English learning using game media at Ponteh 2 Elementary School

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A R T I C L E I N F O	A B S T R A K
	Pembelajaran bahasa Inggris sejak dini membantu siswa mempersiapkan diri untuk menghadapi tantangan di era globalisasi. Namun, beberapa masalah yang cukup umum dialami siswa saat belajar bahasa Inggris termasuk kurangnya kepercayaan diri dan kurangnya keinginan untuk belajar. Dengan demikian, kegiatan pengabdian dilakukan untuk mengajar siswa SD negeri ponteh 2 bahasa Inggris. Tujuan kegiatan ini adalah untuk meningkatkan kepercayaan diri siswa dan meningkatkan kemampuan mereka untuk berkomunikasi dengan orang lain dalam bahasa Inggris. Gamifikasi adalah teknik pelatihan yang digunakan. Permainan yang dimainkan termasuk tebak kata dan berbisik. Siswa lebih tertarik untuk mengikuti kegiatan pelatihan karena elemen kompetisi dalam permainan tersebut. Hasil evaluasi menunjukkan bahwa penggunaan metode gamifikasi dalam pembelajaran bahasa Inggris di SD Negeri Ponteh 2 telah berhasil meningkatkan kemampuan siswa untuk berinteraksi dalam bahasa Inggris. Selain itu, metode gamifikasi mendorong siswa untuk berpartisipasi dalam kegiatan, meningkatkan motivasi mereka untuk belajar dan meningkatkan kepercayaan diri mereka

.A B S T R A C T

Learning English from an early age helps students prepare themselves to face challenges in the era of globalization. However, some fairly common problems students experience when learning English include a lack of self-confidence and a lack of desire to learn. Thus, service activities were carried out to teach Ponteh 2 state elementary school students English. The aim of this activity is to increase students' self-confidence and improve their ability to communicate with others in English. Gamification is a training technique used. Games played include charades and whispering. Students are more interested in participating in training activities because of the competitive element in the game. The evaluation results show that the use of gamification methods in learning English at SD Negeri Ponteh 2 has succeeded in increasing students' ability to interact in English. Additionally, gamification methods encourage students to participate in activities, increasing their motivation to learn and increasing their self-confidence.

INTRODUCTION

Teaching English at primary school age has a significant influence on children's development. English is the most widely spoken language in the world today, and is used in various fields of modern life, including business, technology, science and science (Hermansyah et al., 2023). Students who master English well have many opportunities to communicate with people from various backgrounds

and cultures. Teaching English from an early age also helps students prepare themselves to face the era of globalization (Firmansyah et al., 2022). Good English skills will help students keep up with today's increasingly connected world. Mastering English has many benefits, including more educational and career opportunities. Many high-quality learning resources, such as books, videos, and websites, are in English. This shows that children who master English have greater learning opportunities (Ananda, 2023). Additionally, English is the main language in international trade. The ability to speak and write in English can offer global career opportunities and a competitive advantage in the business world (Andayani, 2022). Therefore, teaching English from elementary school age helps students better master the language in addition to preparing them to face challenges in the global era (Nasution et al., 2021).

However, many students face difficulties in learning English (Warman & Mardiyah, 2019). In addition, due to limited facilities and resources, teaching methods that are not suitable for school age students, limited understanding, pronunciation difficulties, lack of confidence to communicate in English, and lack of motivation, English learning in elementary schools also sometimes experiences difficulties (Agung et al., 2022; Purba et al., 2022).

To solve this problem, at SD Negeri Ponteh 2, service activities were carried out involving English language training using the gamification method. After seeing students at SD Negeri Ponteh 2, it was found that some students still needed to increase their self-confidence to communicate in English. Based on this problem, the service team took the initiative to carry out unification English language training activities. By using gamification in English language learning, it is hoped that it can achieve the following goals: creating a fun learning environment, increasing student concentration, increasing collaboration skills, increasing student vocabulary, and improving communication skills in English (Agung et al., 2023).

