

The Impact of Game-Based Learning on English Vocabulary Acquisition English Vocabulary Acquisition in Elementary School Students

Aisyahkila Nazwa Dalimunthe ^{*1}

Nadilla Indriani Nasution ²

Sindi Anzani ³

Siti Holijah ⁴

^{1,2,3,4} Program Studi Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara, Indonesia

*e-mail: aissyahkila0306231020@uinsu.ac.id¹, nadilla0306231009@uinsu.ac.id²,
sindy0306231006@uinsu.ac.id³, siti0306231024@uinsu.ac.id⁴

Abstrak

The purpose of this study is to see how game-based learning impacts primary school students' English vocabulary acquisition, where vocabulary acquisition is very important. The research method is qualitative. A qualitative approach is a research procedure that produces descriptive data on the behavior and written or spoken words of the research subjects. Qualitative research uses archival tools. The data results of this research are in the form of writings, descriptions, and explanations from books, journals, and articles related to the research problem. The results of the data analysis showed that using game-based learning resulted in a significant increase in English vocabulary. The findings suggest that this approach can be an effective approach to improving primary school students' English vocabulary comprehension. This study suggests that educators consider incorporating game-based learning into their curriculum.

Keywords: learning, English, elementary school

INTRODUCTION

Conventional learning methods are often ineffective in capturing the attention of preschool-aged children, who tend to have short attention spans and need more interactive and fun stimulation. Therefore, educational games for teaching English vocabulary have become a topic of growing interest to educators and researchers. Educational games not only make learning more fun and interesting, but also help students learn more and more meaningfully.

Pembelajaran berbasis permainan bahasa Inggris sebagai bahasa asing untuk siswa sekolah dasar sangat penting untuk perkembangan kemampuan berbahasa mereka. Anak-anak siswa sekolah dasar berada di titik tertinggi perkembangan kognitif dan bahasa mereka, dan mereka memiliki kemampuan menyerap informasi yang luar biasa. Salah satu elemen penting dalam pembelajaran bahasa adalah penguasaan kosakata, karena keterampilan berbahasa lainnya seperti berbicara, membaca, dan menulis bergantung pada penguasaan kosakata yang baik.

At primary school age, children begin to show an urge to explore their environment, want to interact with others, and tend to be happy with new things. It is not uncommon for students to play new games and satisfy their curiosity through online games, because games on devices such as the Free Fire game are very interesting new things for their age. Children become more familiar with technology, understand various applications, and can even learn English vocabulary without studying at school thanks to online games.

Games in learning combine elements of play with learning objectives, which can help children learn new vocabulary in an easier and less boring way. Educational games can also encourage children to learn because they are fun and challenging. Previous studies have shown that games can improve student engagement and learning outcomes.

However, there are still few studies that examine how educational games affect primary school children's English vocabulary learning. Therefore, this study aims to fill that gap by looking at how game-based learning impacts improving English vocabulary acquisition in primary school children. It is hoped that the results will provide a better understanding of the benefits and uses

of game-based learning in terms of improving English vocabulary acquisition in primary school children.

RESEARCH METHODS

The type of research used is qualitative research. A qualitative approach is a research method that produces descriptive data from the words and behavior of the people observed (Hardani,2020). Qualitative research uses archival tools. This research data is in the form of writings, descriptions, and explanations from books, journals, and articles related to the research problem.

The data presented in the relevant literature is part of the descriptive research approach. In this study, documentary techniques were used as a data collection tool. Data is extracted through documents from various literature sources and then analyzed using content analysis. According to Sugiono, documentation study is a data collection technique by collecting and analyzing data in the form of written documents or images. This method uses sequencing, categorization (grouping) and critical analysis of qualitative data to produce concrete formulations which are then explained in depth.

RESULTS AND DISCUSSION

A game-based learning media titled English with Ido was created to use it as an English teaching tool. The game combines management skills and informatics engineering. There are three levels in each skill area. The level of difficulty, the type of questions, and the time required to complete them are different at each level.

The impact of English language learning on elementary school students is that there are objectives to be completed, such as games, that encourage them to understand the meaning of English writing that they do not fully understand. Based on the interview results, their first strategy is to look up the meaning of the text in the dictionary. The players look up difficult words related to upcoming missions, information, and instructions. Using the internet on their phones or computers, students learn the meaning of difficult vocabulary on their phones by using Google Translate.

