

IMPLEMENTING ENGLISH LEARNING DEVELOPMENT USING GAMES IN CLASS X SMAN 20 BATAM: LEARNING STATION

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Abstract: Games are the trademark and unmistakable of the Indonesian country and can possibly be utilized in learning in schools. This study could help those associated with language instruction, particularly instructors and understudies. Educational games could be used by teachers to motivate students to study in a fun and competitive environment. 45 Phase E, or class 10, students participate in this study by playing English games. The instrument utilized in this review utilized Classroom Action Research (CAR) techniques. The information assortment instrument utilized a pretest - posttest which was made in learning station determined to make understudies keener on its different highlights. This review means to decide the execution of learning station game in further developing tenth grade understudies' English language capability (Phase E-Amazing). This study examines 45 students in the class. On both the pre- and post-tests, the improvement received an average score of 2.28 percent. It was a remarkable accomplishment, especially when you consider the 2.79 percent increase in pronouncing. Reach the determination that the procedure meets the goals in view of the game that was utilized when it was carried out. The game also increased students' motivation because of their participation in the class. It was featured in both the Pre-Test and Post-Test sections.

Keywords: *Learning Station; English Learning; Educational Game; Phase E-Amazing*

INTRODUCTION

Traditional games are becoming less and less popular. The country of Indonesia is known for its traditional games, which have a great deal of potential for use in school education (Wagiono et al., 2020). However, it is difficult to create an educational game that inspires active participation (Laine & Lindberg, 2020). The learning station is an instructional method in which students engage with four distinct stations. Initially, students proceed to the first station where they are required to peruse a document containing textual content. Following the completion of this reading task,

they advance to the second station, wherein they respond to four multiple-choice inquiries. Upon successfully answering these questions, they progress to the third station, which comprises three speaking questions. Initially, students review these questions, after which the teacher selects one of the three questions at random for the student to address directly. Subsequently, upon demonstrating proficiency at this station, students proceed directly to the fourth station. Here, students engage in a single speaking task that necessitates an immediate response, emphasizing their comprehension of the text under consideration.

Games have positive and negative effects on students. Some studies provide an overview of games that contain elements of violence that can have a negative impact on users. However, some also indicate the positive impact of the game, which can improve a student's cognitive and spatial abilities (Pramuditya et al., 2019).

Junaedah et al. points out that learning is the process of teaching that is intended to let students learn directly from the object they are studying, making the learning more obvious (2020). The advantages of a learning strategy in which students can be motivated to learn through a fun learning environment, the use of concrete instructional media, and natural materials that already exist can foster the ability to explore and provide students with pleasure while studying without making them feel tired or bored because they are not interested in learning. English capability is one of huge abilities to be moved by society in the period 4.0. It ensures that students graduate from higher education with high English scores and provides the education sector, particularly higher education institutions, with English as a general subject (Febria, 2021). English is taught extensively all over the world and is also widely spoken in many developed nations. It is possible to arrive at the conclusion that an English-speaking nation has entered the globalization era. However, due to the activities' continued abstract nature, the researchers discovered in the field that students still struggle to learn English. As a result, when

learning English, a strategy such as playing traditional games is necessary. This study could help those associated with language training, particularly instructors and understudies. Teachers could use educational games to motivate students to study in a fun and competitive environment. It could also be used as a guide for teachers to understand the significance of using games to keep students interested and focused. Students would benefit from games because they would be able to learn while having fun, which would reduce their anxiety regarding grades and errors. Additionally, games provide students with additional opportunities to improve their speaking abilities and learn and apply grammatical rules (Al-Jarrah et al., 2019).

Game-based learning practices have been shown to improve students' academic performance, motivation to learn, and interest in the subjects they study in school (Huizenga et al., 2019). Once students are motivated and interested in the language, they can take responsibility for their own learning. Language proficiency is enhanced when students are willing to speak the language at all times. There are a variety of approaches to language instruction; in any case, educators ought to consider factors that may practically result to the accomplishment of targets. Students should be able to connect with the real world through instruction designed by teachers. It is believed that students' language performance may

improve through the use of games (Reyes-chua & Lidawan, 2019). According to Hidayati (2020) who mentioned that games were used in the classroom to teach English vocabulary. Students' motivation to learn increases as a result of these activities' active interaction and communication between teachers and students. Teachers can use a variety of methods and approaches to help students learn vocabulary. Students can learn a lot of vocabulary when they use real materials. Therefore, learning vocabulary is beneficial. When there is no translation available for the student's native language, the direct approach is also helpful. In the classroom, only English is spoken. Students can also learn a lot of vocabulary in a short amount of time by using games and activities (Jassim & Dzakiria, 2019). Sticking to different open methodologies, language games in educating and learning holds various benefits in upgrading ESL students' familiarity and language abilities. It makes it fun for learning to happen, which helps it be successful. Language games allow students to communicate with the target grammar forms in a more engaging and natural way, as demonstrated by Yaccob & Yunus (2019).

