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Beyond Traditional Vocabulary Learning: The Effectiveness of Gamified Audiobooks for Junior High School EFL Students

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Abstract

This study investigates the effectiveness of using audiobooks combined with game to improve English vocabulary mastery in junior high school students. A one-group pre-test and post-test pre-experimental design was employed. The research involved 30 eighth-grade students from an Islamic junior high school in Indonesia. Before the intervention, a pre-test was administered, revealing a low initial vocabulary mastery with an average score of 12.50. The treatment involved six sessions of vocabulary learning using audiobooks and interactive Wordwall games. The vocabulary taught during the treatment included nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Following the treatment, a post-test was conducted, and the average score significantly increased to 16.87. The Wilcoxon ranks test showed a statistically significant effect (Sig. 0.000 < 0.05), indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. The results demonstrate that the combined use of audiobooks and game is a useful and effective medium for enhancing students' English vocabulary mastery. This method provides an interactive and engaging learning experience, improving student confidence and comprehension. This research contributes to the development of technology-based learning methods for foreign language education

Keywords: Audiobooks; Effectiveness; Game; Vocabulary; Wordwall.

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INTRODUCTION

In the process of learning English, one of the most important aspects to master is vocabulary. Vocabulary really needs to be taught to students supports English language skills. Rahmah et al. (2023) revealed that vocabulary is a collection of words in a language which is the main capital for four language skills: reading, writing, listening and speaking. Vocabulary mastery is the main foundation in language skills, whether in speaking, listening, reading or writing. Without sufficient vocabulary, the ability to communicate in English will be very limited. Without vocabulary mastery, students will be hampered in reading, writing, speaking and listening skills. Teaching and developing vocabulary is one of the main focuses in every level of English education in Indonesia. Fauziningrum et al. (2023) stated that teaching vocabulary for junior high school is not easy because students of junior high schools are teenagers, so it is essential to introduce English, especially vocabulary.

In addition, vocabulary mastery also plays a crucial role because a good vocabulary allows students to communicate effectively and understand various texts in English. Noviyanti et al. (2023) stated that vocabulary in learning English is one of the most important components because it is the fundamental skill for mastering a language. A good vocabulary allows students to communicate effectively and understand various texts in English. Rahmah et al. (2023) stated that vocabulary has an important role in communication because it allows a person to express opinions, ideas, feelings, and desires. Daud et al. (2025) also stated that vocabulary consists of words in a particular language that identify objects, actions, or ideas that convey information. Thus, vocabulary is an important foundation in the process of effective communication. This statement also shows that vocabulary has a key role in expressing one's ideas and emotions. Therefore, a good command of English vocabulary is very important for students to be able to communicate effectively and understand various texts in English. Having a strong vocabulary enables students to express their thoughts, emotions, and wants clearly, and also enhances their comprehension of diverse English written materials. In the context of English language learning, good vocabulary mastery can help students to improve their overall language skills, including reading, writing, listening and speaking. As stated by Rahmawati et al. (2025), a comprehensive vocabulary is crucial for mastering English, as it is the foundation for reading, listening, writing, and speaking.

However, despite the importance of English vocabulary mastery, many students still face challenges in mastering English vocabulary. Ryan et al. (2024) found that students experience difficulties in mastering English vocabulary, including difficulties in translating words or sentences,

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understanding word meanings, pronunciation, spelling, and recalling vocabulary. These challenges can include difficulty in understanding the meaning words, remembering new vocabulary, and using vocabulary in the right context. Susanto (2021) also found that several factors cause students' difficulties in obtaining vocabulary, including because the writing of vocabulary is entirely different from the spoken form in English, the number of words that students must learn is large, and there are problems with sources of information regarding the vocabulary discussed. These difficulties are often compounded by factors such as lack of exposure to new words, ineffective learning strategies and lack of motivation. In addition, students lack vocabulary knowledge, grammatical understanding of vocabulary, and vocabulary pronunciation skills to master (Sadewi et al., 2024). Students may also face challenges in developing their overall language skills, including reading, writing, listening and speaking. Therefore, efforts need to be made to help students overcome these challenges and improve their English vocabulary learning.

