



Assistance In English Mastery of LKP Aloha Edu (English For Children) Through Game-Based Learning

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Abstract:

This community service aims to provide effective and enjoyable learning support to facilitate the acceptance of English language learners into courses and institutions. Today English is an international language that all groups must master. In the world of education, English is introduced from an early age using different methods. In fact, it is not possible to apply effective teaching methods suitable for the level and characteristics of students in all courses. Like LKP Aloha Edu, the teaching and learning process at many elementary levels is still very inefficient, especially in learning English. Inefficiency affects students' motivation and enthusiasm for learning. One reason is the lack of fun learning methods. Therefore, the choice of media must be considered before learning the activity. In this lesson, the community service team used a theoretical approach to English for young learners using a medium suitable for primary school students, namely games, to develop English vocabulary. This media focuses on listening, listening and speaking. The purpose of learning the English language is to increase students' enthusiasm for learning English and to improve their English language skills in a more effective and enjoyable way. The results of this community service are 1. Students' interest and ability to learn English increased. 2. Basic skills, especially in terms of English vocabulary, are more versatile.

Keywords: Game-Based Learning, English language learning.

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PENDAHULUAN

English is an international language that is very important to master. Apart from being a means of communication between countries, English is also used as a language in all technological systems in the digital era (Mohamadsaid & Rasheed, 2019). Mastery of English aims to access information, absorb and develop science, technology and arts and culture. Therefore, learning English must be done at the elementary level. (Aedi & Amaliyah, 2017) said that "In the current era of instantaneous globalization, students from elementary age and even play groups are required to compete in English subjects." For this reason, learning English for elementary level students must be really planned and implemented with good planning because learning at the elementary level is the beginning of students' introduction to learning English.

Learning is a process of interaction between educators and students in achieving learning goals. According to Sukiman (2019) learning is a process of interaction between students and educators and learning resources in an environment (Ahmad, 2021). Therefore, in the learning process, the main principle in learning is the involvement of educators and students as well as the potential of these students in their lives now and in the future. English learning is the development of English language skills contextually. The Department of National Education (2006) explains that the most fundamental thing in learning English is vocabulary mastery as a competency standard

that students must master. Hence the mastery of vocabulary becomes a very important thing (Sudarman & Chinokul, 2018).

In this service, the team designs a game that is accurate and relevant to the nature of the target students, unlike previous researchers who studied implementation using mixed methods (All, Castellar, & Van Looy, 2016). According to Hamalik, the use of learning methods in the teaching and learning process can arouse the desire, motivation and interest of students in learning (Sarmauli, Tanamal, Rotua, & Paul, 2020). Therefore, the author teaches the students of Dateng village simple, easy and fun methods using English, such as the Open Banana game method and the Vampire game.

Game based learning is a learning method that can create learning activities that can be applied to elementary school students (Partovi & Razavi, 2019). With play activities, children are encouraged to explore, discover and use objects around them as learning resources, so that the teaching and learning process becomes meaningful as stated by reseacher that it is proven that learning using the game method tends to be very efficient when applied. Games for children are a creative process to explore their abilities and learn new skills or ideas. By using game based learning we can provide stimulus to students which includes emotional, intellectual and psychomotor aspects (Behnamnia, Kamsin, Ismail, & Hayati, 2020). With the game-based learning method, students can learn how to express their ideas, ask questions and question various issues related to the learning material being studied and obtain answers to the questions asked. In line with this explanation, it means that game based learning functions to train students in their ability to argue and provide opportunities for students to develop their emotional, social and reasoning abilities in a series of learning activities.

Using this method can dilute the atmosphere of tension during the learning process in class, with games the teacher is also able to divert students' attention and can train students' thinking abilities. Based on this explanation, it can be understood that the use of game based learning can create an interesting but still conducive and enjoyable learning atmosphere so that students are not aware that they are learning but are still playing. Game based learning can provide knowledge to students through the learning process (Adipat, Laksana, Busayanon, Asawasowan, & Adipat, 2021). Using this method can motivate and involve all students in the learning process so that it can make it easier for teachers and students to convey and understand learning material that is difficult for students to understand.

