

## Transforming English Learning: The Role of ClassDojo in Enhancing Vocabulary Mastery of International Business Administration Students

Siti Rofiatul Hanik<sup>1</sup>, Muh. Shofiyuddin<sup>2</sup>  
<sup>1,2</sup> *Universitas Islam Nahdlatul Ulama Jepara*  
*201320000524@unisnu.ac.id*

### ABSTRACT

The ClassDojo app proved to be effective in improving vocabulary mastery through gamification approaches and interactive features. This approach increased engagement and motivation to learn, created a dynamic and personalized learning environment, and supported more effective language learning. This study examines the effectiveness of ClassDojo in enhancing vocabulary mastery among International Business Administration students. This study was conducted at higher vocational education of Polytechnic Balekambang Jepara, in the International Business Administration department. This research is a quantitative use pretest-posttest design involving 44 fourth-semester students enrolled in the English for Business II course. Results indicated significant improvements in students' vocabulary mastery post-intervention, as measured through paired-sample t-tests and effect size calculations. ClassDojo's interactive and gamified approach was shown to increase engagement and motivation, supporting vocabulary acquisition. However, social factors in the classroom also influenced outcomes, suggesting a need for further research to identify unobserved variables affecting vocabulary mastery. These findings highlight the potential of ClassDojo as an effective tool for language learning in higher education.

**Keywords:** ClassDojo, gamification, international business administration, online learning, vocabulary mastery

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### INTRODUCTION

Foreign language instruction is different from second language instruction. Teaching English as a foreign language means teaching students in the target language to communicate in English (Adam et al., 2021; Bedagama et al., 2021). The environment did not help students learn English. Students did not speak English outside of class. They only speak English in English class. Thus, learners had few daily English practice opportunities. To help students use English naturally, Setiyadi (2020) suggests real-world situations for learning and teaching. Teacher-supported English

practice activities should simulate real-world situations in the classroom. The teacher should create real-life English teaching media, according to [Farrell & Ashcraft \(2024\)](#), so students can freely apply and practice the language. Excellent teachers could do this.

In English learning, macro and micro skills are taught. Macro skills include listening, speaking, reading, and writing, which are essential for English language learners (Aprilia, 2020; Syukur, 2024). According to [Hamsia & Erydani \(2022\)](#), students find speaking difficult due to a lack of daily practice and vocabulary and the need for critical thinking (Basalama et al., 2020). Micro skills support macro skills and include correct pronunciation, sentence structure, grammar, and logical organization (Cao et al., 2024). Micro skills in speech include correct language sounds and audience-appropriate speech styles. These micro skills help learners understand and use language in a broad context and master the details that support effective communication.

Sadeghi & Nobakht (2014) explain that it involves various cognitive processes, including encoding, storage, and retrieval, in both short- and long-term memory. Saiful (2024) indicates that vocabulary consists of three dimensions: form, meaning, and use, with knowledge of these dimensions encompassing both receptive and productive proficiency. According to [Miftahuddin & Malihah \(2022\)](#), when a foreign language learner masters vocabulary, they can communicate effectively in the target language and facilitate the study of other linguistic components, such as reading, writing, listening, and speaking. Researchers identified several influential factors of vocabulary mastery, including frequency of word usage, context of use, and methods of learning used. Lana & Kuperman (2024) suggest that repeated exposure to words in meaningful and relevant contexts related to individual experiences can enhance a person's ability to master vocabulary. In addition, learning strategies such as mnemonics and contextualization can also improve word retention. Rahman et al. (2021) explain that experimental studies on vocabulary mastery often involve measuring participants' skills through vocabulary tests and observing the learning strategies they use.

The facts about mastery of English vocabulary, including problems commonly encountered by students, are an interesting topic in language learning. This vocabulary mastery refers to an individual ability to understand, remember, and use various words in English properly. [Behforouz & Al Ghaithi \(2022\)](#) explain that students commonly face challenges in mastering vocabulary, such as difficulties in remembering new words, understanding their meanings in different contexts, and using them correctly in conversation or writing. They also point out that factors like lack of exposure to English in everyday life, inability to practice vocabulary consistently, and lack of effective learning strategies can hinder the process of mastering phrases. Consequently, both students and teachers must identify and address these issues by employing appropriate and varied learning strategies, such as contextual learning, the use of memory techniques, and consistent practice in real communicative situations. This approach, according to [Behforouz & Al Ghaithi \(2022\)](#) and [da Silva et al. \(2021\)](#), can significantly enhance English vocabulary mastery, enabling students to communicate more fluently and effectively in English.