In this context, the need for effective learning methods to improve English vocabulary learning becomes very important. Effective learning methods can help students overcome challenges in mastering vocabulary. One of the learning methods that can be used is the use of audiobooks combined with game. Audiobooks are audio recordings containing English text, which can help students understand the correct pronunciation of words and improve listening skills. According to Rizal et al. (2022), audiobooks are instructional designs that include structured classes and lessons. Audiobooks can be listened to anytime and anywhere. When listening to audiobooks, students encounter new words and words they know but are not familiar with. When encountering words on audio, students will know how to pronounce them correctly and hear them used in context. These lead to developing a more fluent understanding of words. Meanwhile, games are elements that can be used to make learning more interesting and interactive. According to Hafiza & Pratolo (2024) using educational games as a teaching method is highly effective for non-native English speakers. Their research showed that different types of games, such as interactive games, role-playing, memory games, simulations, and strategy games, significantly enhance vocabulary learning, grammar understanding, and student engagement in English language learning. By combining audiobooks and game, students can gain a more through and effective learning experience. Audiobooks can help students understand the meaning of words and remember new vocabulary, while game can help students use vocabulary in the right context and increase learning motivation. The use of audiobooks and game in English vocabulary learning can help students overcome challenges in mastering vocabulary, such as difficulties in understanding word meanings, remembering new vocabulary, and using vocabulary in the right

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context. Thus, this learning method can improve students' English vocabulary learning and help them become more confident in using English.

Based on the explanation above regarding vocabulary mastery, the use of audiobooks in learning English vocabulary can be enhanced through game that make students more active and enthusiastic when learning. According to Faizah & Gumiandari (2021), using audio and visual media to improve English vocabulary skills is stated to be more effective and allows children to think more creatively and easily visualize the material in their minds. Therefore, the researcher aimed to investigate the effectiveness of using audiobooks in vocabulary learning using game in junior high school.

VOCABULARY LEARNING CONCEPTS

Vocabulary is a set of words or is part of a particular language. Ramadhani et al. (2022) stated that vocabulary is the language unit that expresses our language. Vocabulary also a system, simbol, language group that has meaning in expression, language specification, and knowledge. According to Afidah & Machfudi (2022), vocabulary is one of the linguistic components in learning English. The students must learn vocabulary as a first step, before they learn English skills. In learning English, vocabulary is used to connect the four language skills, namely writing, reading, speaking, and listening. Vocabulary will be very useful in conveying ideas. The students can easily understand simple English texts when they have a good command of vocabulary. Students can understand the information or content of the text correctly when reading, and can communicate directly in English when speaking and listening using a strong understanding of vocabulary. This shows that vocabulary is all the words in something that is heard, spoken, read, and written that is known by an individual. Based on the description above, it can be concluded that vocabulary is the basis for learning English and is very important in learning a language.

Many students want to speak English, but they are lack in vocabularies mastery. Therefore, vocabulary is very important to learn as a basic learning in English and can be a motivation to be able to master a language well (Setiawan & Wiedarti, 2020). Good vocabulary allows students to communicate effectively and understand various types of texts. The existence of vocabulary in English is one of the requirements for being able to master English. If English language proficiency is improved by mastering vocabulary, it will affect students' language skills. Thus, vocabulary is an important component in learning English that cannot be ignored. According to Winarti (2023), a students' vocabulary mastery greatly affects language skills both in spoken and written. Vocabulary mastery is one of the factors that can improve a students' language skills. In addition,

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vocabulary mastery can also determine the quality of a students' language. Vocabulary is a tool used by students to convey information, messages, or opinions. Vocabulary mastery also allows students to improve their critical and analytical thinking skills, as well as expand their knowledge and insight. Therefore, vocabulary learning should be a priority in the English learning process.