Game based learning is very useful for improving students' reasoning and understanding, this method is a method that has a learning by doing learning pattern, so the use of this method can improve the quality of student learning (Li, Hwang, Chen, & Lin, 2021). This method can stimulate students directly to be serious about learning. Using this method can focus students to be active in interacting, demonstrating in groups and individually so that students can gain their own knowledge based on their learning experience, in this case students not only learn to memorize material but students can understand the learning material presented. Games are a very important component for a child. Games can provide opportunities for a child to practice the skills he has repeatedly and can optimize ideas according to his own methods and abilities (Tompsonowski, McCullick, & Pesce, 2015). Through deep gaming In learning, students can be active and serious in expressing their abilities so that they can gain new knowledge that they will easily remember.

Game based learning can develop children's imagination (Behnamnia et al., 2020). Imagining will make children's appreciation of playing more meaningful. Apart from that, with a game, children indirectly develop creative skills. When children play, they often discover new things. These new things will then be applied outside the world of play. For example, children will understand how to measure after playing using an artificial ruler. Through this activity, children are also able to satisfy their curiosity about things happening around them (Engel, 2015).

Game based learning has great potential in stimulating students so that it can influence students' cognitive and emotional aspects during the learning process. With this game, students can learn to observe and connect cause and effect relationships and find solutions to failure in

completing the game (Hamari et al., 2016). Based on the characteristics of games that have important elements such as curiosity and challenge. Students' curiosity is stimulated by new information continuously so that it will give rise to an interest in the challenge of completing the game stages. By going through various challenges, students can gain new knowledge, success and failure, based on existing failures, students can relate the cause of failure to the solution or next action in completing the game.

The Open Banana game is a modified game of the traditional Cublak-Cublak Suweng game, where the rules of the game are to sing the Open Banana song while moving the banana from hand to hand. When the song ends, the person holding the banana must say the vocabulary word. At the same time, the Vampire game is a game played by forming teams, where then each team moves according to the instructions of the game master. This game has punishment designed to stimulate active and effective learning. The purpose of learning through this game is to increase students' enthusiasm and interest in learning English, increase English language skills, especially vocabulary, and improve students' English language skills.

METODE PENELITIAN

The implementation of this service program is a collaboration between lecturers and students of the English education department program, Tarbiyah Faculty of the University of KH. Muhtar Syafaat Blok Agung. The implementation of this activity is carried out as a team with teachers who are scheduled to provide assistance. This Community Service activity aims to improve the quality of learning for elementary level students with fun learning. To achieve the planned target, the method for implementing English language learning activities through game media for elementary level students at LKP Aloha Edu with the stages is as follows:

Preparation for implementation

In preparation for the implementation, researchers conducted direct observations on students at the English for kids' level at the Aloha Edu LKP by interviewing them directly in their LKP outside of course learning time and giving students light tests regarding basic vocabulary, such as colors and numbers. Apart from that, observation activities are also carried out on educators by analyzing learning methods. This assessment was carried out so that researchers could find out the depth of the material that students had mastered and the extent to which educators applied fun learning theory for students. The research team also observed types of learning such as games that suit the character and other fun methods for students. Karagiorgas, et al (2017) Game-based learning is appropriate learning in educating the learning community.

Implementation of Activities

English learning at LKP Edu is carried out five times a week with the following stages:

a) Introduction to English

In this activity to introduce English, the researchers provided material related to the importance of English for students, the usefulness of English in students' lives, thereby raising students' interest in learning English. The researchers also provided treatment skills which included content, pronunciation, vocabulary, intonation, fluency and grammar. Purwani (2021) This treatment is considered effective in learning English. This stage is designed as a pretest before the next lesson. The pretest was carried out to measure the depth of students' understanding in learning English.

b) Teaching English material for LKP Aloha Edu students (English for kids)

Teaching English material for LKP Aloha Edu students (English for kids) has been compiled by the Minister of Education and Culture with the hope that students can prepare from an early age to learn English as a foreign language. Parents also hope that their children receive sufficient knowledge of foreign languages. In this case, the hopes of the Minister of Education and Culture and the students' parents may be in line and interrelated, but it is not easy for students to understand the aims and objectives of learning English itself. Students tend to like learning that has more elements of entertainment and fun. Tomlinson (2013:279), educators need strategies in

delivering interactive and fun material for students in courses. Elementary level students have their own characteristics in learning English based on their level. Therefore, Taseman (2020) educators must adapt the strategies given according to their age.

c) Game-Based English Learning

In the English learning process for LKP Aloha Edu students, the researcher also tried to use the Word Search game method (word selection) with the English for Young Learners theory approach adapted from Hadfield and Evan (Aisyatin, 2014). Games in learning are assessed simple but has big implications in learning. Learning delivered using fun methods will have an encouraging effect on students. Game Based-Learning (GBL) can stimulate learning effectively. The Word Search learning method is packaged in stages: Students are assigned to search for a list of words in the images provided; Students look for words arranged randomly both vertically, horizontally and diagonally; When you have found the word you are looking for, circle it.

