crossword games. The students accessed the activities using their mobile phones and the campus internet connection. Some activities were completed individually, while others were conducted in groups. The games allowed the students to practise vocabulary repeatedly, receive immediate results, and access the activities again outside the classroom. These activities were designed to support vocabulary practice while creating a more engaging and enjoyable learning environment. Data were collected through classroom observations, reflective journals, and semi-structured interviews. Classroom observations were conducted to examine students' participation, interest, interaction, and responses during the gamification activities. The students completed six reflective journals through Google Forms during the semester. During the first three months, they were allowed to write in English or Indonesian, while during the following three months, they were encouraged to write their reflections in English. The journals focused on the vocabulary they learned, the difficulties they experienced, and their feelings about the gamification activities. The reflective journal prompts were developed based on the research objectives and included questions regarding the new housekeeping vocabulary acquired, strategies used to remember vocabulary, challenges encountered during digital gamification activities, changes in confidence when using English, and students' emotional responses toward digital learning activities.

Semi-structured interviews were conducted individually for approximately 20 minutes. Each student participated in an initial interview, four interviews during the learning process, and a final interview. The initial interview explored the students' previous English learning experiences, vocabulary difficulties, and

interest in learning English. The interviews conducted during and after the implementation focused on changes in their vocabulary knowledge, classroom participation, confidence, and learning enjoyment. The interview protocol was developed based on the research objectives and focused on four main areas: students' prior vocabulary learning experiences, experiences during digital gamification activities, perceived changes in vocabulary development, and emotional responses toward English learning.

The data were analyzed narratively by following the general stages proposed by Barkhuizen (2014). The observation notes, journal entries, and interview transcripts were first read repeatedly to develop familiarity with the data. The researcher then identified meaningful experiences related to vocabulary development, learning difficulties, classroom participation, confidence, and enjoyment. The students' experiences were organized chronologically to show how their learning developed throughout the semester. Similar experiences were grouped into recurring themes, while individual differences were maintained to preserve the participants' voices. The coding process involved three stages: initial coding, categorization, and theme development. During the initial coding stage, significant statements related to vocabulary development, confidence, participation, and learning enjoyment were identified. These codes were then categorized into broader patterns and developed into themes representing students' narratives throughout the learning process. The findings were then interpreted in relation to digital gamification, vocabulary learning, and learning enjoyment. The analysis also involved transcription, identification of narrative elements, interpretation of meaningful experiences, and reconstruction of the students' stories into coherent accounts.

The trustworthiness of the findings was supported through data triangulation. Information obtained from classroom observations was compared with students' reflective journals and interview responses. The data were also read repeatedly to ensure that the interpretations remained consistent with the participants' experiences. Relevant statements from the students were retained to represent their perspectives and to avoid excessive interpretation by the researcher. In addition, member checking was conducted by providing participants with summaries of their narratives to confirm whether the interpretations accurately represented their experiences. Peer debriefing was also conducted through discussions with a research colleague

regarding the coding process and interpretation of themes. An audit trail was maintained by documenting the stages of data collection, coding decisions, and analytical processes throughout the study.

Findings and Discussion

The findings were organized according to the two research questions, namely the students' development of ESP housekeeping vocabulary and their expressions of learning enjoyment during digital gamification. This study aimed to explore students' experiences in developing ESP housekeeping vocabulary and their expressions of learning enjoyment through digital gamification. The findings are organized chronologically according to students' initial learning conditions, vocabulary development during gamification activities, and changes in their learning enjoyment throughout the learning process. Data were obtained from preliminary interviews, classroom observations, six reflective journals,

and interviews conducted throughout the six-month learning process.

Initial Conditions of the Students

The preliminary interviews showed that the ten participants had limited English vocabulary and confidence. Most students could only provide basic personal information, such as their names and places of origin. Several students were unable to explain their reasons for choosing the housekeeping program, their previous work experience, or their career plans in English. The questions often had to be translated into Indonesian or Balinese before the students could respond. Although most participants wanted to work in five-star hotels or on cruise ships, they had difficulty communicating these goals in English. They also had limited knowledge of housekeeping vocabulary because several participants did not graduate from hospitality vocational schools. The main conditions identified during the preliminary interviews are presented in Table 1.

