Workshop on Game Mediated Language Teaching for English Teachers of Senior High Schools in Amuntai, Hulu Sungai Utara Regency

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ABSTRACT
Learning English is indispensable from the use of games as one of the teaching media. Even, in traditional classes, where teachers are the center of information, games are sometimes introduced and played to make the classroom atmosphere more fun. Now, as the rapid growth of information technology. The forms and types of games have also evolved significantly. This is like two sides of the coin which has both positive and negative impacts on students' learning motivation. However, this community service report just looks at the benefits of the game in the English classroom and its feasibility to be used as a catalyst to make students engaged in learning English grammar. This community service was conducted in SMAN 1 Amuntai as the host. Teachers of English from around Amuntai regency were invited to come and introduced to use *Kahoot* as a learning tool. They were taught how to design quizzes and exercises about grammar using this game application. The participants enjoyed it and would plan to use it as learning media for their English classes.

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INTRODUCTION

Game mediated language teaching has appeared in many researches lately. It is used as cognitive, affective, behavioural, and physiological interventions (Dubbels, 2019). Assessment is part of the game play. If a game is to act as an informative assessment, it will stress meaningful, timely, and continuous feedback about learning concepts, to expose weaknesses in knowledge and performance, and scaffold learning.

Several researches support the benefits of learning English using game. One of them is from Gozcu & Caganaga (2016), they argue that game is the most important component in teaching and learning English. It provides a relaxed environment for learners. More importantly, games are very useful if they have an educational purpose rather than being just for fun.

Another study by Bush (2015), tried to prove that games have positive effects in teaching English grammar. They undertook a quantitative analysis for the findings. It involved 34 student

participants. But it has not proven that game has an effect for the students to master grammar rules. However, the students responded that that they were motivated by using games to learn grammar.

On the other hand, teaching English vocabulary through games has proved to have effect in vocabulary building skills. Furthermore, the positive reaction, feelings and opinion of the students was measured to ensure the effectiveness of game. The most important things is that they can use game for learning, practicing and reviewing new vocabulary in a more pleasant atmosphere (Huyen & Nga, 2003).

That study is in line with Klimova & Kacetl (2018)found that games were very effective in teaching and learning new vocabulary. There are many advantages of using games in English classes, such as: connected with the language, higher motivation to learn the language and increase the engagement of the language. On the contrary, they also mentioned the pitfalls of using games, such as the students easily forget about the main objective of learning, inappropriate game choices, and the unwilling of the teachers to apply games in their classes.

Kahoot! as one of the game-based learning tools, that can teachers and learners use to interact through competitive games in the classroom setting. Kahoot! can develop the metacognitive develop abilities, promotes empathy and build teamwork skills (Tan, Ganapathy, & Singh, 2018). Furthermore, for this study of university students in Malaysia, they found that extrinsic and intrinsic motivations of the students were increase.

METHOD

This community service was conducted by three lecturers of English Language Education Program of Universitas Muhammadiyah Banjarmasin. This is a hands on workshop on the use of game based app called *Kahoot* for English teachers of Senior High Schools in Amuntai, Hulu Sungai Utara Regency. The workshop is aimed to: (1) As one of the implementation of *Tri Dharma* of higher education by doing community service; (2) introduce a game based instructional design in order to make English teaching and learning more fun and engaged; (3) help teachers to design the instruction using the provided teaching model by using *Kahoot app;* (4) undertake peer feedback on the draft of instructional designs.

The participants are English teachers of senior high schools in Amuntai Regency. They are from public schools, vocational schools, and Islamic Senior High Schools. They teach English to various grades, from Grade 10 to Grade 12 and the English level of students is quite a mixed ability.

The workshop was delivered following these step by step procedures: (1) Seminar on the theme " Fun Learning in the 21st Century; (2) workshop on the use of *Kahoot app* as a teaching media for ELT class; (2) training on creating quizzes, classroom surveys, activities using *Kahoot;* (3) Teachers try to design their own *Kahoot;* (4) Class presentation; (5) peer feedback on the class presentation; (6) overall evaluation on the instructional design using *Kahoot;* (6) Teachers independently design their *Kahoot*

The expected outcomes of this workshop are: (1) English teachers professional development may increase; (2) participants are able to exploit technology and integrate it into teaching practices; (3) participants are independently able to create a more fun game based instructional design using *Kahoot app.* Apart from expected benefits for the participants, this community service is expected to give benefits to the lecturers of English of English Language Education Program. Some of the expected impacts are (1) They know the real situation of EFL classes at the level of senior high school; (2) they may find a teacher partner to do a collaborative research on game based instructional design; (3) professional development is improved; (4) the lecturers are able to examine theories and other pedagogical concepts related teaching methodology by doing real teaching practicum in the field. Even though students are not participants of this workshop, they would indirectly gain benefits from this program. Some of them are: (1) better teaching quality of the teacher; (2) more fun classroom atmosphere; (3) autonomous learning; and (4) new learning materials

