TEACHING VOCABULARY USING GAMES: EMPOWERING STUDENTS' INTEREST IN ELT CLASSROOMS

Muhammad Hasbi[1], Ahmad Munawir[2], Satriani[3], Gufran Ahmad[4], Ummul Khair[5]

[1*, 2, 3, 4, 5] Institut Agama Islam As'adiyah Sengkang, Indonesia
Muhammad.hasby80@gmail.com

Abstract

The IAI As'adiyah Sengkang English education study program at the MTs As'Adiyah school performs community service. This practice is a kind of community service, particularly in schools, where it is used to carry out the commitments outlined in the Tridharma of higher education. The strategy aims to teach English vocabulary in the classroom using games. According to the results of PKM activities, students can more easily understand and remember vocabulary during the teaching and learning process, the effectiveness of teaching and learning activities can be monitored by the teacher, students can participate in learning with high enthusiasm, the material can be presented in an interesting manner by the teacher, and the topics in the material are also close to the students' daily lives. As a result of these activities, students become more interested in the learning process, which improves teacher-student communication.

Keywords: ELT, Games, Teaching Vocabulary

Introduction

In everyday life, language plays a critical role (Shohamy, 2007; Coleman, 2010; Ahmad, 2012; Villegas-Torres & Mora-Pablo, 2018). A person's ability to communicate with others is enhanced by good language abilities. In other words, mastery of a language is critical, particularly English, because it is an international language, allowing someone with high English skills to speak more easily with people from various countries (Le Ha, 2009; Kirkpatrick, 2012; Hartshorne, Tenenbaum, & Pinker, 2018). Mastering a language is dependent on a number of variables. Vocabulary is one of the most crucial aspects to master when learning a language. Vocabulary refers to a person's understanding of words and their meanings. As a result, someone's ability to grasp a language is influenced by their vocabulary mastery (Richards, 2005; Taslim et al., 2019).

When it comes to continuing their education or applying for jobs, English language skills are frequently utilized as a necessity. Indonesia's government has made a number of measures to increase English language proficiency (Renandya, Hamied, & Nurkamto, 2018; Cirocki, & Farrell, 2019; Cirocki & Widodo, 2019). This is being done in order to better prepare Indonesians to compete in a global market that is becoming increasingly competitive. One of these initiatives is the introduction of English language learning from elementary school through university in Indonesia. This is done in order for students to grow more comfortable with dealing with other languages. The major goal is for pupils to be able to develop their language skills. A person can interact well with the worldwide society if they have good talents (Yashima, 2002; Yeh & Inose, 2003; Hymes, 2005; Byram & Wagner, 2018).

Teachers are supposed to apply effective strategies in the teaching and learning process, which is another effort that may be made to help pupils master English. Teachers must give students innovative and appealing means of learning and inspiring them (Kennedy & Odell, 2014; Holmes & Gee, 2016; Henriksen, Richardson, & Mehta, 2017). With engaging approaches and consideration for how students learn, a good teaching and learning process may be produced.

Teachers can assist students in better understanding the instructional topic by employing an entertaining method of learning. As a result, employing effective and engaging English teaching methods will substantially assist students in increasing their excitement for learning and in comprehending the course with high motivation (Reeve et al., 2004; Chen & Hsu, 2020). Derakhshan & Khatir (2015) notes that using games to teach students can not only encourage them but also boost their desire to use the language they are learning.

MTs As'Adiyah, like other Indonesian junior high schools, must provide students with skills that enable them to compete and progress to higher education levels. It is a teacher's overall commitment to giving students appropriate and effective learning methods in order for them to develop their English language skills. As a result, there is an important factor that the instructor should consider: the children of MTs As'Adiyah live a life that is still filled with play. Because children still like having fun and playing, teachers must choose the best teaching strategy to suit their natural requirements. So, kids require teaching approaches and learning strategies that might pique their interest in being able to engage effectively.

Around the world, new teaching methods and learning methodologies have emerged with the goal of improving students' English language skills (White, 2008; Wang, Young, & Jang, 2013; Montaño-González, 2017; Mandasari & Oktaviani, 2018; Bedir, 2019). It is critical to consider the use of engaging teaching and learning approaches that might include fundamental skills that can help support communication abilities both orally and in writing. In this learning, games are employed as a technique of instruction. The use of games in the classroom can help students master information more quickly and with greater enthusiasm (Henry, 2013; Bakhsh, 2016; Mustiarini, 2021). Games are a type of entertainment that is frequently utilized to relieve mental tiredness brought on by our daily activities and routines.

