

***Game On! Teaching English with Fun and Creativity: Gamification
Implementation in Remote Rural Areas (Sukaraja Village, South Lampung)***

**Permainan Aktif! Mengajar Bahasa Inggris dengan Menyenangkan dan Kreatif:
Penerapan Gamifikasi di Pedesaan Terpencil (Desa Sukaraja, Lampung Selatan)**

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ABSTRACT

This research aims to explore the implementation of gamification in teaching English in remote rural areas, with a focus on Sukaraja Village, South Lampung. The aim of Community Service (PkM) activities is to increase students' interest and motivation in learning, overcome challenges in learning in remote areas, and foster creativity and critical thinking skills through a fun approach. Activity methods include selecting the implementation date and location, analyzing the field situation, introducing PkM activities through gamification design, and implementing appropriate English teaching methods. The results of PkM activities show a significant increase in students' English language understanding and skills, as well as positive perceptions of the use of gamification in learning.

Keywords: gamification, English education, rural areas, interest in learning, student creativity

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi implementasi gamifikasi dalam pengajaran bahasa Inggris di daerah pedesaan terpencil, dengan fokus pada Desa Sukaraja, Lampung Selatan. Tujuan kegiatan Pengabdian Kepada Masyarakat (PkM) adalah meningkatkan minat dan motivasi belajar siswa, mengatasi tantangan dalam pembelajaran di daerah terpencil, dan menumbuhkan kreativitas serta kemampuan berpikir kritis melalui pendekatan yang menyenangkan. Metode kegiatan meliputi pemilihan tanggal dan lokasi pelaksanaan, analisis situasi lapangan, pengenalan kegiatan PkM melalui desain gamifikasi, dan implementasi metode pengajaran bahasa Inggris yang sesuai. Hasil kegiatan PkM menunjukkan peningkatan yang signifikan dalam pemahaman dan keterampilan bahasa Inggris siswa, serta persepsi positif terhadap penggunaan gamifikasi dalam pembelajaran.

Kata Kunci: gamifikasi, pendidikan bahasa Inggris, daerah pedesaan, minat belajar, kreativitas siswa

1. INTRODUCTION

Gamification in teaching English has been recognized as a valuable method to enhance learning engagement, particularly in remote rural areas. By incorporating game-based learning approaches like "MOFIN Mystery Box" and digital tools such as Powtoon and Android-based educational games, students' vocabulary mastery and overall language acquisition can be significantly improved (Ahmadi, 2018). These innovative strategies not only make the learning process more interactive and engaging but also address the challenges faced by teachers in delivering effective English language instruction in resource-constrained settings (Sari & Nayir, 2020).

In remote rural areas, where resources may be limited, integrating vernacular mobile literacies, utilizing social media platforms, and incorporating gamification elements like Fun Fishing or Pictionary games have been found to enhance students' language skills and cultural identity (Alenezi, 2021). Such approaches not only make learning enjoyable but also effective, especially for elementary school students (Heine et al., 2022). Additionally, leveraging techniques such as storytelling, art, drama, and integrating high-order thinking skills (HOTS) in

English language instruction have been highlighted as best practices to engage students in critical thinking and problem-solving activities (Utami & Suswanto, 2022).

The use of gamification in teaching English aims to enhance student motivation and engagement, leading to improved learning outcomes (Moreno-Guerrero et al., 2020). By incorporating game elements into the learning process, gamification has been shown to positively impact student motivation and performance across various educational settings (Timms, 2016). Furthermore, the integration of innovative teaching strategies, digital tools, and game-based learning can create engaging and effective English language learning environments, even in remote rural areas with limited resources (Lemeshchenko-Lagoda et al., 2020).

In conclusion, the implementation of gamification in teaching English with fun and creativity in remote rural areas can significantly impact students' language learning outcomes. By embracing innovative approaches, educators can create engaging and effective English language learning environments, fostering motivation, and enhancing language acquisition among students in diverse educational settings.

In rural areas like Sukaraja Village, South Lampung, where challenges in English education may differ from urban areas, gamification could offer a valuable solution to address these unique obstacles. By leveraging gamified techniques, educators can potentially overcome barriers to student engagement and optimize the learning experience (León et al., 2021). The use of gamification in such contexts can create interactive and stimulating environments that cater to diverse learning needs (Pratama et al., 2021).