RESULT AND DISCUSSION

This workshop is one the implementations of Tri Dharma of Higher Education conducted by English lecturers Universitas Muhammadiyah Banjarmasin. It was held on February 20th, 2019. The focus of the workshop is some hands on and best practices the English lecturers have tried them in their classes. Briefly, here are the sequential phases of the whole workshop: First, Seminar on the Fun Learning in the 21st Century Era by Ms. Dina Rafidiyah. She talked about the importance of

being technologically literate teachers. Information technology has become abundant resources for learning nowadays. Then, participants were showed how to use the learning app *Kahoot* in grammar class. This session was handled by Mr. Kailani.
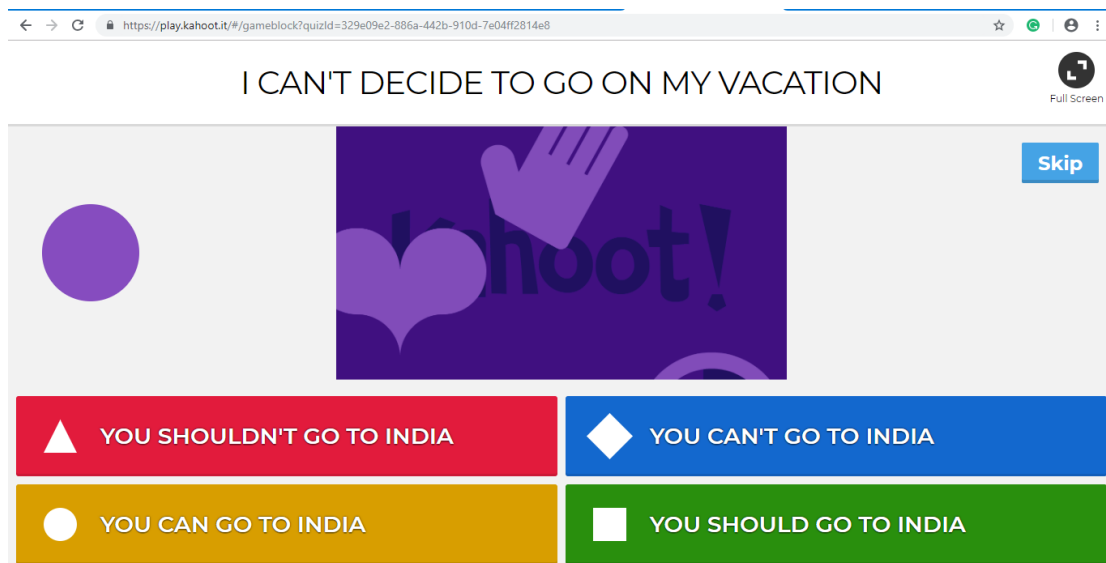

Figure 1
Sample of my kahoot
Source: https://bit.ly/2HhQSVo

After this, the presenters opened Q&A session regarding the materials. Mr. Rezqan chaired this session. The participants enthusiastically asked questions regarding technological issues and problems of internet connection in implementing this learning app. Furthermore, participants were trained on how to use *Kahoot* as a teaching tool and integrate into the design of instruction. Each participant was mentored by the three facilitators to sign up for *Kahoot* through website *kahoot.com*. They signed up, filled out the form, made username and created their own password.
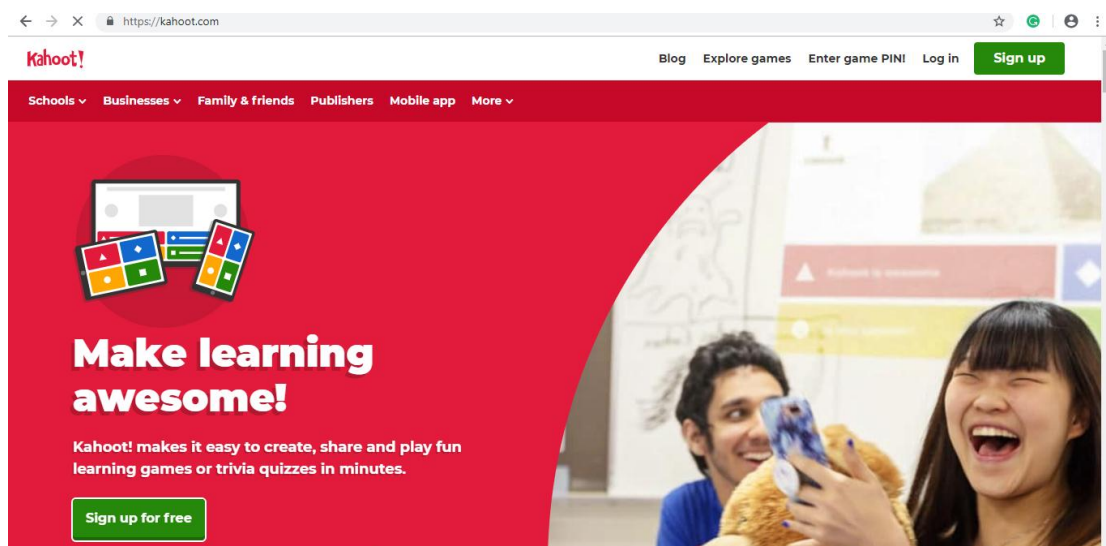