Table 1 Students' conditions before the implementation of digital gamification

Observed Aspect	Initial Findings
General English ability	Most students could only introduce themselves using short and incomplete sentences.
Housekeeping vocabulary	Students had limited knowledge of cleaning tools, chemicals, surfaces, personal protective equipment, and cleaning procedures.
Speaking ability	Several students could not answer the interview questions without translation into Indonesian or Balinese.
Pronunciation and spelling	Students had difficulty pronouncing and spelling both general and housekeeping-related vocabulary.
Confidence	Several students appeared nervous, shy, or afraid of giving incorrect answers.
Learning enjoyment	Students tended to consider English difficult, boring, and stressful.
Career plans	Most participants wanted to work in five-star hotels or on cruise ships.

The initial journal responses supported the interview findings. Some students stated that they did not fully understand the games or the housekeeping vocabulary presented in the activities. However, several responses also showed early interest in learning through Wordwall.

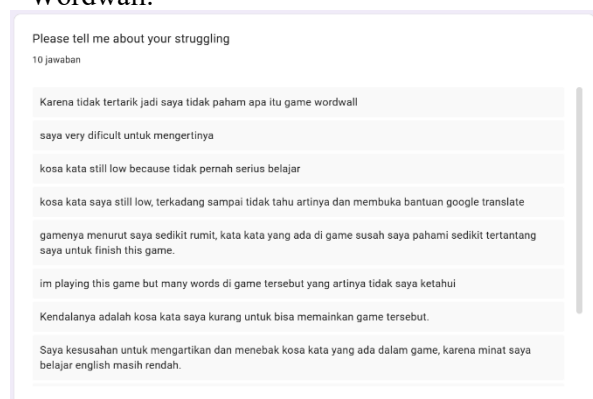


Figure 2 Examples of students' initial responses to digital gamification.

The students' early comments included "Not fully understand about this game so far," "I

don't understand the mission that I need to solve here," and "Because my skills still low, I need to learn about it furthermore." These comments indicate that digital gamification was still unfamiliar to several participants. These initial conditions indicate that students' vocabulary difficulties were not only related to limited word knowledge but also influenced their confidence and willingness to participate in English learning activities.

Development of ESP Housekeeping Vocabulary

The students journals and interviews indicated gradual development in their knowledge of ESP housekeeping vocabulary. In the first months, students focused on recognizing basic cleaning tools and chemicals. In the following months, the materials expanded to surfaces, personal protective equipment, cleaning techniques, hotel areas, linen, towels, stains, and the NATO phonetic alphabet. Table 2 summarizes the students' development during the six-month implementation.

Table 2 Students' vocabulary development over six months

Month	Student grouping	Vocabulary development	Main difficulties and responses
First	4 lower-level and 6 higher-level students	Students were introduced to basic cleaning tools and chemicals.	Many students were unfamiliar with Wordwall and had difficulty understanding the questions.
Second	3 lower-level and 7 higher-level students	Students began identifying cleaning tools, chemicals, and surfaces.	Pronunciation, spelling, and remembering vocabulary remained difficult.
Third	3 lower-level and 7 higher-level students	Students learned manual, electrical, and supporting cleaning tools, personal protective equipment, chemicals, surfaces, and NATO spelling.	Students needed more time to pronounce and spell the vocabulary correctly.
Fourth	3 lower-level and 7 higher-level students	Students could mention tools, chemicals, surfaces, hotel areas, and several housekeeping techniques.	Some students still had difficulty explaining cleaning techniques fluently.
Fifth	2 lower-level and 8 higher-level students	Students began explaining cleaning methods, stains, laundry chemicals, linen, and types of towels.	Only a small number of students continued to experience pronunciation difficulties.
Sixth	5 lower-level and 5 higher-level students	Lower-level students could generally mention three to five examples from each category, while higher-level students could explain more terms and use NATO spelling.	Some students still needed time to remember and pronounce longer terms, but they responded more confidently.