Types of vocabulary and vocabulary learning strategies can be explored in depth once we have a solid understanding of the basic concept of vocabulary and its importance in learning English. According to Hatch & Brown (2001, p.250), types of vocabulary fundamentally refer to the classification of words based on their functional or grammatical categories, commonly known as "parts of speech." This statement explicitly identifies eight main types or categories of vocabulary:

1. **Nouns**: Refers to words that function to name people, places, things, or ideas, such as book, table, student.
2. **Verbs**: Words that express actions, events, or states, such as run, eat, sleep.
3. **Adjectives**: Words used to describe or attribute nouns or pronouns, such as beautiful, tall, happy.
4. **Adverbs**: Words that modify verbs, adjectives, or other adverbs, providing information about manner, time, place, or degree, such as quickly, very, always.
5. **Pronouns**: Words that function to replace nouns, avoiding repetition, such as I, she, they.
6. **Prepositions**: Words that indicate spatial, temporal, or other relationships between nouns/pronouns and other elements in a sentence, such as in, on, at.
7. **Conjunctions**: Words used to connect two words, phrases, clauses, or sentences, such as and, but, or.
8. **Interjections**: Words that express emotions or sudden exclamations, often standing alone, such as Wow!, Oh!, Hey!.

Understanding these "parts of speech" is crucial because it helps us analyze the structure and meaning of a sentence more deeply. As Hatch & Brown (2001, p.250) also emphasize vocabulary knowledge involves not only knowing the meaning of a word but also its grammatical category and how it functions in a sentence. This quote emphasizes that true vocabulary knowledge encompasses not only word definitions but also grammatical categories and their functions in sentences. Thus, familiarity with these different types of vocabulary enables learners to use words more accurately and effectively in a variety of communication contexts, thus

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significantly enriching their language skills.

AUDIOBOOKS IN LANGUAGE LEARNING

Audiobooks come from two English words - audio and book. Thus, the definition of an audiobook is a book made in the form of sound. Audiobooks are recordings of books or other works that are read aloud by a voice actor. According to Nafisah & Budiarso (2022), audiobooks are books that are read in audio form allowing readers can hear them. Audiobooks allow students to listen to a recording of a book's text, rather than reading the text of the book. According to Rizkia et al. (2024), the presence of audiobooks was first used to facilitate learning by the blind. Blind people who have visual limitations can be helped by audio in the form of voice recordings that read the contents of the book. Then the presence of audiobooks continued to grow and attracted many users. Audiobook users will get the learning experience to read by audible voice recordings. The audiobook is audio recording will be the same as what is written in the book. Audiobooks are a profitable choice for students learning foreign languages. The implementation of audiobooks in the classroom has shown positive results, especially in improving students' language skills (Sari et al., 2023). Therefore, audiobooks can be the right choice as an alternative foreign language learning medium for students.

INTERACTIVE GAME IN LANGUAGE LEARNING

Modern English language learning increasingly recognizes the importance of creating a dynamic, engaging, and learner-centered learning environment, especially to enhance motivation and engagement. In this context, the use of interactive games has emerged as a highly effective teaching strategy in second language acquisition. According to Huang (2023), digital game-based learning is viewed as an instrumental and motivational subsystem that provides an interactive learning context, enhances learner satisfaction, and promotes English proficiency if utilized in an appropriate manner. Interactive games in language learning are activities that involve active participation of learners, encouraging them to use the target language in a fun and non-pressurizing context (Nga, 2023). This approach can significantly reduce learning anxiety, improve memory retention, and develop various language skills holistically (Hidayah et al., 2023). Interactive games offer a variety of benefits in vocabulary acquisition and other language skill development. For example, word-based games such as Pictionary, Scrabble, or Hangman can effectively improve vocabulary mastery, spelling, and critical thinking skills (Salim et al., 2024). Meanwhile, games that focus on interaction and comprehension of instructions, such as Simon