Furthermore, games are activities that are used to draw students' attention (Yolageldili & Arikan, 2011; Henry, 2013). As a result, by taking into account the critical role of games in the teaching and learning process, the effectiveness of teaching approaches can be improved. In order to fulfill the learning objectives, teachers must also consider the most appropriate forms and types of games. Educational games are an activity that allows students to reinforce past knowledge by repeating it in a more pleasant environment (Aghlara & Tamjid, 2011; Chen & Hsu, 2020). Hangman games, Simon Says games, observed, and remember games are among the games that will be used to teach English (Novriana & Asrori, 2013; Manan, 2016; Marlina, 2021). All of these games are designed to assist students in learning English.

Mastery of English can be aided by learning methods that are tailored to the needs of students and that pique their interest in learning (Bianchini & Cavazos, 2007; Gentile & Lalley, 2013; Nguyen & Dang, 2020; Susanty et al., 2021). Learning strategies that can immerse students in their own worlds so that they can meet the teacher's and students' goals. This engaging English study curriculum is designed to assist pupils in motivating themselves and realizing their full potential.

Implementation Method

This is a community service activity (PKM) in which a team from the English language education study program teaches students of MTs As'Adiyah grade II using hangman games, Simons Says games and observed and remember games to help them memorize vocabulary and increase motivation in learning, especially English subjects. It is intended that by participating in this exercise, kids will be more engaged in learning new English words. So that students are more motivated to participate in the learning process and so that teaching and learning activities can operate more smoothly.

Results and Discussion

The first day of community service began with statements from the head of PKM activities, followed by the ceremonial opening by IAI Dean As'Adiyah Sengkang. The participants were given an overview of the English language and fun techniques to learn English on the first day of the program. As the first speaker, a member of the PKM team used a hangman game to give this session I activity. The students were assessed (pre-test) to determine their basic English language skills prior to participating in the teaching and learning process through games. This activity is carried out to raise interest and enrich students' understanding in learning English vocabulary by providing advanced content about learning English vocabulary using the Simon Says game.

The final session consisted of learning through observation and remembering games. On the second day, this action took place. During the learning process, the presenters also covered terminology utilizing many movies projected on a screen in the classroom, as well as other teaching aids to improve student comprehension, such as displaying students certain photos. After the teaching and learning process is accomplished, the presenters move on to the next stage, which is a post-test to determine the changes that students have experienced. On the first and second days, the activities were carried out according to the protocols that had been previously set.

A total of 25 second-grade kids from MTs As'Adiyah participated in this teaching and learning process. Twelve women and thirteen males made up the group. According to the findings of interviews with administrators, partner schools had difficulty attracting new pupils, therefore sustaining the school's enrollment was a different effort that each teacher needed to master. In other words, every instructor has a responsibility to continue to build the school's image so that outsiders will be interested in enrolling their children there. Because the majority of kids come from the immediate vicinity of the school, where some ride motorcycles and others walk to school. There are also people who come from far-flung locations, such as isolated villages.

The IAI As'Adiyah Sengkang English education study program's community service activities at the MTs As'Adiyah school are an example of higher education's tri dharma being applied to schools. The following are some general descriptions of the outcomes of community service activities: When learning English through games, children are better able to understand and remember language. Yolageldili & Arikan (2011); Henry (2013); Bakhsh (2016); Mustiarini (2021) agrees, claiming that using games to educate and learn the language can aid children's learning. Even though the classroom conditions frequently suffer owing to student activities, presenters can more effectively monitor learning activities. As a result, teachers must be aware of each student's traits in order for the class to remain enjoyable. Students avidly participate in activities.

When the activities are focused on the students' actions, games can make them more active. The PKM team conveys the information in an engaging manner. Game-based learning is a novel approach to teaching. The material's contents are also relevant to students' everyday lives, making the games employed more accessible. Learning and playing games with friends can be a fun way to meet learning goals. As a result, the use of games must take into account both the enjoyment and the learning outcomes (Tuan & Doan, 2010; Yolageldili & Arikan, 2011; Henry, 2013; Klimovo, 2015; Bakhsh, 2016; Mustiarini, 2021).

Furthermore, the games employed make students' learning time more effective, as the procedure of providing subject content may be standardized, allowing the learning process to take

place everywhere. The most significant factor is the connection and communication between teachers and students, which encourages students to participate more actively in the learning process.

Conclusions and Suggestions

PKM (Community Service Activities) in the form of services and training with the topic of teaching English vocabulary through games to stimulate students' enthusiasm in learning at MTs As'Adiyah Sengkang, Wajo Regency.

Finally, games utilized throughout the learning process can match the criteria required by students to support the teaching and learning process. In other words, using games to teach can help pupils develop their vocabulary in a natural way. The PKM team's service activity went off without a hitch. This accomplishment can be seen in the components listed above, as well as in the attitude of students who are eager to study English in class. As a result, it is envisaged that these games can also be used to explore other subjects. As a result, with the help of appropriate class administration and management, the goal of assisting students in memorizing English vocabulary can be accomplished efficiently.

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