The lower- and higher-level categories in Table 2 were descriptive and based on the students' performances in the activities, interviews, and journals for each month. They were not based on standardized scores. Therefore, the number of students in each category could change depending on the difficulty of the materials and tasks given during a particular month. During the first and second months, students were still adapting to the learning method. Their main problems were recognizing new vocabulary, remembering the meanings of words, and pronouncing the terms correctly. One student wrote, "The vocabulary is hard to speak," while another stated, "Very difficult to understand the vocabulary." These responses show that the use of gamification did not immediately remove the students' language difficulties. Despite these problems, the students began to demonstrate persistence. Statements such as "I will not give up," "Masih bisa lanjut belajar," and "Melatih saya untuk lebih banyak mengenal kosa kata" showed their willingness to continue practising. The repeated use of vocabulary in quizzes and matching activities gave students additional opportunities to recognize words and correct their previous mistakes.

More noticeable development appeared during the third and fourth months. Students could identify manual and electrical cleaning tools, chemicals, surfaces, personal protective equipment, and housekeeping techniques. They were also introduced to the NATO phonetic alphabet. Some students still struggled with spelling and pronunciation, but their journal

entries showed that they were becoming more familiar with the vocabulary. One participant wrote, "Saya bisa untuk menyebutkan banyak contoh kosa kata sekarang," while another stated, "I can mention cleaning tools, chemicals, and PPE."

Please tell me the new things that you have learned until this point?

10 jawaban

New vocab for example mop set, broom and dustpan, water, bucket, and other

Study more and many vocab new. Belajar cara spelling juga. Fun games

I study many tools, technique, and other. Masih banyak lagi yang belum lancar tapi masih bisa dipelajari lagi

Learn new vocab in english HK. Belajar spelling A B C, dan bisa menyebutkan tools

Banyak kosa kata cleaning tools dan technique. Saya bisa untuk menyebutkan banyak contoh kosa kata sekarang

New vocab tools in HK dan cara pengucapan nya. Spelling juga dengan spelling cards

Spelling the HK names. Vocab di kosa kata sehari hari HK dan cara mengeja kosa kata HK

I study many words with new vocab. Semakin seru belajar dengan Wordwall. I study more

Figure 3. Examples of students' vocabulary development during the middle stage

During the fifth and sixth months, students began to move beyond identifying individual words. They were able to explain cleaning techniques, identify suitable chemicals for particular surfaces, and mention different types of linen, towels, stains, personal protective equipment, and hotel areas. During the final interviews, lower-performing students could generally provide three to five examples from each category. Higher-performing students could answer more fluently and use the NATO phonetic alphabet to spell housekeeping terms. The students also recognized their own development. One student wrote, "Many difficult pronounce to speak the words but now I am better than before." Another wrote, "I can

mention the vocab HK and some of technique in HK.” These statements indicate that the students were aware of their progress, even though difficulties with pronunciation, fluency, and vocabulary retention remained.

The experiences of Rose, Rey, and Adson illustrate three different patterns of vocabulary development. Rose initially had limited vocabulary and low interest in English. However, she became more active because she wanted to obtain higher scores than her classmates. Her journals and interviews showed gradual development in her knowledge of housekeeping vocabulary. Rey began the program with very limited knowledge of English and housekeeping. He found it difficult to memorize and pronounce new vocabulary. After the activities were changed to include more teamwork, he received support from his classmates and became more involved. By the final interview, he was able to mention and pronounce several basic housekeeping terms, although some pronunciation problems remained.