In learning English, the Word Search method (word selection) according to (Laufer, 2017) is an effective learning process in vocabulary material. Memorizing techniques are not recommended in this lesson, but rather understanding and practicing so that students will get used to finding foreign language words in a fun way. The Game Based-Learning (GBL) method can be applied to various types of games so that they are not monotonous. Variation in method selection is an educator's strategy for reducing student boredom.

English learning is carried out in groups. Groups make students feel comfortable when studying. (Bakhsh, 2016) believes that elementary school students tend to like the type of learning that involves a lot of interaction with a group of other students.

d) Evaluation

After the researcher carried out learning and mentoring for approximately 1 month, the author carried out an evaluation to find out where our obstacles were when teaching. Apart from that, every time after teaching, the author also always evaluates the teaching regarding the suitability of the material that the author has provided whether it can be accepted by students or not. If the students do not understand the material the author provides, the author will change the material for the next meeting. Because there are still many elementary level students who have limited learning skills.

HASIL DAN PEMBAHASAN

The following results and discussion will describe the English learning activities during the one month meeting which was attended by approximately 10 students. This English learning activity is carried out during the course and is located at LKP Aloha Edu.

The first and second meetings of the English language learning activities were about introducing the importance of learning English for students, the researcher also provided an overview of the real use of English in the world, and then provide material about Introduction or introduction then continue with basic vocabulary about family and body organs then write and pronounce together.

In the third and fourth meeting of learning activities, the author provided Vocabulary material or vocabulary related to food, drinks and fruits which was then written in their respective books by the students as a learning medium through the Word Search game. After that, the writer pronounces or reads the vocabulary correctly and is then followed by the students together. After students are able to read correctly according to the pronunciation, they continue with the Open Banana game, with a description of the game, students sing an English children's song by moving the Marker to the student next to them and stopping after the song ends, then the student holding the Marker must say 2 – 3 vocabulary words have been given. In the third and fourth meetings, the game-based learning activities were the same as the previous meeting, the author gave vocabulary material or vocabulary related to the classroom, then wrote it down and the author pronounced the vocabulary correctly and then the students followed. After students are able to read with clear pronunciation according to the pronunciation, then continue with open banana game and continued

with the vampire game as support for the open banana game, this game is done by forming teams, here the author forms 2 teams with instructions from the author. Learning in a team will increase your desire to learn more widely (Raes, Kyndt, Decuyper, Van den Bossche, & Dochy, 2015). Similarly, the losing team must mention the 3 vocabulary words that were given previously. After this activity ended at the sixth meeting, the author gave door prizes to students who were able to mention the vocabulary that had been given since the initial meeting. As a form of appreciation for their efforts and seriousness in learning and almost 80% of students were able to understand all the vocab that had been given.

After this English learning activity was carried out, elementary level students who were previously less interested and capable in English lessons, after that students were able to 1) Students' interest and ability in learning English increased further. 2. Basic abilities, especially in English vocabulary, were greater.

Table 1. Improvement of Basic Level English Language Skills

Aspect	PreTest	Evaluation
Good	20 %	25 %
Enough	50 %	60 %
less	30 %	15 %

Source: Holistic Rubric Template (The TESOL Encyclopedia of English Language Teaching)

KESIMPULAN

Based on the results of community service that researchers have carried out at LKP Aloha Edu, it can be concluded that there is a need to improve the teaching and learning process. English is a foreign language which in the learning process not all students can easily understand and even tends to be boring for some students. An educator must find the right method for delivery and of course the method must match the material provided. Effective learning for elementary school students can be packaged in a fun way and appropriate to their level. Fun learning can be implemented with games (Game-Based Learning), apart from fostering enthusiasm for learning, games are also an interactive method so that students do not feel bored during the learning process. Games are proven to be effective in fostering enthusiasm and interaction in learning.

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