When players do not know what the English text that appears means, they often use the strategy of asking their friends. The interviews show that the tactic of asking a friend for help, which is asking your closest friend to help complete a difficult task, The friend will provide an explanation of the meaning of the mission and how to complete the game. The helpful friend becomes a tutor by explaining the vocabulary and methods to complete the mission. This is a learning process.

English managed to become the international language of many languages in the world. According to Naispitt (1990), English was the first language in the world to be spoken by absolutely everyone, behind only Chinese and Russian (Izzan, 2008). The five continents of Europe, America, India, North Africa, and Australia helped with this development. English may be the foundational language of world civilization.

The English language is developing very quickly, and education is no exception. English is one of the foreign languages taught in formal educational institutions in Indonesia, from the lowest level, kindergarten, to college. At the college level, English is a basic-level subject that is easy for children to learn and understand. According to Tarigan (2008), language skills consist of four components: listening, speaking, reading and writing. Reading and writing skills are related to spoken language. The thought process underlying language is closely related to these four skills. Tarigan says speaking skills are the ability to express, say, and convey feelings, ideas, and thoughts through the use of articulated sounds or words. A series of tones, stresses, and joint placements provide information to the listener. If communication is done directly, the speaker's hand gestures and facial expressions (mimics) are also used.

In fact, learning a key language is key. The opportunity to use a language determines one's ability in that language (Iskandarwassid,2009). Thus, the author can conclude that the ability to use a language increases with the frequency of using the language. If we want to improve our

reading and speaking skills, we should read and speak more often. If we want to master our English-speaking skills, we should speak in English more often. However, this is a problem for many people who want to learn English.

There are many methods and strategies available to help students learn a language, especially a foreign language, in a formal environment. This is more difficult because the foreign language and their first language are different in terms of sound, vocabulary, writing, and grammar. Learning strategies include activities or the use of techniques carried out by teachers, from planning and implementing activities to evaluation, as well as follow-up programs that take place in an educational environment to achieve certain teaching goals (Iskandarwassid, 2009). Games are one of the ways that they can be used. According to Hansen (1994), the game is very motivating and entertaining. In addition, it will provide opportunities for students who are still shy to express their opinions and ideas.

Language games help elementary school students learn vocabulary. One of the main features of children's development, according to Piaget (cited by Slavin, 2006), is their ability to think logically about concrete things. Adaptation to the whole picture, classification, reasoning, and so on are features of these steps. Thus, it can be concluded that young children between 7 and 12 years old can adapt images through the development of their logic to accept what they see.

Grade IV students continue to have a desire to play, and language play can help them learn vocabulary in the lab. to make learning more lively and interactive. Students understand the learning process through playing while learning. Students can apply the vocabulary they learn in their daily lives. Since they can use English in their daily communication, their learning process becomes more meaningful and rewarding.

With growing globalization, the importance of mastering a foreign language to improve human resources is becoming more apparent. In addition, the increasing flow of globalization shows how important it is to master foreign languages to communicate with others and help advance technology, culture, and science. To compete internationally, foreign language proficiency is essential. Thus, English, as an international language widely used in various professional activities, is a must-have for everyone. In addition, it is expected that, as one of the pillars of education, the role of English in education can improve the quality of human resources. Given that the success of a nation in the future depends largely on the quality of education, improving the quality of education and human resources (HR), including elementary school students, is very important.

In addition, foreign language learning (English) in primary schools should be considered an important need from an early age to help prepare human resources for a better future. Maili's (2018) research on "English in Primary Schools: Why It's Necessary and Why It's Questionable" shows that English is very important in the current era of globalization because all systems are in English, and basic knowledge of English taught at school will greatly help students access technology. For example, when students use computers, messages appear in English, and information on the internet is also accessed in English. However, Aedi and Amaliyah (2016), in Maili (2018), stated the same thing: "In today's globalization and instant era, children starting from elementary school and even kindergarten age are already required to compete in English subjects." They even explained that "if elementary school children are behind in English subjects, this will create problems for children, including children becoming less confident and being excluded from their environment. In addition, students do not feel surprised when taught English at the secondary level and easily accept it.