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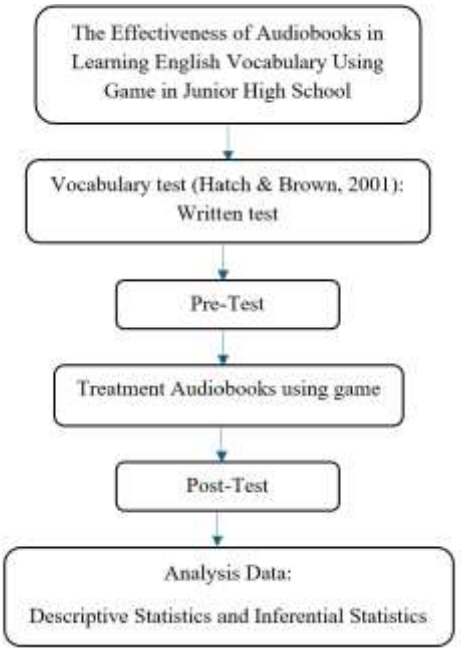
Says or Guess the Picture, have been shown to be beneficial in developing students' listening and speaking skills. These games create a natural context for language use, allowing students to practice and apply their knowledge in relevant and meaningful situations. Studies have also shown that digital game-based learning has the potential for young people to improve their English language learning and generate further educational methods.

In this study, the researcher specifically integrated Wordwall as one of the main interactive game media to facilitate English vocabulary learning. Wordwall is an online platform that allows teachers to create various types of customizable games and quizzes, including the word-based and interaction-based game categories mentioned above. The selection of Wordwall was based on its ability to provide an interactive and motivating learning environment, in line with the research objective of improving vocabulary (Alfiah et al., 2024). Wordwall's flexibility in creating activities tailored to the learning material and ability level of students makes it a highly relevant tool for facilitating English vocabulary learning through an engaging and interactive game approach.

THEORETICAL INSIGHT

` The theoretical foundations and underlying ideas that guided the research design and interpretation of its findings are described in a theoretical framework for experimental research. Based on ideas in game-based learning, educational technology, and English vocabulary learning, the framework suggests relationships between instructional interventions and assessed learning outcomes. This study investigates the effectiveness of using audiobooks combined with games as a method for improving English vocabulary mastery among junior high school students. The primary focus is on assessing the impact of this medium. Vocabulary mastery will be assessed through pre- and post-tests, designed by the researchers, based on Hatch & Brown's (2001) vocabulary theory. Data collected from these tests will be statistically analyzed using descriptive and inferential statistics. Finally, the statistical significance of the results will be evaluated to draw conclusions about the effectiveness of the audiobook-and-game-based intervention on students' vocabulary learning. The theoretical framework for this study is presented below.

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A hypothesis is a crucial part of research and needs to be formulated from the outset, as it is a specific prediction regarding the research outcome to be tested. Creswell & Creswell (2023, p.286) emphasizes that a hypothesis is not merely a guess, but rather an empirically testable statement. This means that a hypothesis must be measurable, observable, and either proven or refuted through data collection and statistical analysis. In a quantitative study, especially one that aims to test for impact or difference, there are two main types of hypotheses that are always formulated: the alternative hypothesis (H1) and the null hypothesis (H0). These two hypotheses are opposites and form the basis for statistical testing.

1. Alternative Hypothesis (H1): There is a significant difference in English vocabulary mastery of students who learn using audiobooks with game.
2. Null Hypothesis (H0): There is no significant difference in English vocabulary mastery of students who learn using audiobooks with game.

METHODOLOGY

This study employed a quantitative pre-experimental research design using a one-group pre-test and post-test design to investigate the effectiveness of audiobooks combined with games, particularly Wordwall, in improving junior high school students' English vocabulary mastery. The

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population consisted of 120 eighth-grade students, from which one class of 30 students was selected through cluster sampling as the research sample. The independent variable was the use of audiobooks combined with games in vocabulary learning, while students' English vocabulary mastery served as the dependent variable. Data were collected through a vocabulary test administered before and after the intervention. The instrument consisted of 30 multiple-choice questions designed to measure students' vocabulary mastery objectively and efficiently. The research followed the notation O1 X O2, in which O1 represented the pre-test, X represented the treatment using audiobooks and games, and O2 represented the post-test. The difference between students' pre-test and post-test results was used to determine the effectiveness of the intervention.