Adson was familiar with digital games but had limited housekeeping knowledge. Competitive games encouraged him to study the materials more seriously because he wanted to answer correctly and compete with his classmates. His final interviews showed that he could answer several questions about basic housekeeping vocabulary more confidently. These findings are consistent with Fadlia et al., (2022), who reported positive student responses toward Wordwall as a vocabulary-learning medium. They also support Batu & Hashim (2022), who found that Wordwall could assist students in recognizing and developing English vocabulary. In the present study, repeated activities allowed students to encounter the same vocabulary through different formats, including quizzes, matching exercises, flashcards, listening activities, and crossword games. Similar to these previous studies, the present study demonstrates that Wordwall-based activities provide repeated exposure and interactive practice that support vocabulary learning. However, while Fadlia et al. (2022) and Batu and Hashim (2022) mainly examined students’ responses and vocabulary development through Wordwall activities, the present study extends these findings by exploring how vocabulary development occurs through students’ learning experiences over a six-month period in an ESP housekeeping context. Unlike previous studies that generally focused on

general English vocabulary learning, this study highlights the development of specialized workplace vocabulary, including cleaning tools, chemicals, housekeeping procedures, and hotel-related terms.

This contextual focus represents a contribution of the present study because TVET students require vocabulary that is directly connected to their future occupational communication. Nevertheless, this study was conducted with a limited number of participants in one hospitality institution; therefore, the findings mainly provide an in-depth understanding of students’ experiences rather than broad generalizations across all vocational contexts. In the present study, repeated activities allowed students to encounter the same vocabulary through different formats, including quizzes, matching exercises, flashcards, listening activities, and crossword games. These variations in activity formats provided more opportunities for students to recognize, recall, and apply vocabulary compared with single-format vocabulary practices. Therefore, the contribution of digital gamification in this study was not only related to the use of Wordwall as a learning platform but also to the continuous learning process created through repeated practice and interaction.

The findings can also be understood through supportive learning theory. Immediate feedback allowed students to identify their incorrect answers, while repeated access gave them opportunities to practise again. Group activities provided social support for students who had difficulty working individually. This is in line with Fariba & Mahboubeh (2022) who explained that feedback and scaffolding within game-supported learning could improve students’ learning experiences. Thiagarajah et al., (2022) similarly emphasized that social interaction and support could influence learning motivation in game-based environments. However, the present study further illustrates that these supportive elements do not only influence motivation but also contribute to students’ cognitive development (vocabulary recognition and retention), social learning (peer assistance and collaboration), and emotional development (confidence and willingness to participate). These findings extend previous understandings of gamification by showing that its contribution in ESP contexts is not limited to increasing motivation, but also involves cognitive, social, and emotional processes that

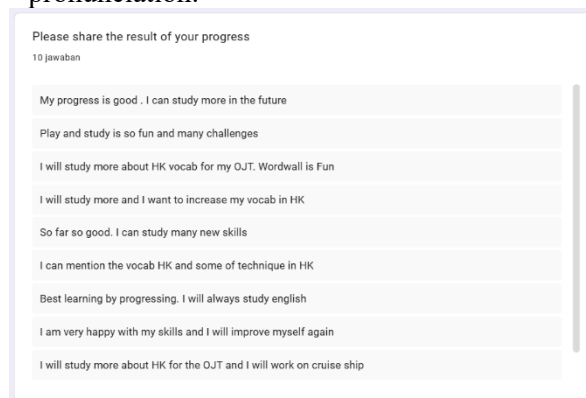
support vocabulary development among TVET students.

The second major finding concerned the students' learning enjoyment. Before the implementation, students rarely responded to questions and showed limited participation in English learning. Several participants were afraid of making mistakes, while others appeared bored or uninterested. Their limited vocabulary contributed to these feelings because they often did not understand the material being discussed. During the first month, several students remained confused about how to use Wordwall. However, positive responses also appeared. Some students described the game as interesting, fun, and different from their previous English learning experiences. During the second and third months, the students increasingly associated enjoyment with game variety, competition, scores, and the opportunity to work with classmates. Comments such as "Enjoy study with friends in class," "Semakin seru," "Very fun and enjoyfull," and "I enjoy the games and the progress" reflected a gradual change in their attitudes. Several students who initially showed little interest in English began asking for more games and more challenging questions.