Gamification is an arising peculiarity, which stems straightforwardly from the advocacy and prevalence of games, and its natural abilities to persuade activity, tackle issues and improve learning in the most assorted fields of information and life of people

(Almeida & Simoes, 2019). Organization for Economic Co-operation and Development & Prima (2017) stated which that Traditional games have the potential to encourage students to work together, aid in adjustment, and foster positive interactions. Students' ability to solve problems, develop language, verbal skills, social skills, and emotional expression were all enhanced by traditional games, which also increased their motivation to learn. The meaning of this reference is that this study needs to be done because of the difficult question of figuring out if using games in the classroom improves English as a foreign language instruction. The case study in this paper will be very helpful because it will help educators, researchers, and teachers better understand how games affect learning English as a foreign language. The game is significant for self-awareness likewise in light of the fact that over the span of its improvement an example circumstance is made in which the understudy engaged with the opposition truly needs to help his group, attempts to track down the right response, is dynamic. Experience demonstrates that such circumstances permit one to express oneself to both strong and weak students. Students who aren't usually known for their good work often have a chance to shine here by becoming active participants in the game and contributing to their team's victory. Using games in this way can help weak children succeed, pique their interest in the subject, and lay the groundwork for their subsequent

success in studying it (Bakhtiyarovna, n.d.). Lin et al. (2021) explains that to improve the educational experience and accomplish the incorporation of compelling instructing and information content, gamification showing movement with games, slides, and learning-sheets (CSLS) is introduced.

The following are the objectives of the study:

1. To find out how games-based instruction affects learning English as a second language.
2. To make teachers more aware of the effects that games have on teaching English as a second language.

The purpose of this study is to respond to the following research questions:

1. Is it possible for students to learn English as a foreign language in an environment that is suitable for game-based instruction?
2. How satisfied are students with games-based instruction?

METHOD

Participants

This study involves 45 students from Phase E, or class 10, who participate in traditional English games. The instrument used in this study used Classroom Action Research methods. The data collection instrument used a pretest - posttest which was made in learning station with the aim of making students more interested in its various features.

Instruments

Teachers can use Classroom Action Research (CAR) to help them solve problems in their classrooms (Usman et al., 2021). Teachers' professional development focuses on their ability to conduct classroom research to enhance classroom instruction and student learning. Classroom action research is the most important and useful kind of research because it will show where teaching should go. The primary consideration for the sustainability of education is teacher development. It is fundamental to energize the educator both information, abilities, and preparation of the instructor as-student (Meesuk et al., 2020). The vocabulary test instrument was developed using Classroom Action Research techniques in this study. A benefit of a pre-test and post-test study design is the directionality of the research, which means that an independent variable (training or an information presentation session) is tested prior to and following the intervention (Stratton, 2019). A pretest-posttest created in the learning station was used in the data collection instrument to pique students' interest in the application's various features. Computer-aided descriptive statistics were used in data analysis.

Data Analysis

After the survey, this study used the "One Group Pretest-Posttest Design," which consisted of a pretest design before treatment and a posttest design after treatment. A pre-test

and post-test design with a control and experimental group was used for this purpose (González-Alonso et al., 2020). Pre-test/post-test and post-test-just plans give estimation of progress to surveying the effect of educating during scholarly year (Alam, 2019). The

researcher chose this design because the researcher wanted to focus on one class that was worse than the other classes. Thus, it can be known more precisely because it can be held before being given treatment.

Table 1. Vocabulary Rubric Scores in Learning Station

No	Criteria	Predicate	Description
1	Determine answers to specific and detailed information	Very good	Students are able to determine answers specific information and very precisely detailed
2	Determine answers to specific and detailed information	Good	Students are able to determine answers on certain information and precisely detailed
3	Determine answers to specific and detailed information	Enough	Students are able to determine answers on certain information and sufficiently detailed appropriate
4	Determine answers to specific and detailed information	Not enough	Students are able to determine answers on certain information and detailed with no appropriate

Table 2. Pronunciation Rubric Scores in Learning Station

No	Criteria	Predicate	Description
1	Deliver advanced learning stations in good and fluent English	Very good	Students are able to convey the continuation very well
2	Deliver continuation learning station with language good english though not that smooth	Good	Students are able to deliver continuation learning station in language English well
3	Deliver continuation learning station in language bad english and less fluent	Enough	Students are able to deliver continuation learning station in language English is not good

RESULTS AND DISCUSSION

Results

This study aims to determine the

implementation of learning station game in improving 10th grade students' English language proficiency (phase E-Amazing). 45

students in the class are the subjects of this study. This study employs a one class pre-test and post-test design. The goal of this study is to make it easier for 10th grade students (phase E-Amazing) to carry out the effectiveness in pronunciation and vocabulary in English. Before and after using the learning station, students' improved pronunciation and vocabulary skills are observed to see how much improvement has occurred.