Instrument

Before the treatment in the study was carried out, the questions that would be given to students were first tested for validity and reliability, namely 30 multiple-choice questions of English vocabulary about parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections. The purpose of giving these 30 multiple-choice questions was to be used in the English vocabulary mastery test for students. These 30 questions were tested on class 8 B students consist of 30 students who were used as a feasibility test in addition to the sample. The following table shows validity value calculated using SPSS 30.

Table 1. Result of Validity Test

Item-Total Statistics		
Number of Question	**Corrected Item-Total Correlation**	**Interpretation**
Question 1	0,481	Valid
Question 2	0,376	Valid
Question 3	0,598	Valid
Question 4	0,649	Valid
Question 5	0,291	Invalid
Question 6	0,562	Valid
Question 7	0,642	Valid
Question 8	0,360	Valid
Question 9	0,601	Valid

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Question 10	0,579	Valid
Question 11	0,642	Valid
Question 12	0,577	Valid
Question 13	0,168	Invalid
Question 14	0,234	Invalid
Question 15	0,306	Invalid
Question 16	0,206	Invalid
Question 17	0,293	Invalid
Question 18	0,452	Valid
Question 19	0,591	Valid
Question 20	0,589	Valid
Question 21	0,498	Valid
Question 22	0,236	Invalid
Question 23	0,536	Valid
Question 24	0,242	Invalid
Question 25	0,386	Valid
Question 26	0,473	Valid
Question 27	0,503	Valid
Question 28	0,577	Valid
Question 29	0,344	Invalid
Question 30	0,534	Valid

The results show that questions 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20, 21, 23, 25, 26, 27, 28, and 30 are valid, because the corrected item-total correlation is higher than the r-table value of 0.349 and the questions 5, 13, 14, 15, 16, 17, 22, 24, and 29 are unvalid, because the corrected item-total correlation is lower than the r-table value of 0.349. In total there are 21 valid questions and 9 invalid questions. The researcher decided to complete the valid questions for use in the pre-test and post-test. Therefore, 20 questions, including questions 1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20, 21, 23, 25, 26, 27, 28, and 30 would be used in the pre-test and post-test, while 10 questions including questions 2, 5, 13, 14, 15, 16, 17, 22, 24, and 29 would be eliminated.

After the validity procedure was tested, the reliability of the valid test was evaluated. A reliability score greater than 0.60 indicates that the item has a fairly strong level of reliability. Conversely, a reliability score less than 0.60 indicates a lower level of reliability. The thirty items

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were considered reliable if the Cronbach's Alpha value was greater than 0.60. The reliability scores calculated using SPSS 30 are shown in Table 2 below.

Table 2. Result of Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,896	0,898	30

Based on the reliability calculation results explained above, the result is 0.896, which is higher than 0.60, indicating that the all questions are very strong reliable.

Treatment Procedure

Session	Vocabulary Focus	Audiobook Activity	Word wall Game	Learning Outcome
1	Nouns & Verbs	Students listened to the audiobook and interpreted 10 nouns and 10 verbs.	Anagrams – students arranged scrambled letters into correct words.	Students learned and practiced nouns and verbs through listening and anagram activities.
2	Adjectives & Adverbs	Students listened to the audiobook and interpreted 10 adjectives and 10 adverbs.	Word Search – students found the target vocabulary.	Students learned and practiced adjectives and adverbs through listening and word-search activities.
3	Pronouns & Prepositions	Students listened to the audiobook and interpreted 10 pronouns and 10 prepositions.	Complete the Sentence – students completed sentences using the appropriate vocabulary.	Students learned and practiced pronouns and prepositions in sentence contexts.