Team-based activities played an important role in students' enjoyment. Students could discuss answers, share vocabulary knowledge, and help classmates who experienced difficulties. The activities were no longer viewed only as individual tests but also as opportunities to interact and solve problems together. One student wrote, "Play with friends so fun. Enjoy play together. Enjoy the game. Enjoy study vocab." Competition and scoring also encouraged participation. Rose became more active because she wanted to achieve a higher score. Adson responded positively to competitive formats because they were similar to the digital games he usually played. The leaderboard and immediate scores allowed students to see their performance and motivated them to repeat the activities.

The development of students' ESP housekeeping vocabulary in this study can be explained through several interconnected learning mechanisms facilitated by digital gamification. First, repeated exposure through quizzes, matching activities, flashcards, listening activities, and crossword games allowed students to encounter the same vocabulary items multiple times in different contexts. This process supported vocabulary recognition and retention

gradually. Second, immediate feedback provided by digital platforms helped students identify mistakes and improve their understanding independently. Third, collaborative activities created opportunities for peer interaction, where students with higher confidence could support classmates who experienced greater difficulties. Therefore, digital gamification functioned not only as a medium for presenting vocabulary but also as a learning environment that supported repeated practice, confidence development, and social learning. However, competition was most useful when combined with teamwork and teacher support. Students with lower proficiency could still participate because they received assistance from classmates. Rey's experience showed that teamwork helped him continue the activities despite his limited vocabulary and pronunciation.



Please share the result of your progress
10 jawaban

My progress is good . I can study more in the future

Play and study is so fun and many challenges

I will study more about HK vocab for my OJT. Wordwall is Fun

I will study more and I want to increase my vocab in HK

So far so good. I can study many new skills

I can mention the vocab HK and some of technique in HK

Best learning by progressing. I will always study english

I am very happy with my skills and I will improve myself again

I will study more about HK for the OJT and I will work on cruise ship

Figure 4. Examples of students' final reflections on learning enjoyment

By the final month, students frequently described the learning activities as enjoyable and less monotonous. Their statements included "I love play game," "I am happy to play game," and "Play and study is so fun and many challenges." These responses suggest that learning enjoyment was reflected not only in expressions of happiness but also in students' willingness to participate, practise repeatedly, cooperate, and face more difficult activities. The students did not report that every learning problem had disappeared. Some still had difficulty remembering long vocabulary items, spelling words, and pronouncing housekeeping techniques. Nevertheless, their journals showed that they were more willing to continue practising. One student stated, "Some vocab is hard to speak like the technique in Housekeeping. Many words so far but I can play more with Wordwall." Another wrote, "I need time to remember the many vocab. But I will try to study more."

These findings are consistent with the indicators of learning enjoyment, which include interest, engagement, and positive social relationships during learning activities. The students showed greater interest in the materials, became more involved in classroom activities, and interacted more positively with their classmates. The findings also support Lin (2022) who reported positive perceptions of Wordwall in English language teaching. Oliveira et al., (2022) similarly found that gamification could encourage active participation, questioning, and assistance among classmates. These findings are consistent with the present study, as students also demonstrated increased participation, willingness to engage, and positive attitudes toward English learning after participating in digital gamification activities. However, previous studies mainly focused on students' perceptions and general classroom engagement, whereas the present study provides a deeper explanation of how learning enjoyment developed through students' continuous experiences during a six-month gamification process.

Unlike previous research that examined gamification in general English learning contexts, this study highlights learning enjoyment within an ESP hospitality context. The enjoyment experienced by students was not only related to the entertaining aspects of games but was also connected to meaningful occupational content, such as housekeeping tools, procedures, and workplace communication. This indicates that gamification became more meaningful when students perceived the activities as relevant to their future careers in the hospitality industry. In this study, learning enjoyment developed through a combination of game variety, immediate feedback, competition, teamwork, and vocabulary activities related to the students' future occupations. These findings suggest that enjoyment was produced through several interconnected mechanisms. Game variety reduced learning monotony, feedback provided a sense of progress, competition encouraged motivation, and teamwork created social support among students. Therefore, learning enjoyment in this study functioned not merely as an emotional response but also as a factor that encouraged students to participate actively, practise vocabulary repeatedly, and maintain engagement in learning activities.

