

REVIEWING GAME APPLICATION FOR TEACHING ENGLISH TO YOUNG LEARNERS (TEYL)

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ABSTRAK

Pandemi covid-19 di Indonesia memaksa anak-anak untuk lebih dekat dengan gadget untuk mengakses pelajaran. Para pelajar muda biasanya kurang fokus dan kurang tertarik untuk mengikuti pelajaran, karena tingkat konsentrasi mereka yang rendah dan mudah terganggu. Anak-anak sangat tertarik dengan permainan, penelitian ini bertujuan untuk menemukan aplikasi game yang sesuai untuk mengajar anak-anak usia muda dan untuk mengeksplor kemampuan bahasa dan komponent bahasa apa aja yang dapat di capai dengan menggunakan aplikasi game. Penelitian ini menggunakan deskripsi kualitatif. Tiga aplikasi game diriview dan data disajikan secara deskriptif. Hasil penelitian menunjukkan bahwa dua dari tiga aplikasi game yang di riview, cocok digunakan untuk pembelajaran bahasa Inggris pada anak-anak. Penelitian ini juga menemukan tiga keterampilan bahasa dan tiga komponen bahasa yang dapat diajarkan menggunakan aplikasi game ini.

Kata kunci : Mengajar, Pelajar Muda, Game Aplikasi

ABSTRACT

The covid-19 virus pandemic in Indonesia forces children be close to gadgets in accessing lessons. Young learners naturally less focused and uninterested in following lessons, because their concentration levels are still low and easily disturbed. Children are mostly very interented in game. This study aimed to find out suitable game application for teaching English Young Learners and to explore which language skills and component can be reached in this game application. The researcher use descriptive qualitative. Three game applications are reviewed and the data is presented descriptively. The result reveal that two out fo three game application are suitable for teaching EYL. The study also discover three language skills and four languange components can be taught using this game application.

Keyword: Teaching, Young Learners, Game Application.

INTRODUCTION

Education is the most important part of life. In a global sense, education can be defined as the right of every human since they are born. From birth the babies are taught how to survive and recognize their surroundings. Every human being has different experiences, ways of thinking, feelings and actions. The most

important part lies in what and how one learns and improve themselves through the educational process, both in formal, Informal, Non-Formal education. Education are sequential steps that are applied to create and develop individuals from an intellectual, psychological, physical, affective, socio-professional point of view (Andrea&George, 2014)

At the end of 2019 a virus called the corona virus or covid-19 began to attack and spread in Indonesia. This virus from Wuhan, China. Until now, in Indonesia there have been 1.482.559 people who are affected, 1.317.199 people have recovered and there are 40.081 people who died (Kemenkes-RI). This virus has had a lot of influence on several sectors, including the education sector. During this pandemic the government made various efforts to suppress the spread of the virus. One of them is by temporarily closing the learning process in formal and non-formal education, and imposing a distance or online education system. This learning requires students to study and do activities at home, and the teachers are also required to teach and work from home. During online classes, many obstacles were encountered, for example: unstable signals, too expensive quotas, bad connections, and many more. As a consideration, with the many obstacles found during the online class there are several non-formal educational that continues to offline learning. This is done by taking several considerations, such as using a mask, washing hands, and social distance. So the learning process remains comfortable and runs well.

In globalization era, many people especially parents, are starting to realize the importance of learning English. Many electronic media or game media use English. Without realizing it, English has become a language requirement for Indonesian people. Previously, English lessons become one of the local content lessons in formal school. However, at present the local content of English has been replaced with local content of the local language.

Childhood is the age where they become good imitators and observers, they use

gestures (body language) to understand and interpret the language itself (Brewster et al, 2002). At this age, children are also free to imagine and play. One of them is learning with "games", this technique can make students not feel bored in class. Childhood is also known as a critical period, where children have not been able to filter out the good and the bad. According Gabe Zicherman, Cited by (Giang, 2013), the use of games can increase learning abilities up to 40%. The use games of gamification leads to higher levels of user commitment and motivation to the activities and processes in which they are involved (Jaelani, Alan, 2020). The critical period is the maturation stage in the age of an organism where the nervous system is very sensitive to certain environmental stimuli, so children still need mentor or teachers assistance in the learning process. At this time many games are created with specific learning objectives. One of them is use of applications on gadgets that make is easier for children to learn and play at the same time. This game application contains many learning features with a specific purpose.