Research has shown that gamification not only enhances motivation but also improves student outcomes by leveraging principles of game design within educational settings (Killam et al., 2021). By integrating gamification strategies tailored to the specific needs of rural areas, educators can potentially bridge the gap in English education disparities between rural and urban regions. This tailored approach could help cultivate a more engaging and effective learning environment for students in remote areas (abdian et al., 2019).

In conclusion, gamification in English education has demonstrated its potential to increase student interest and motivation, optimize the learning process, and improve educational outcomes. By customizing gamified approaches to suit the unique challenges faced in remote rural areas like Sukaraja Village, educators can create more inclusive and engaging English learning environments.

Gamification in education involves integrating game elements into the learning process to achieve specific educational objectives. Research indicates that the use of gamification in education has been gaining popularity across different educational levels, both in traditional and online settings (Lengyel, 2020). By intertwining learning and game activities, educational gamification enhances the effectiveness of learning experiences, making them more engaging and impactful (Güneş, 2021).

Educational games are designed not only to meet learning objectives but also to facilitate meaningful learning through interactive and enjoyable gameplay. These games aim to provide a simulated environment that mirrors real-life situations, aiding in the retention and understanding of learning material (Rakasiwi & Muhtadi, 2021). Incorporating gamification into education has been shown to be an effective strategy for improving students' learning outcomes and effectiveness, particularly in subjects like mathematics (Weng, 2022).

During the COVID-19 pandemic, the effectiveness of joyful game-based blended learning methods in subjects like chemistry has been highlighted. Game-based learning has been instrumental in enhancing education and has become increasingly popular due to its ability to engage students effectively (Sundaram & Rajendran, 2022). Moreover, game-based learning, which encourages student participation through gameplay, has been recognized as a valuable teaching strategy in various fields, such as nursing education (Anwer & Abdullah, 2023).

Game-based learning is intentionally designed for educational purposes to provide a more interesting and engaging alternative to conventional teaching methods. It offers a supportive learning medium that fosters student activeness and motivation, particularly in subjects like mathematics (Untari, 2022). By combining learning with games, game-based learning supports and enhances the teaching and learning process, promoting active student engagement and effective learning outcomes (García et al., 2020). In conclusion, the integration of gamification and game-based learning in education offers a promising approach to enhance student engagement, retention, and understanding of educational content. By leveraging the interactive and enjoyable nature of games, educators can create dynamic learning experiences that cater to diverse learning styles and preferences.

The main challenges in teaching English in remote rural areas include limited access to educational resources and technology, a lack of qualified teachers, and low student motivation and interest in learning due to a less stimulating environment.

This research has a very important aim in the context of developing English language education in remote rural areas. By applying a gamification approach, this research aims to increase students' interest and motivation in learning, overcome obstacles to learning in remote areas, and foster students' creativity and critical thinking skills through a fun and interactive approach.

2. RESEARCH METHODS

2.1. Implementation Date and Location

This PkM activity was held on February 18 2024, at Sukaraja Village, South Lampung. The date is selected after coordinating with related parties and considering an appropriate schedule to involve all parties involved in this activity. The implementation location is selected based on the availability of facilities and accessibility for participants and the local community.

2.2. Field Situation Analysis

Sukaraja Village is one of the remote rural areas in South Lampung, with the majority of the population working as farmers and informal sector workers. Access to education and technology in the area is limited, with levels of English proficiency tending to be low among the local population.

2.3. Identify Local Needs and Potential

Through analysis of the field situation, it was identified that there was an urgent need to improve the quality of English education in Sukaraja Village. Local potential that can be exploited includes the availability of classrooms, active community participation, and high interest in learning among teenagers.

2.4. Introduction to PkM Activities

The gamification design implemented in this activity includes the use of game elements such as points, levels, challenges, and rewards to increase student involvement and motivation in learning English. This design is designed by taking into account the characteristics of the participants and the learning objectives to be achieved.

2.5. Implemented English Teaching Methods

The English teaching method implemented combines a communicative and contextual approach with gamification elements. Learning is carried out interactively, involving various activities such as language games, role-play, and simulations of real situations to improve students' understanding and language skills.