There are a variety of innovative approaches to English teaching that can be adapted to the needs and characteristics of learners to improve the effectiveness of the teaching and learning process. [Sharma & Joshi \(2024\)](#) explain that various English learning approaches are available, ranging from traditional methods like grammatical translation and practical methods to more modern approaches such as task-based learning and communicative approaches. They note that communicative approaches emphasize using language in meaningful contexts to improve students' communication skills, while task-based learning focuses on real-world tasks to promote practical

and relevant language use. Additionally, Abdurasulova (2024) reports that many experts have conducted studies on using technology to enhance English vocabulary learning.

The integration of technology in learning brings opportunities to learn foreign languages interactively, flexibly, adaptively, and effectively. Anggraeni & Degeng (2024) explain this integration facilitates learners, for example by using Duolingo, to learn vocabulary easily. Duolingo provides accessible, friendly, engaging, and relevant features to improve learning enthusiasm (Unlu, 2024). Anandra & Salmiah (2024) also assert the effectiveness of Duolingo for learners to master new vocabulary. On the other hand, Zaen et al. (2022) report the use of WordWall media could improve students' vocabulary mastery.

Various applicable media could facilitate and allow students to participate in the learning process. Ramadani (2024) reports such platforms can be useful and engaging tools for enhancing vocabulary acquisition. Valbuena-Bermúdez et al. (2024) find that digital learning media positively influences university students' learning outcomes and perceptions. Febriyanti & Haryanto (2024) assert that digital learning media assists students in mastering English vocabulary.

In this research, we attempted to use ClassDojo. Bilyk (2024) explains that ClassDojo is an online platform used by schools to facilitate and support student learning by awarding points to students for positive behaviors, sharing information related to school or assignments from teachers, sending or collecting assignments, and serving as a communication medium between parents, students, and teachers. In this research, the researchers attempted to determine the effect of ClassDojo used to improve vocabulary mastery of international administration and business students.

The ClassDojo app offers a variety of interesting features designed to enrich the learning process, encourage student engagement, and facilitate more dynamic interactions between educators and learners. Putrie et al. (2024) suggest that ClassDojo enhances communication between teachers and parents by allowing them to directly monitor their child's progress and become more involved in their education. They also note that ClassDojo provides digital portfolios, enabling students to upload assignments and projects for viewing by teachers and parents. Additionally, the platform increases student engagement by offering immediate feedback through a points system and digital badges that motivate students to actively participate in class activities. Furthermore, the use of ClassDojo is said to improve students' digital literacy skills, thereby raising their digital awareness.

According to the researchers' initial observations, students in the business administration program at Polytechnic Balekambang Jepara had difficulty understanding vocabulary when learning English. The primary issue lies in the course's teaching of vocabulary, specific to the business world's context rather than universal. The vocabulary they learned was irrelevant to everyday usage or general situations so the students had difficulties in understanding the material and communicating in English outside of the academic setting.

Aside from that, the learning methods were also part of the problem. The researchers found that the dominant English-language learning medium was PowerPoint. Although PowerPoint was a common tool in classrooms, this media brought a monotonous and less attractive atmosphere to students. This could lead to a lack of involvement and motivation in learning, which ultimately influenced vocabulary mastery and overall understanding of English. Therefore, the purpose of this study is to analyze the effectiveness of the use of the ClassDojo application in improving the vocabulary mastery of International Business Administration students. In addition, this study aims to explore the extent to which gamification and interactive features in ClassDojo contribute to

student engagement in English language learning. This research attempts to provide insights about technological implementation for education specifically language learning of high education.

## METHOD

This single pretest-posttest design research examined the effectiveness of ClassDojo in improving vocabulary mastery. The research design enabled researchers to assess quantitatively the effectiveness of ClassDojo by comparing pre- and post-intervention results within the same group. Thus, the quantitative approach could be best to examine the effectiveness (Creswell, 2014; Purwanto et al., 2021). Quantitative research relies on measurement to link empirical observation to the mathematical expression of quantitative correlation (Purwanto et al., 2021). The sample consisted of all fourth-semester students in the International Business Administration study program which totals 44 students. These participants were fourth-semester students taking the English for Business II course in the Fourth semester. Most respondents were females, (25 students or 57%). The applied statistical analysis was a paired-sample t-test by using JASP version 0.19.0.

## FINDINGS

The researchers determined the effectiveness of Class Dojo toward the improvement of vocabulary mastery with a paired-sample t-test. Table 1 shows the descriptive data based on the paired-sample t-test.