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4	Conjunctions & Exclamations	Students listened to the audiobook and interpreted 10 conjunctions and 10 exclamations.	Anagrams – students arranged scrambled letters into correct words.	Students learned and practiced conjunctions and exclamations through listening and anagram activities.
5	Nouns, Verbs, Adjectives & Adverbs	Students reviewed and listened to vocabulary from the four parts of speech and practiced remembering the words.	Word Search – students found and circled the target vocabulary.	Students reviewed and reinforced vocabulary related to nouns, verbs, adjectives, and adverbs.
6	Pronouns, Prepositions, Conjunctions & Exclamations	Students reviewed and listened to vocabulary from the four parts of speech and practiced remembering the words.	Word Search – students found and circled the target vocabulary.	Students reviewed and reinforced vocabulary related to pronouns, prepositions, conjunctions, and exclamations.

RESEARCH FINDINGS

Pre-Test

The pre-test is the first assessment used to determine students' initial abilities before receiving treatment. A total of 30 students participated in the pre-test. Pre-test data were used in SPSS 30 to calculate the mean, median, mode, standard deviation, minimum, and maximum, as shown in table 3 below.

Table 3. Descriptive Statistic of Pre-Test

		PRETEST
N	Valid	30
	Missing	0

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Mean	12,50
Median	13,00
Mode	13,00
Std. Deviation	1,52564
Minimum	9,00
Maximum	15,00
Sum	375,00

The table 3 showed the students' total pre-test score was 375,00, with a mean of 12,50. The highest pre-test score was 15.00 from a maximum score of 20.00 and the lowest was 9.00 from a minimum score of 0.00. The pre-test data results were classified as follows.

Table 4. Student's Pre-Test Score Percentage

Score		Frequency	Percent
Valid	9.00	1	3,3 %
	10.00	3	10 %
	11.00	2	6,7 %
	12.00	8	26,7 %
	13.00	9	30 %
	14.00	4	13,3 %
	15.00	3	10 %
	Total	30	100 %

Based on the data in Table 4, the researcher found that one student with a percentage of 3.3% had the lowest valid score, and three students with a percentage of 10% had the highest valid score. Based on the pre-test score data listed above, almost all students' English vocabulary mastery skills were still relatively low.

Post-Test

A post-test was administered to students after the treatment period. The post-test was administered after students were taught using audiobooks and game in learning English vocabulary. The researcher used 30 samples from grade 8 junior high school students. A total of 30 students took the final test. The final test data was used in SPSS 30 to calculate the mean,

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median, mode, standard deviation, minimum, and maximum scores, as shown in Table 5 below.

Table 5. Student's Pre-Test Score Percentage

POSTEST		
N	Valid	30
	Missing	0
Mean		16,8667
Median		17,00
Mode		20,00
Std. Deviation		2,81294
Minimum		11,00
Maximum		20,00
Sum		506,00

Table 5 shows that the students' post-test scores totaled 506.00, with an average of 16.8667. The highest post-test score was 20.00 as the same as a maximum score and the lowest was 11.00 from a minimum score of 0.00. The post-test data results were then classified as follows.

Table 6. Student's Post-Test Score Percentage

Score		Frequency	Percent
Valid	11.00	1	3,3 %
	12.00	1	3,3 %
	13.00	2	6,7 %
	14.00	4	13,3 %
	15.00	2	6,7 %
	16.00	3	10 %
	17.00	3	10 %
	18.00	2	6,7 %
	19.00	4	13,3 %
	20.00	8	26,7 %
	Total	30	100 %

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Based on the data in table 6, the researcher found that no students got bad scores. There was 1 student with a presentation of 3.3% having a valid value of 11, 1 student with a presentation of 3.3% having a valid value of 12, 2 students with a presentation of 6.7% having a valid value of 13, 4 students with a presentation of 13.3% having a valid value of 14, 2 students with a presentation of 6.7% having a valid value of 15, 3 students with a presentation of 10% having a valid value of 16, 3 students with a presentation of 10% having a valid value of 17, 2 students with a presentation of 6.7% having a valid value of 18, 4 students with a presentation of 13.3% having a valid value of 19, and 8 students with a presentation of 26.7% having a valid value of 20. Students' English vocabulary mastery increased after receiving repeated English vocabulary learning treatment using audiobooks and game, which was measured based on the collected score data.