Several studies that are relevant to this research, the first from (KayÕmbaúÕo÷lua, Integration of gamification technology in education , 2016) conducted a study with the title: "Integration of gamification technology in education".

The purpose of this study was to reveal the impact of information and communication technology (ICT) in learning. This research was conducted using descriptive quantitative methods, with children ages 5 years as participants, with a total of 60 children divide into 4 classes. The result of this study indicate that language teaching with ICT together with gamification

contexts increases significantly with language acquisition and awareness of the concept of peace. Furthermore, observations show that technology-assisted learning also minimizes children's distractions and improves the learning curve. The similarity between this research and the research that will be carried out is that both use games to determine the effectiveness of using the game. While, the different is this study uses a classroom action research method, while the research that will be conducted uses the descriptive qualitative.

The second from (Harwati Hashim K. R., 2019) conducted research on: "Improving ESL Learners' Grammar with Gamified-Learning". The purpose of this study was to determine the effectiveness of using online language games in improving English grammar of Malaysian secondary school student. This study uses a quasi-experimental method, the use of test and post-test. This study used the instrument on 30 children junior high school. The result of the study illustrate that gamified-learning id effective in teaching grammar to ESL students. The similarity of this research with the research to be carried out is that both use online game media. While the difference is this research is subject to junior high school, while the method in the research that will be from lecturer of teaching English for Young Learners whose checking form for verified the researcher review.

The third from Rouhollah Bahojb Jafarian (2017) conducted research on: "The Effect of Games on Iranian Young EFL Learners" Vocabulary Learning". The aim of this study was to investigate the effect of games on vocabulary learning of young Iranian EFL students. This study uses a quasi-experimental method, with the independent variable is

this study applying online language games and the dependent variable is learning vocabulary. The participants if this study were 60 male students at the elementary school with a range of ages 9-12 years, for 1 semester. The findings of this study provide strong support for the effectiveness of games in word acquisition which may be due to their role in creating a relaxed, lees stressful, cheerful and enjoyable learning atmosphere. The similarity between this research and the research that will be conducted is that it focuses on the abilities and development of young students. While the difference is that study uses a quantitative description method, while the research that will be carried out uses descriptive qualitative methods.

Duolingo

Redjeki, Indah Sri 2020 stated Duolingo is an application created for free by Saverin Hacker and Luis Von Ahn in November 2011 with the slogan "Free language education for the world". The program provides in-Depth online language and ranks as one of the most downloaded on iOS and Android smartphones. This application offers multiple languages for English speakers as well as non-English speakers. In countries like Brazil and Ukraine, 5% of all smartphone owners use Duolingo.

ABC Spelling

This game application is made for children to learn to spell while having fun. These games help little one learns to spell by pronouncing words, phonics, and teaching them how to connect letters to pictures. This application full of animations, so children don't feel they are learning to spell. This game consists of four game modes.

English For Kids

This application is made for free and very useful for children in improving and reading skills. Kids can learn English with hundreds of vocabulary with pictures and pronunciation. This game is very easy to use with a simple, intuitive and powerful interface. This application abounds in subjects used in everyday situations. This application also provides a wide selection of languages other than English, such as Spanish, French, and Arabic.

METHOD

In this research, the writer used descriptive qualitative that focus on the suitable game application for teaching English to Young Learners.

RESULT AND DISCUSSION

In Duolingo application, there are several features that can help students to learn English. Not only English, Duolingo also provides various languages that can be learned.

Duolingo has 3 main learning materials. In each learning children can learn about speaking, listening, vocabulary mastery, spelling and pronunciation. But, according to writes, this application is not appropriate for use for young learners, because this application displays some sentences that are difficult to understand and many words are not clear.

In the ABC spelling, this application has 4 main learning materials. The applications use simple sentences and lots of animations makes it easier for children to feel not bored and makes it easier for children to grasp the material. Skills that can be improved from this application are listening, vocabulary mastery, pronunciation and spelling.

However, this application only displays very simple words and there is no explanation for the Indonesia translation.

CONCLUSION

Based on the result and discussion data presented in the previous chapter, it can be concluded that: three applications that have been reviewed, *ABC Spelling* and *English For Kid* application are suitable for teaching English for young learners (TEYL) because their features (short words) are easier for children to understand. While the Duolingo application is not suitable for teaching English to young learners, because the features (sentence are too long) make it difficult for children to understand the sentences. The use of these three applications can reach three language skills in children. The three abilities are reading, listening and speaking. In addition, these three applications also cover language components such as vocabulary, spelling and grammar.

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