TABLE 1. The Descriptive Results and Wilcoxon test

	Pretest	Posttest
Mean	60.000	86.667
Std Deviation	5.330	7.761
N	44	44
Wilcoxon	p	<0.001

The table shows the means of pretest and posttest are consecutively 60.000 and 86.667. The standards of deviation are 5.330 and 7.761 with total respondents of 44. The Wilcoxon test result shows a P value (<0.001) which means a value of  $p < 0.005$  then the data is distributed normally. From these data, the means, standards of deviation, and Wilcoxon test indicate improvements before and after the implementation of Class Dojo.

Besides the descriptive test results, the paired-sample t-test also provides the data about the significance of the model based on the Pearson Product Moment table. Table 2 shows the results.

TABLE 2. The Pearson Product Moment Results

	N	Correlation	Significance
Pair of Pretest-Posttest	44	0.951	0.055

Table 2 shows the significance of the Pearson Product Moment of the model is 0.055. The result indicates the correlation between the pretest and post-test results, before and after the implementation of Class Dojo, to improve vocabulary mastery.

Table 3 shows the paired sample t-test results specifically about the effect of Class Dojo implementation on vocabulary mastery improvement.

TABLE 3. Effect Size

Cohen's d	SE Cohen's d
-3.626	0.325

Table 3 shows the Effect Size of the pair is -3.626 more than 0,80 with the Standard error Cohen's d 0.325 less than 0.5. These results show that there is a very large effect of the use of the ClassDojo application on improving students' vocabulary mastery.

## **DISCUSSION**

The findings of this study underscore the effectiveness of ClassDojo as a tool for enhancing vocabulary instruction. By utilizing ClassDojo, lecturers can meticulously track students' vocabulary correctness, enabling them to refer to specific references related to administrative matters and thereby facilitating targeted and informed feedback (Tamayo, 2024). This capability is crucial for addressing individual student needs and promoting vocabulary mastery (Nechifor, 2024). For students, the ease of access to the application through class codes, QR codes, or usernames significantly lowers barriers to engagement, ensuring active participation in the learning process (Alam et al., 2023). The originality of the activities prepared in this research further highlights the innovative potential of ClassDojo, as it allows lecturers to design unique and interactive learning experiences tailored to their students' requirements (Jacobs Jr, 2022).

Additionally, the application's features, such as the ability to create random groups and manage classroom dynamics from the lecturer dashboard (Alam et al., 2023), enhance collaborative learning opportunities. Lecturers can share information privately or publicly on a screen or interactive whiteboard, depending on their classroom setup, which adds flexibility to instructional delivery. Many researchers recognize that ClassDojo excels in classroom management, providing educators with effective strategies to maintain an organized and engaging learning environment. Thus, the integration of ClassDojo not only supports improved vocabulary mastery but also fosters a more interactive and responsive educational experience, highlighting its significance in modern language education.

In this research, it was noted that students in the fourth semester of the International Business Administration program were grouped randomly for vocabulary activities. The material focused on the offering letter and relevant vocabulary commonly associated with it, including terms such as vendor, order, purchase, terms and conditions, return, wire, down payment, due, mail, and currency. These terms were identified as essential components of an offering letter. Each group member was required to engage in discussions regarding the uses and meanings of the vocabulary within the context of the offering. This approach is vital, as learning vocabulary should encompass meaningful and comprehensible contexts, implying that learners must engage in continuous practice to master the vocabulary (Allen, 2023). The research highlighted that the significance of vocabulary lies in the understanding that readers cannot fully comprehend a text without grasping the meanings of the words within it. This perspective is further supported by

(Schmitt & Schmitt, 2020), who assert that textual meaning is constructed from the fundamental elements of vocabulary.

Learning English using the ClassDojo application is very interesting and flexible because lecturers can give points to students for positive and negative behaviors that can be adjusted. In this study, students use ClassDojo not only in the classroom but also outside the classroom. According to Jacobs Jr (2022) said that vocabulary acquisition is very important for students because it improves communication and understanding. This is also reinforced by Lam (2024) who stated that without vocabulary, effective communication in English is impossible to obtain vocabulary that is very important for teaching and acquiring foreign languages, especially among young students. This is also expressed by Yanto & Wardono (2020) who said that vocabulary is very important for language proficiency and it is the basis for successful language mastery.

The use of technology has brought significant changes in learning. Benzizoune (2024) said that the use of the ClassDojo app in English vocabulary learning offers an innovative and effective approach to improving student engagement, personalizing learning, and developing cognitive and social skills. One of the main benefits of this app is its ability to increase student engagement in the learning process. According to Brown (2021), ClassDojo can create a calming and motivating learning environment due to gamification elements such as rewards, points system, and instant feedback. This is reinforced by the results of the study Gil-Acirón (2022) which said that a gamification-based approach can increase students' active participation and encourage them to be more involved in learning English, which in turn accelerates vocabulary acquisition.