Normality Test

The normality test is used to demonstrate that the data samples are normally distributed. In this study, the data were tested using SPSS version 30. Students' pre-test and post-test scores were entered into the data. The results are presented by Shapiro-Wilk in Table 7 on the following table.

Table 7. The Result of Shapiro-Wilk Normality Test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
PRETEST	0,940	30	0,091
POSTEST	0,900	30	0,009

The educational significance standard is 0.05 (a = 5%). Based on the output in Table 4.7, it can be seen that the significance of pretest is 0.091. This result is normal because the sig. is higher than 0.05. Meanwhile, the significance of posttest is 0.009. This result is not normal because the sig. is lower than 0.05. Thus, it can be interpreted that the data of pretest is normally distributed and the data of posttest is not normally distributed.

Wilcoxon Ranks Tests

To evaluate the data from the pre-test and post-test, the researcher used Wilcoxon ranks tests because the data is not normally distributed and non-homogeneous. The significance value

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(sig.) of this test was compared with the significance level (α), which was set at 0.05. If the sig. value was ≥ 0.05, H0 was accepted and Ha was rejected. This means there was no significant effect between the pre-test and post-test data. If the sig. value was <0.05, Ha was accepted and H0 was rejected. This indicates a significant effect between the pre-test and post-test data. The results of the data analysis using SPSS 30 are shown in Table 8 as follows:

Table 8. The Result of Wilcoxon Ranks Tests

Test Statistics[a]	
	POSTTEST – PRETEST
Z	-4.500[b]
Asymp. Sig. (2-tailed)	0,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The results of wilcoxon ranks test, as presented in Table 8, show a z-value of -4.500. The pre-test and post-test values (2-tailed) of 0.000 are smaller than 0.05, which indicates that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. The results show a statistically significant effect in students' English vocabulary mastery before and after using audiobooks and game. The results indicate that audiobooks and game are effective media to improve students' English vocabulary mastery, especially in learning English vocabulary about parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections to secondary school students in Indonesia.

N-Gain

The data showed that audiobooks combined with game are an effective and feasible learning media to improve students' English vocabulary mastery in junior high school in Indonesia. N-Gain is a measure used to assess the increase or improvement in learning outcomes after treatment. N-Gain is used to evaluate the effectiveness of an intervention. A high N-Gain indicates significant improvement after the intervention. The results of the data analysis using SPSS 30 are shown in Table 9 as follows:

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Table 9. The Result of N-Gain

No	Post-Test	Pre-Test	Post-Pre	eal Score (20-Pre)	N-Gain Score	N-Gain Score %
Mean	16,87	12,50	4,37	7,50	0,59	59

Based on the data above, the average pre-test score was 12.50, while the average post-test score was 16.87, which means the average post-test score was greater than the average pre-test score. The average score for both was 4.37. The N-Gain score was 0.59 and the N-Gain percentage score was 59%, which means the data above shows a significant increase after the intervention.

DISCUSSION

Based on the provided research findings, this study concludes that using audiobooks and game significantly improves junior high school students' English vocabulary mastery. This finding is based on the analysis of pre-test and post-test scores, which show a significant improvement in students' performance after six sessions of English vocabulary learning treatment using audiobooks and game. The vocabulary includes nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Descriptive analysis showed a clear improvement: the average pre-test score was 12.50, reflecting relatively low initial mastery. After the treatment, the average post-test score increased to 16.8667, indicating a clear descriptive improvement. This improvement was further reinforced by the distribution of scores, where the maximum score achieved in the pre-test was 15.00 by 10% of students out of a maximum score of 20.00, while in the post-test, 26.7% of students achieved the same maximum score of 20.00. The Wilcoxon rank sum test correctly shows a significant effect between pre-test and post-test scores (Sig. 0.000 < 0.05), which leads to the acceptance of the alternative hypothesis (Ha) that the treatment is effective, and the N-Gain score results show a 59% increase in students who learn English vocabulary using audiobooks and game. Thus, this study ultimately supports the conclusion that audiobooks and game are useful learning media for improving English vocabulary mastery and are effective media for improving learning outcomes.