2.6. Respondent Object

2.6.1. Association of middle school and high school children in Sukaraja Village, South Lampung

The object of respondents for this Community Service (PkM) activity is a group of middle school and high school children in Sukaraja Village, South Lampung. This association was chosen because it represents the main target of PkM activities which aim to improve the quality of English education among teenagers in the area.

2.6.2. Respondent Characteristics

Respondent characteristics include:

1. Number of respondents: Between 20 and 30 students from middle and high schools who actively participate in the association's activities.
2. Age: The age range of respondents is estimated to be between 12 and 18 years.
3. Education Level: Respondents came from middle school and high school education levels.
4. Education Profile: Most respondents come from lower middle economic backgrounds, with limited access to educational resources and technology.
5. These characteristics provide an overview of the target group for PkM activities and will be the basis for designing and evaluating the effectiveness of implementing gamification in teaching English in Sukaraja Village, South Lampung.

3. Evaluation Plan

Evaluation of the success of implementing gamification in English language teaching in Sukaraja Village, South Lampung will be carried out using a comprehensive evaluative approach. The evaluation methods that will be used include:

1. Quantitative data collection through pre-test and post-test tests or quizzes to measure the increase in students' English language understanding and skills after participation in gamification activities.
2. Direct observation of student interactions in the classroom to evaluate the level of engagement and participation in learning.
3. Use of questionnaires to measure student perceptions of the effectiveness of the gamification approach in increasing interest and motivation to learn.
4. Analyze student portfolios or projects to evaluate achievement of learning goals set in gamification design.

The evaluation instruments that will be used include:

1. Questionnaire: Developed to measure students' perceptions of the effectiveness of using gamification in English language learning.
2. Observation Sheet: Used to record the level of student involvement, interactions between students and teachers, as well as the use of gamification elements in the learning process.
3. Tests or Quizzes: Designed to measure students' improvement in English language understanding and skills before and after participation in gamification activities.
4. Assessment Rubric: Created to evaluate student portfolios or projects as part of evaluating the achievement of learning objectives.

4. Results and Discussion

4.1. Analysis of Evaluation Results

The evaluation results will be analyzed comprehensively to evaluate the success of implementing gamification in English language teaching in Sukaraja Village, South Lampung. Analysis will include:

1. Comparison of pre-test and post-test test or quiz results to determine the increase in students' English understanding and skills after participation in gamification activities.
2. Interpretation of data from questionnaires and observation sheets to understand students' perceptions of the use of gamification in learning.
3. Evaluate student portfolios or projects to assess achievement of set learning objectives.

4.2. Findings and Conclusions from the Implementation of Gamification in English Language Teaching

Based on the results of the evaluation, it will be concluded comprehensively about the effectiveness of using gamification in improving English language learning in remote rural environments. Key findings will be presented to highlight the benefits and potential of this approach in an educational context.

4.3. Discussion of Positive Impacts, Challenges and Opportunities for Further Development

The discussion will be conducted to explore the positive impact produced from the implementation of gamification, as well as the challenges faced in the process. In addition, opportunities for further development will also be discussed, including strategies to overcome challenges that may appear and expand the scope of the use of gamification in English education in other rural areas.

5. Conclusion

After conducting in-depth evaluation and analysis, this research produced significant findings. First, the implementation of gamification in teaching English in Sukaraja Village, South Lampung, succeeded in triggering a real increase in student interest and motivation to learn. The students demonstrated higher engagement in learning and demonstrated significant improvements in English comprehension and skills after engaging in gamification activities. In addition, students' positive perceptions of the use of gamification in English language learning confirm the success of this approach in improving their learning experience. The implications of these findings are very important for English language education in remote areas. It is worth considering that the application of innovative approaches such as gamification has great potential to improve the quality of education in resource-limited environments such as rural areas. Therefore, recommendations are provided to support and encourage further use of this approach, including through investment in educational infrastructure and necessary teacher training. In addition, there is a need for further research that can investigate the factors that influence the effectiveness of gamification in different educational contexts. Other recommendations include the development of appropriate guidance and training materials to support teachers in implementing gamification approaches, as well as comparative research to compare their effectiveness with other conventional learning methods. Thus, the conclusions of this study highlight the great potential of gamification approaches in improving English language education in remote areas as well as offering directions for further research and development in this field.

6. References

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