The personalization feature in ClassDojo makes the application different from other applications. In this research, the personalization of learning provided by ClassDojo allows teachers to tailor learning materials and activities to the needs and abilities of each student. This is important in the context of vocabulary learning, where each student has a different level of ability. It is suggested that personalization allows students to learn at their own pace, receive assignments that align with their abilities, and receive more attention in areas needing improvement (Tetzlaff et al., 2021).

ClassDojo has some superior matters caused ClassDojo also provides opportunities for students to develop their cognitive skills through technology-based interactions. According to (Brown, 2021), features such as quizzes, exercises, and videos not only assisted students in recognizing new vocabulary but also enabled them to apply these words in meaningful contexts. This perspective was further supported by Albaqami (2023), who highlighted that technology-based applications could enhance vocabulary retention and usage.

In learning, collaboration is considered an important matter. This research indicates that the social collaboration facilitated by ClassDojo plays a significant role in the development of students' English communication skills (Carrillo Lencina, 2021). Features that enable group discussions and feedback among classmates are said to provide students with opportunities to practice using vocabulary in more authentic social contexts (Juárez Delgado, 2021). Hung & Yeh (2023) suggest that collaboration-based learning not only enhances students' communication skills but also deepens their understanding of vocabulary usage in various social situations.

Feedback for learning is said to play a crucial role. ClassDojo is reported to provide instant feedback, which is considered very important in the vocabulary learning process (Alkan, 2022). This feedback reportedly allows students to recognize and correct their mistakes immediately, thus enhancing the effectiveness of learning (Mora, 2020). For instance, students are able to see their progress in mastering vocabulary through the progress reports available in the app,

which support reflection-based learning and continuous improvement (Nanayakkara, 2023). This real-time monitoring of progress is thought to encourage students to take responsibility for their own learning and to provide the necessary motivation to achieve their language mastery goals (Wei, 2023).

The data collection of ClassDojo also facilitates the learning activities. Manolev et al. (2024) said that ClassDojo also supports data-based evaluations that allow teachers to be more precise in designing instructions and adjusting learning strategies according to student needs. The monitoring features available in the app provide comprehensive data on students' progress, including their understanding of vocabulary and ability to apply it (Shi & Tsai, 2024). Sadeghi & Nobakht (2014) showed that the analysis of the data generated from this application allows teachers to identify areas that need more attention, as well as design more specific and effective interventions (Ndukwe & Daniel, 2020). By utilizing the data integrated in the application, teachers can optimize the student learning experience and make better decisions in designing appropriate vocabulary teaching strategies. An et al. (2021) stated that the use of technology-based data in evaluation is crucial for optimizing learning outcomes in language learning, helping to ensure that each student receives the necessary attention.

Overall, the use of ClassDojo in English vocabulary learning not only improves students' learning outcomes through a fun and technology-based approach, but also develops their cognitive, social, and motivational skills. By leveraging a variety of innovative features, ClassDojo supports the creation of personalized, fun, and effective learning experiences that can significantly improve vocabulary acquisition. These findings reinforce the argument that the integration of technology in education, particularly through applications such as ClassDojo, is a positive step towards improving the quality of English learning in today's digital era.

Some negative behaviors in learning must be prevented. Research by Mora (2020a) indicated that using ClassDojo can help reduce behaviors that interfere with students' learning in the classroom and enhance academic focus, potentially leading to improved pretest and posttest results for students who are responsive to the system. However, Marouf & Brown (2021) noted that the classroom's social and emotional environment also plays a role, as students who feel uncomfortable or distressed may experience decreased performance. ClassDojo is found to influence behavior and academic outcomes, yet student responses vary significantly depending on individual and environmental factors. These findings support the results of Mora's (2020) conclusion that ClassDojo is a tool capable of enhancing student learning outcomes.

## **CONCLUSION**

The compiled evidence of the ClassDojo effectiveness in significantly enhancing vocabulary mastery among fourth-semester students based on pretest to posttest underscores the application's potential as a transformative educational tool. ClassDojo's gamified and interactive features could improve student engagement and motivation to realize effective language acquisition. Furthermore, the positive influence on classroom behavior aligns with and extends existing literature on technology-enhanced learning environments. Therefore, integrating such applications into language curricula can substantially improve educational outcomes. Future research should explore the role of unobserved variables, such as individual learner differences and classroom dynamics, in influencing vocabulary mastery. Additionally, longitudinal studies are recommended

to assess the sustained impact of gamified learning tools over time. This study provides evidence supporting the integration of technology in education and highlights the need for continued exploration of its applications across diverse learning context

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