The use of audiobooks and game as learning media in the teaching and learning process provides new experiences and positively impacts students' English vocabulary mastery. Several explanations support the effectiveness of using audiobooks in learning English vocabulary through game. First, using audiobooks is beneficial because students can listen to and understand how to

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pronounce English vocabulary correctly and clearly. Second, using game is beneficial because students will be more enthusiastic about learning and more easily remember English vocabulary, especially after hearing how it is pronounced correctly and clearly using audiobooks. Third, audiobooks and game can be used as alternative media in the English vocabulary learning process to increase students' confidence in English mastery and pronunciation. This study revealed positive results in improving students' English vocabulary mastery using audiobooks and game, supported by explanations and supporting evidence. The use of audiobooks and game to improve students' English vocabulary mastery, especially at the junior high school level in Indonesia, is important. As observed by Gela et al. (2023), the use of audiobooks was considered easy to understand, effective, and made the learning atmosphere more enjoyable, and Amelia et al. (2023), which states that game (wordwall) can be an effective tool to improve junior high school students' vocabulary mastery. The results of this study are consistent with previous research conducted by Nurrahman et al. (2023) and Sugiyono et al. (2024). They stated that the pre-test and post-test results showed a statistically significant difference at the 0.05 level. Therefore, it can be concluded that learning English vocabulary using audiobooks and game has a positive effect and is feasible to implement in 8th-grade junior high schools in Indonesia. Based on these findings, the use of audiobooks combined with game can be broadly implemented as an effective and engaging alternative learning medium to significantly enhance English vocabulary mastery at the junior high school level.

CONCLUSION

This study concludes the findings and discussions held in the previous chapter. Validity and reliability tests of the questions were conducted before the teacher gave a pre-test to the students. A pre-test was conducted before the treatment by the teacher. Students' English vocabulary mastery skills showed a low level of proficiency with an average score of 12,50. After the pre-test, the teacher used audiobooks and game as learning media. This treatment was used to determine whether there was an improvement in students' English vocabulary mastery skills. Each student was involved in learning English vocabulary using audiobooks and game. After the treatment was carried out, students' English vocabulary mastery scores in the post-test showed a high score with an average of 16,8667. There was a significant effectiveness of using audiobooks combined with game to teach English vocabulary to 8th grade junior high school students. It can be seen from the Wilcoxon ranks test analysis that the sig. (2-tailed) result was 0.000 which was lower than 0.05. Then, it was stated that the alternative hypothesis (Ha) was accepted, and the

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null hypothesis (H0) was rejected. This study addresses the need to determine the effectiveness of audiobooks in learning English vocabulary through game for junior high school students.

FUTURE DIRECTIONS

Based on this research, the researcher would like to offer several recommendations for various parties, as follows: The use of audiobooks combined with game can help students learn and master English vocabulary effectively. Therefore, the researcher recommends that students use audiobooks and game in their English vocabulary learning, as their benefits and effectiveness have been proven. The use of audiobooks combined with game has been proven effective in students' English vocabulary learning. Therefore, the researcher recommends that teachers use audiobooks and game to teach English vocabulary to junior high school students This research demonstrates that the use of audiobooks combined with game is effective in English vocabulary learning. Thus, schools can improve the quality of education and make learning more effective and efficient by implementing the use of audiobooks and game in English vocabulary learning for junior high school students. Further research can use this study as a reference for research on English vocabulary learning using audiobooks combined with game in junior high schools. In addition, this research will be an improvement for further research and it is highly recommended for further researchers to implement the use of audiobooks combined with game.

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