In contrast, Susanthi's (2021) research on "Obstacles in Learning English and How to Overcome Them" found that pronunciation, vocabulary, and (English) grammar are some of the problems in learning English. Pronunciation, which includes distinguishing the sounds that combine to form words, plays an important role in vocabulary development.

Furthermore, in terms of vocabulary, students find it easier to learn English if they have more vocabulary. In English language learning, vocabulary is very important to master (Susanthi, 2021). However, language structure, or grammar, is the way the elements of a language are organized into a patterned system. Languages across Indonesia, including Maluku, have different

language structures from other regional languages, even English. because these differences also affect students' ability to learn English. Because they are used to using their local language or their first language. Mastering the structure of English will make learning easier for students, especially when arranging words into sentences. Conversely, difficulties in learning a foreign language, such as English, are not only caused by internal factors but also external factors. Attitude towards learning, motivation to learn, concentration, and study habits are internal factors, while the learning process is driven by students' intrinsic motivation (Susanthi 2021).

Nuansa journalists (2021) note that primary school students love to play, move, work in groups and do hands-on tasks. As a result, teachers should provide learning that contains elements of play that allow students to move, work in groups, and move around. They should also provide opportunities for students to be directly involved in the learning process. Nuance further states that in learning a foreign language, such as English, teachers must use the right approach so that students are not bored, make students easily understand English vocabulary, and familiarize students using simple vocabulary that they have learned before.

In addition, Putranti & Suprih (2019) emphasize that "the national curriculum for elementary school education programs does not include English language subjects, and if in certain elementary schools English lessons are given, then these subjects are local content (mulok) of the elementary school curriculum. Mulok is held or created at the discretion of each primary school." This opinion also explains the conditions in primary schools. English learning should be done by using methods that are interesting and suitable for students' learning styles. This is an important indicator of an effective learning process as each student has a different way of learning (Sahrawi, et.al., 2018). Teachers can help students understand the teaching material through a fun learning approach.

Therefore, using appropriate and interesting English learning methods will greatly help students increase their enthusiasm for learning, and they will understand the lessons with high motivation (Sahrawi et al., 2018). In addition, Tabrani (1992) states that "motivation is a change of energy in people characterized by emotional impulses and anticipated responses to goals."

effective educational games to improve preschoolers' English vocabulary. Educational games encourage deeper and more meaningful learning through a fun and interactive learning environment. Students can learn new vocabulary naturally through play activities. This is in contrast to conventional learning approaches, which are usually uninteresting for students. In addition, the use of educational games increased students' motivation and engagement. A student in the experimental group showed more desire and interest in learning English, according to observations and questionnaires. Students obtained better learning outcomes because this high engagement allowed them to use the vocabulary they had learned in various contexts.

Educational games usually involve social interactions, both with teachers and peers. Children can improve their language skills through these interactions as they learn from each other and the feedback given during the game. This supports Vygotsky's theory of the zone of proximal development, which suggests that students learn better with social interaction.

The results of this study have significant consequences for preschool education methods. Since educational games enhance English learning and make learning more fun, educators should incorporate them into their curriculum. To introduce new vocabulary and reinforce mastery of already-learned vocabulary, educational games can be used as an effective tool.

Students showed significant improvement in vocabulary acquisition in the experimental group, indicating that educational games were effective in helping them learn new words. Interactive activities such as picture cards and puzzles provide relevant context for vocabulary, which helps students remember and use words better effective tool.

Even though this study had positive results, there are some problems and obstacles that hinder the use of educational games. Some of these include the fact that longer preparation is required and that teachers must be trained to use these techniques correctly. Also, not all games are suitable for every child, so it is necessary to adapt to them.

CONCLUSIONS

Vocabulary is essential for improving one's language skills, both in English language teaching and game-based learning. Language skills, including listening, speaking, reading, and writing, require a good understanding of vocabulary. Language skills will not develop well if you do not have a sufficient vocabulary. Therefore, it is important for one to continuously expand their vocabulary. Previous studies and research conducted by the author on the effect of online games on English vocabulary acquisition support this theory. However, age, gender, second language proficiency, experience, gameplay, and other learning goals affect second language learning outcomes. The results obtained are influenced by the intensity of time the user spends.

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