In one of Batam's public high schools, SMAN 20 BATAM. The researchers had four months to carry out their research. The English proficiency of students was observed by researchers. First, from February 2023 to March 2023, the researchers tracked the classroom environment for two weeks. The observations revealed that the 10th-grade (Phase E) senior high school students' pronunciation and vocabulary skills were low. When the researcher used the Pre-test to assess the students' c skills, it came to light.

The specialist directed Pre-test prior to executing learning station in the class. The specialist showed understudies utilized the reading material figuring out how to proceed with past system from boss. The task was given to 45 understudies as the information of Pre-test. During the execution, found that understudies troublesome in pronunciation and vocabulary abilities. The typical Pre-test score is 44.80 of the 45 understudies the score remembers for the enough class. The pre-test

score of the understudies should be visible in Table 3 underneath.

Table 3. The Students' Average Pre-test Score

No	Aspects	Pre-test score	Note
1	effectiveness	53.56	Enough
2	Pronunciation	45.57	Enough
3	vocabulary	35.28	Enough
4	Average	44.80	Enough

In the table 3 introduced that the normal score of the pre-test is 44.80. Assume, based on the findings of table 1, that the average score of the students falls into the adequate category.

The execution of learning station was hung on Spring thirteenth, 2023. Gaining station used to help understudies in gaining from games in the class. First, a brief description of the learning station game. When the beginner is shown how to play the game, it will be easier to get started. Because the students' English pronunciation and vocabulary were difficult, the researcher designed the learning station with more practice in mind.

The activity was part of the two-week learning process. The researcher provided the students with a learning station at the most recent meeting. To conclude the game, students were required to advance. By holding two meetings, the researcher puts this game into practice. The class atmosphere was fun and exciting throughout the game. They seemed excited and enthusiastic about using the learning stations designed by the researcher to practice their English.

The researcher would evaluate students in light of their post-test scores following the completion of the two meetings necessary to implement the learning station in the classroom. 45 students showed the results of their game and demonstrated what they had learned in the meetings. The researcher then compared the students' pre-test and post-test pronouncing and vocabulary abilities. The result showed that the post-test value after the learning station was implemented was higher than the pre-test value before the learning station. Table 3 displays the results of the post-test.

Table 4 showed the pre-test average score was 44.80, while the post-test average score was 47.08. The improvement's average score on the pre- and post-tests follows 2.28%. It was a remarkable achievement, especially considering the significant increase in pronunciation of 2.79%. Draw the conclusion that the strategy meets the objectives based on the game that was used when it was implemented. Through their participation in the class, students' motivation was also enhanced by the game. Both the Pre-Test and Pro-Test sections featured it.

Table 4. The Students' Average Score between Pre-Test and Post-Test Scores

No	Aspects	Pre-test score	Post-test score	Improvement
1.	Affectiveness	53.56	55.15	1.59
2.	Pronunciation	45.57	48.36	2.79
3.	Vocabulary	35.28	37.45	2.17
	Average	44.80	46.98	2.18

Discussion

The purpose of this study was to determine the impact of using learning station as an educational game to improve English language proficiency as well as pronouncing and vocabulary skills. The author searched for the answers using Classroom Action Research (CAR). This study demonstrated that students' pronunciation and vocabulary skills could be enhanced by using a learning station. Both students' skills showed significant improvement.

In this study, two cycles were carried out. A different week than post-test 1 was used to implement the learning station in the first cycle. The students received a score of 49.68 on the vocabulary test, an increase of 2.18 points from their pre-test score. The class has additionally become more tomfoolery and intelligent. Even though the previous learning station had already ended, many students requested to play it again. These occurred because playing games on a learning station could make learning more enjoyable and addictive. A learning station game could make class more enjoyable and alleviate the stress of just learning.

Despite the improvement from the first pre-test, this research score's criterion was not met by it. Numerous students lack language features' vocabulary. In this manner, the creator directed the second cycle with an alternate procedure.

In class, both the learning station and the

post-test were given on the same day. The questions at the learning station were more difficult and focused more on vocabulary and pronunciation. In addition, students demonstrated an affective positive outcome. The affective refers to how students felt about the class, such as being amused and happy. Happy, tired, interested, and confident) The amount of time and effort a student spends learning and participating in activities to learn, as well as their focus, participation, and effort, are measures of behavior. Additionally, they were more attentive to the class. They enjoyed discussing the issue until they understood it.

CONCLUSION

This study demonstrates that students' classroom pronunciation and vocabulary skills benefit from learning stations. The learning game Learning Station is a good choice for improving students' pronunciation and vocabulary in the classroom. The significant advancement score on both the pre-test and the post-test is evidence of this. The difference between the pre-test's 44.80 and post-test's 46.98 is a 2.18 improvement. The affective also shows a positive result after the implementation. To make learning more enjoyable and purposeful, the author suggests that educators use learning stations and other game-based learning methods. Students can avoid feeling overwhelmed and losing interest by playing games like learning station. Likewise, the creator proposed that different scientists direct further exploration about game-

based learning with fun targets so many individuals realize that criticalness to use game-based learning in the instructive cycle.

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