From Barkhuizen's narrative

perspective, the students' experiences can be interpreted at three levels. At the level of story, the students narrated their immediate experiences of difficulties, enjoyment, competition, and teamwork. At the level of Story, their narratives reflected the use of digital gamification as a classroom teaching approach. At the level of STORY, their increased interest in English was connected to the broader demands of the tourism industry and their career goals in hotels and cruise ships. This narrative interpretation extends previous gamification studies by showing that students' enjoyment was shaped not only by classroom activities but also by their personal identities, learning histories, and future professional aspirations.

So, the findings indicate that digital gamification supported the students' vocabulary development and learning enjoyment. Students became more familiar with housekeeping vocabulary and demonstrated greater ability to identify, pronounce, spell, and explain occupational terms. They also showed increased participation, confidence, persistence, and social interaction. Compared with previous studies that primarily emphasized motivation or positive perceptions, this study contributes by illustrating the relationship between enjoyment, confidence development, peer interaction, and vocabulary learning processes within a TVET context. Nevertheless, digital gamification should not be considered an instant solution because several students continued to experience difficulties with pronunciation, fluency, spelling, and vocabulary retention. This finding highlights an important limitation of gamification: while it can create supportive and enjoyable learning conditions, it still requires teacher guidance, appropriate task design, and continuous practice to address deeper language difficulties. Therefore, the effectiveness of digital gamification depends not only on the technology itself but also on how it is integrated into pedagogical practices.

Conclusion

This research concludes that digital gamification supported the development of ESP housekeeping vocabulary and learning enjoyment among adult students in the TVET Housekeeping program. Based on students' journals, interviews, and classroom observations over six months, the participants gradually demonstrated broader vocabulary knowledge, greater confidence, more active participation, and more positive attitudes toward English learning. Interactive activities, challenges,

immediate feedback, scoring systems, and teamwork created a less monotonous learning environment and encouraged students to practise vocabulary related to cleaning tools, chemicals, surfaces, personal protective equipment, and housekeeping procedures.

From Barkhuizen's narrative inquiry perspective, the students' accounts revealed their personal learning experiences at the story level, the role of gamification within the classroom context at the Story level, and the connection between English competence and the demands of the tourism industry at the STORY level. Therefore, digital gamification can be considered a supportive learning strategy rather than merely an entertaining classroom activity. Theoretically, this study contributes to ESP and digital language learning research by providing a deeper explanation of how digital gamification facilitates vocabulary development and learning enjoyment through interconnected processes of repeated practice, immediate feedback, peer interaction, and confidence development. Unlike previous studies that mainly examined gamification effectiveness through achievement scores or students' perceptions, this narrative inquiry illustrates the learning processes experienced by adult TVET students and explains how cognitive, social, and emotional factors interact during gamified vocabulary learning.

Practically, this study suggests that English teachers and TVET instructors should integrate digital gamification activities that are relevant to students' occupational needs rather than using games only for entertainment purposes. Activities involving repetition, collaboration, feedback, and authentic workplace vocabulary can support students' engagement and confidence. Hospitality institutions are also encouraged to provide supporting facilities, including reliable internet access, digital learning resources, and opportunities for teachers to develop technology-integrated ESP materials. However, this study has several limitations. The research involved only ten students from one Housekeeping program at a hospitality institution in Singaraja, meaning that the findings represent students' individual experiences and cannot be generalized to all TVET contexts. In addition, the study focused on students' narratives and learning experiences rather than measuring vocabulary improvement through standardized quantitative assessments. Future research is recommended to

involve a larger number of participants from different vocational institutions and hospitality programs to examine whether similar patterns occur in other contexts. Further studies may also combine narrative inquiry with quantitative approaches to investigate the relationship between digital gamification, vocabulary achievement, confidence development, and learning enjoyment more comprehensively.

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