METHOD
Research design
At SD Negeri Ponteh 2, which is located in Pamekasan Regency, this service activity includes English language training. One student from the English Language Education Study Program at the Faculty of Teacher Training and Education, Madura University participated in this activity. 19 students from grades 4, 5 and 6 took part in this activity. Three stages consist of this service activity: preparation and planning, implementation, and evaluation.

At the preparation and planning stage, the service team met with the Principal of SD Negeri Ponteh 2 to apply for permission to carry out English language training activities for students. After obtaining permission, the service team then interviewed the principal to obtain information about the English learning process, students' abilities and the problems they faced. Based on the results of the interviews, the service team then developed an English language training program.

The next stage is teaching students English. The training begins with understanding English vocabulary and sentences commonly used in daily conversations. Games and speaking practice were carried out after that. Gamification, which combines elements of interaction and competition, is used for this training. After the activity is completed, an evaluation is carried out to find out whether the objectives of the service activity have been achieved. This is done by comparing students' initial and final abilities in communicating in English.

RESULT AND DISCUSSION

On Monday, December 18 2023, students at SD Negeri Ponteh 2 received English language training through the gamification method. It is hoped that this activity will help students become more confident when speaking English. Introductions are given to students by dedicated staff members before training begins. Students are then taught how to use English to introduce themselves. Most students are able to speak English. Next, the activity continued with the introduction of hobby vocabulary through drilling and repetition. After the service team showed the students the words on the picture cards, they asked them to imitate them. According to Andy et al. (2018), this method increases students' confidence in communicating in English, helps them remember the vocabulary that has been taught, and is able to pronounce words correctly.

After knowing the vocabulary, the next activity is playing guessing words. Students were divided into two groups, and one of them was asked to stay outside the classroom. Words about hobbies shown by the devotion team. After that, students use gestures to explain the word. Other students are asked to guess what words the students demonstrated in front of the class. In this game, students who succeed in guessing the word and pronouncing it correctly will get points for their group. The group with the highest number of points is the winner. This type of competition method can increase students' desire to learn. This can also help educators measure students' mastery of the material being taught (Wafa et al., 2023).

Speaking practice is the next activity. The service team teaches how to ask and answer questions about hobbies, and students are then asked to answer these questions in turns. After the service team ensures that students can ask and answer questions correctly, students are given worksheets and asked to ask each person in the class about their hobbies, and each person's answers are written on the worksheet that has been given. This activity is carried out interactively so that students can speak English and become more confident when communicating. Students are also trained to write, or compose, in English.

After that, the activity continued with playing whispering or whispering games. In this game, there are two groups of students standing in a row. The service team whispered one sentence about hobbies to the students standing at the back of the line. The student standing at the front of the line then whispers the sentence they have heard to the student in front of them. The student standing at the front of the line then says aloud the sentence they heard, and each group member can compare it with the original sentence to determine whether the sentence they heard was better or worse. Each correct answer is awarded points to the group that answered the fastest. Students acquire listening (listening) and speaking (speaking) skills through this game. In addition, this game has the potential to increase students' focus and their ability to work together in teams (Romadhon et al., 2023). When they played this game, the students seemed very enthusiastic. When the group gets the right answer and scores points, they cheer.

The whispering activity was the closing activity for the English language training at SD Negeri Ponteh 2. After that, an evaluation was carried out by comparing the students' English skills before and after the course.

Based on the evaluation results, gamified English training improves students' abilities. Coaches use gamification. The percentage of students with "excellent" abilities increased 16% from 21% to 37%. The percentage of students with "good" abilities increased from 42% before training to 53% after training. Meanwhile, the percentage of students with "fair" abilities fell from 37% to 10%. This shows that the trainer uses gamification techniques.

CONCLUSION

The results of the activity evaluation show that English language training through the gamification method at SD Negeri 2 Ponteh has succeeded in improving students' communication skills in English. The gamification method gives students the opportunity to learn to listen (listen), speak (talk), and write (write). Additionally, gamification methods encourage students to participate in activities, which can increase their motivation and self-confidence.

THANKYOU-NOTE

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