

The Importance of Game-Based Learning in English Learning for Young Learners in the 21st Century

Ni Luh Ayu Budi Hari Ningsih
Universitas Pendidikan Ganesha, Indonesia
ayuningsih19id@gmail.com

ABSTRACT

The game is an activity that is very popular with everyone, especially for young learners. Currently, many teachers have applied games into learning activities, and this method is called game-based learning. Game-based learning has many benefits and has an effect on teaching and learning activities. This study aimed to systematically review studies on game-based learning for elementary children in the 21st century learning in Indonesia. Literature analysis was carried out with a total of 7 journals analyzed in a systematic review. Based on research results, game-based learning has advantages in the teaching and learning process of English by making learning interesting, making it easier for young students to understand material such as vocabulary mastery and affecting students' capacity to create imaginative abilities, basic considering and digital skills. In addition, game-based learning shows positive perceptions in learning by being able to increase students' motivation in learning English.

Keywords: *Game-Based Learning, English Learning, Young Learners*

INTRODUCTION

In this globalization, human life has entered a new revolution which is known as the 21st century. According to Garba et al. (2015) 21st century can be defined as the tremendously advance in information technology. Concurring to the Kemdikbud as cited in Chuntala (2019) the twenty-first century has four characteristics, such as the nearness of information anyplace and anytime (information), the usage of machine utilize (computing), being able to realize all schedule work, can be actualize anyplace and all over (communication). In line to this, the existence of technology has been becoming important in many field because it will assist human life in many field, including education.

In term of the educational field, many information has been offered through technology, because it plays as the main bridge to transfer the knowledge in the current era. Mainly in English courses, technology will help teacher and student when conducting the learning process in the classroom. The majority of English learners demand a lot of media in the learning process because English courses provide a lot of materials. In line to this, students must have a good grip of four skills in English, namely listening, reading, writing and speaking. It requires various media to assist them when practicing those skills. One of the media that can be used is media in the form of games, where this game will be combined with learning materials so that it can be utilized within the teaching and learning process. Combining games with learning materials is commonly known as game-based learning. Agreeing to Marchis & Tunde (2020) Game-based learning (GBL) may be an instructing approach that makes a difference understudies learn unused substance or abilities or work out ancient ones through distinctive perspectives of an amusement. Game-based learning is a learning method

specifically designed to support the learning process so that the learning atmosphere becomes interesting and fun. According to Saputra et al. (2021) the development of game-based learning is able to create a fun learning environment, motivate and increase inventiveness. Game-based learning could certainly be interesting resolution that can be used by teachers to increase student motivation in learning.

However, based on preliminary observation in one of primary school SD Negeri 6 Pejarakan in Gerokgak village, Northern Bali, most of them do not utilize technology in order to adapt with the current era. They experience difficulty to transfer the material in current situation, because they still using traditional method such as depending on the book and not using others source or media. It makes teacher inconvenience to create new innovation or creativity in the classroom. In other word, student felt bored and do not completely understand about the material because teacher only use monotonous method. Hence, teacher and student demand a new method which suitable to the twenty-first century in order to make them easier and excited in the learning process.

Regarding the explanation above, teacher and student can be utilized an appropriate method which known as game-based learning. According to Perrotta et al. (2013) Game-Based Learning (GBL) The method of introducing elements of game drawn from game theory into the educational process. It will be compatible for the student because game necessary element that should exist in their learning process. Fajarina (2017) stated utilizing games in the classroom can encourage student to be more involved and engaged with each other. In line to this, student might be excited in playing games because they would be happy and interesting along the learning process. Moreover, Game-Based Learning (GBL) provides attractive feature and real-time feedback so that teacher can create a lot of learning strategy when giving material to the student.

There were several previous studies related to the Kahoot game in the classroom. According to Ghazy et al. (2021) his study revealed that the use of GBL in the classroom by the teacher makes the student's achievement and interest increase. In line with this, Saputra et al. (2021) appears that between 2011 and 2021, game-based English learning was especially prevalent among Indonesian English youthful learners. Aini and Ma'rifah (2021) revealed that the vocabulary understanding of the first grade Junior High School students at Loeitadnonputtana school can be considerably improved by Game-Based Learning. At the same point, Bakan and Bakan (2018) also investigated that in terms of retention, game studies, and also cognitive understanding and application-level information of the area, are more advantageous in learning and understudy accomplishment. According to Medina and Ferrer (2022) their research claimed that by using game-based learning, pre-service teacher gives positive attitudes in foreign-language learning. A study also was conducted by Methaneethorn and Insuk (2021), the GBL approach employed in this course has had a positive impact on Thai pharmacy students' English ability. In addition, Jamaathuddin and Kan (2021) in their investigation revealed that the majority of higher education students believe that game-based learning approaches are more compelling than conventional ways in learning English.

Concerning to the problem above, the researcher intends conducting research about game-based learning. This study will conduct library research with the aim to review what the previous research have done related to the effect use of GBL on young learners in the English learning process. In addition, the data of

this research will be used as the reference for the teacher and student when conducting learning process in the classroom. Furthermore, teacher can utilize the data to create a lot of new learning strategy or media to assist them in the classroom. Hence, the learning environment in learning classroom will not boring and monotonous.