Figure 2
Sign up for Kahoot
Source : https://kahoot.com/

After that, they were asked to create their own *Kahoot* and chose types of quiz they prefer. There are three types of quiz in *kahoot;* Jumble, multiple choice, and survey. All the participants chose multiple choice quizzes as their trial.
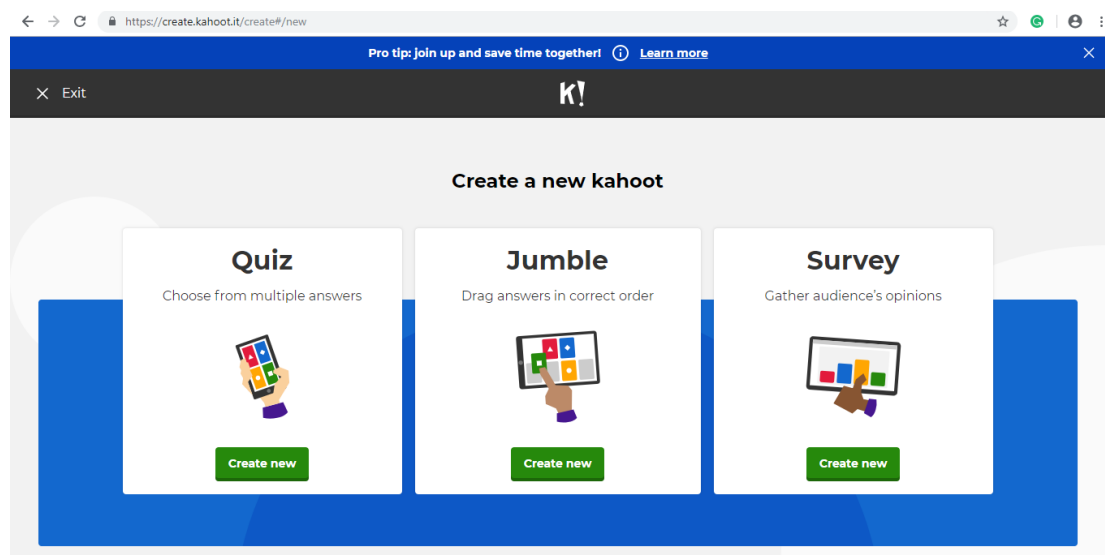
Figure 3
Types of quiz
Source : https://bit.ly/2HhQSVo

After all participants made their own Kahoot, they tried to use it and shared it with the rest of the class. Before the workshop finished, all the participants evaluated on what they gained from this activity. Here are the results:

Participants' views on the integration of ICT into EFL classroom

From the survey, all the teachers agree that they will integrate ICT into their English class. They were also motivated to use it because of new insights they gained from this training. Kahoot would be one alternative of teaching tools for their grammar class.

Participants' response to this workshop

All the participants felt that the workshop gave them new insights of how to design a game based instruction without being an expert in ICT. According to them, the workshop benefitted them a lot, however, the time allocation is very limited. Therefore, they are looking forward to another workshop and collaborative work with the lecturers of Universitas Muhammadiyah Banjarmasin.

Overall, the workshop has been positively accepted and follow ups need to be undertaken in the form of hands on training and research on best practices.

CONCLUSION

This community service need to be developed in the form of collaborative research between the English lecturers of Universitas Muhammadiyah Banjarmasin and teacher participants. By doing this, the program might not only end up in a training but it also will contribute to TEFL pedagogy in the form of research findings. The lecturers and the teachers need to go hand in hand to educate community. Thus, the improvement of indonesian education quality will be achieved soon.

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