METHOD

In this study, a systematic review strategy was used, namely a literature review. The literature review includes a description of the theory, conclusions, and other research literature to explore from the reference literature that are in accordance with this research and become the basis for this research activity. Article searches were conducted using Google Scholar and ResearchGate databases with the keywords “Game-based learning for young learners in EFL”, “Game-based learning for elementary school students”. Furthermore, the articles are sorted based on the inclusion and exclusion criteria that have been determined.

Table 1. Acceptance and Exception Criteria

Acceptance Criteria	Exception Criteria
Must about Game-based English learning for young learners	Game-based English learning for students
Must be empirical research	Not-empirical research
Published in the year 2017-2022	Not published in the year 2017-2022
English language	Other languages
ESL and EFL context	Not in ESL and EFL context

Search results using keywords: “Game-based learning for young learners in EFL”, “Game-based learning for school students” using the Google Scholar electronic database. Of the many articles that were obtained, they were selected and sorted based on inclusion and exclusion criteria. From this process, 7 articles were obtained.

FINDINGS & DISCUSSIONS

In this study, researchers audit 7 articles from the Google Scholar in terms of the impacts of utilizing game-based learning. Based on research that has been researched, it is found that game-based learning plays a role in helping teachers during the English learning process among young learners, namely elementary school. A review of literature studies shows that research related to the utilize of educational technology in game-based learning is prodigious selected by teachers as a medium for teaching young learners. This is because young learners still really like things related to games, and this certainly makes it easier for teachers to provide material to their students through very fun activities, namely games that are useful as learning aids.

Tabel 2 displayed the superiorities of game-based English Learning. based on the data acquired, attract students' learning interest (n= 7), more amuse (n= 7), increasing students' motivation (n= 3), upgrading students' vocabulary (n= 3),

upgrading students' learning process and performance (n= 3), and give a positive perception of learning (n= 2).

Table 2. The advantages of GBL

Advantages	f	Selected Articles
Upgrading students' motivation	3	Mahayanti et al. (2020) Lastari et al. (2020) Adreani & Ying (2019)
Give a positive perception of learning	2	Lastari et al. (2020) Shamir et al. (2019)
More amuse	7	Mahayanti et al. (2020) Lastari et al. (2020) Behnamnia et al. (2020) Fidyaningrum et al. (2021) Shamir et al. (2019) Adreani & Ying (2019) Fachriyani & Fauzi (2018)
Upgrading students' vocabulary	3	Fidyaningrum et al. (2021) Adreani & Ying (2019) Fachriyani & Fauzi (2018)
Upgrading students' learning process and performance	3	Mahayanti et al. (2020) Lastari et al. (2020) Behnamnia et al. (2020)
Improving student's critical thinking patterns	1	Behnamnia et al. (2020)
Making creative environment	1	Behnamnia et al. (2020)
Attract students' learning interest	7	Mahayanti et al. (2020) Lastari et al. (2020) Behnamnia et al. (2020) Fidyaningrum et al. (2021) Shamir et al. (2019) Adreani & Ying (2019) Fachriyani & Fauzi (2018)

From the articles that have been reviewed, there are various advantages that can be obtained through the use of game-based learning methods within the field of learning and instructing, especially English. The gains that are most often acquired are that it attracts students' interest in learning and is more amuse in learning English. Mahayanti et al. (2020) stated that games combined with subject matter can attract students' attention and make students devote a lot of attention and effort to playing.

According to Behnamnia et al. (2020) game-based learning, which is designed to solve problems as well as problem solving, has been able to increase the creativity and playing ability of young learners. This certainly has a positive influence on the learning process and can accelerate the learning process for young learners with problem solving skills.

Through game-based learning, it can also help students improve their understanding of vocabulary in English. Fachriyani & Fauzi (2018) stated that the best way to teach vocabulary to young learners is by using games. By utilizing games as a medium to teach vocabulary in English, it can help teachers to convey

the meaning of words to students in a fun way and be able to attract students' attention.

A fun teaching and learning process will certainly motivate students in learning English. The teacher as a teacher is certainly very helpful in carrying out learning activities to help students achieve learning goals with good learning outcomes. A sense of pleasure while in the teaching and learning process, this will make it simpler for understudies to understand the material, develop ideas and ideas that young learners have. Therefore, it is very important for teachers to know what students need and what games are appropriate to use in teaching English. This certainly shows that game-based learning methods are very important to use in the English teaching and learning process so that the learning atmosphere becomes fun and learning objectives are achieved.

Apart from all that, teachers also play a significant part in the successful use of game-based learning methods. Behnamnia et al. (2020) stated that teachers must have knowledge regarding the use of technology and skills in digital games to keep up with technological advances and educational-based games. In addition, creativity and teaching methods must be prepared in such a way that sufficient independence is created for young learners within the framework of educational principles that refer to the development of young learners' creativity.

CONCLUSION

It is proven the significance of using game-based learning methods in learning English, where this method is very helpful for teachers and young learners within the process of instructing and learning English as described above. The use of this method has a great effect on students during the learning process, where the learning atmosphere makes students feel comfortable, learning becomes fun, students' interest in learning increases, makes it simpler for understudies to understand the material, and reduces student anxiety. Here teachers are required to continuously improve their ability to use educational technology. In addition, teachers must also be smart in choosing games that are suitable for use in the teaching and learning process and also have many game references, so that students become very excited because they don't only use one type of game.

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