

## ENHANCING KNOWLEDGE, SKILL, AND ATTITUDE ON ENGLISH VOCABULARY LEARNING THROUGH CREATIVE MEDIA AND GAMIFICATION

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### ABSTRAK

In today's world, being skilled in English is crucial for effective communication. This project, conducted at the Puri Anak Bali Children's home, focuses on improving English language skills in 11-14-year-old children. Given the challenges in traditional language education, the project aims to enhance vocabulary, pronunciation, and foster a positive attitude toward English learning. Through innovative methods like gamification, creative media, and interactive strategies across four sessions, significant improvements were observed in vocabulary knowledge, pronunciation skill, and learning attitude. The result shows the children indeed underwent significant improvement in vocabulary knowledge, pronunciation skill, and learning attitude, thus producing a short Christmas video message for their sponsor. The success of this approach highlights the potential of integrating gamification and creative media for effective language education.

**Kata Kunci:** Creative Media, English Vocabulary Learning, Gamification

### 1. Introduction

Communication is of the most crucial assets for achieving success in the future. In the contemporary era of globalization, proficiency in the English is an important skill in interacting with the global community. English, recognized as an international language, is spoken by approximately 300 million native speakers and an additional 250 million second-language speakers (Broughton et.al., 1980). In total, English is spoken by one-sixth of the global population. Recognizing this, countries like Indonesia introduce English education from an early age, framing it as a foreign language (referred to as EFL) to prepare students for the future.

EFL education means English is taught in school but its application in daily life is not emphasized (Broughton et.al, 1980; Rustamov, 2022). For example, in Indonesia itself, English already taught from early childhood, but the use in real life-e.g. newspaper, television shows, etc.- is almost not implemented. In foreign language learning, especially English, it is crucial and important to learn something from the basic one, which is vocabularies (Agazzi, 2022; Mustiarini, 2021; Saidbakhramovna et.al., 2021).

The depth of one's vocabulary directly correlates with proficiency in speaking, listening, reading, and writing. Introducing English vocabulary from an early age is

particularly beneficial, as children is a superior learner compared to older individuals (Arnon, 2023; Babakulova, 2021; Kuhl, 2011). However, teaching children poses unique challenges, as they are more likely getting distracted and bored. Consequently, an essential role for teachers is to create a more-lively learning atmosphere, making it both interesting and exciting.

This project aims to address this challenge in learning English vocabulary through the utilization of gamification through various media and songs. Gamification has been classified as a successful tool to help students in learning language. According to Luo (2021) and Bai et.al. (2020), gamification is an effective media to teach students than without it. Subhash (2018) also stated that gamification improve student engagement, motivation, and performance, as well as students' soft skill such as competing, teamwork, and communication. In essence, this project aspires to not only introduce vocabulary but also assess the effectiveness of gamification methods and vocabulary songs on children.

One of the places that needs help in terms of teaching English as a Foreign Language (EFL) is Puri Anak Bali Children's Home. Puri Anak Bali is a children's home with approximately 14 children, consisting of 5 girls and 9 boys. It is situated in Gg. Taman Bhayangkara III, no.1, Br. Umagunung, Sempidi, Badung, Bali.

The owner of the Orphanage is Indonesian, and its sponsor is her husband, who is from Singapore. Established on August 29, 2014, the orphanage initially housed 7 children from Mentawai, West Sumatra, where proper education was lacking. Over time, more children from the same area, Mentawai, joined, bringing the total to 14, with one staff member.

During their time at the children's home, the children lead a deeply religious life as the administrator is a pastor. They engage in learning musical instruments such as the keyboard, guitar, and drum. The purpose of these musical activities is to prepare the children for participation in Sunday worship and Sunday school services. The orphanage's sponsor typically visits twice a year, coinciding with school breaks. Although the sponsor can communicate in Indonesian, the children find it challenging to speak continuously and often prefer to communicate with the orphanage's owner, who is also the sponsor's wife. This situation motivates the children to study English beyond what they have learned in school.

After some pre-observation done in the orphanage, some of problems regarding the teaching activity was found:

- Uncertainty regarding the extent of children's vocabulary knowledge  
There is uncertainty regarding the extent of children's vocabulary knowledge, including both the understanding of meanings and proper pronunciation.
- Introduction to English vocabularies is needed  
While the children in question fall within the 11-14 age range, their grasp of English vocabulary is notably lacking for their age group.
- Children tend to get bored with learning activities  
In contrast to adults, children are naturally more active and tend to lose interest swiftly when exposed to a monotonous learning environment. Hence, there is a pressing need for a more effective approach to both stimulate and sustain their desire to learn.

The gap is that the children only know a little about vocabularies, and that doesn't include understanding the meanings. Therefore, this study aims to introduce English vocabularies and to see the effectiveness of gamification and songs in terms of introducing vocabularies to eight children aged 11-13 years old. The study sessions only included speaking and listening to learn the pronunciation of vocabularies, as the skills for the

children to achieve in four meetings. By the end of the study sessions, it is hoped that the children can implement what they learned by making a short Christmas video message to their sponsor. The main objective of this project is three-fold:

- The increase in knowledge on English vocabulary, specifically pertaining to various themes such as introduction, family, Christmas expressions, gratitude, and numbers.
- The increase in the children's skills in language pronunciation, vocabulary usage, listening comprehension, and effective communication in English.
- Improved attitude with regard to learning English vocabulary, by increased participation, reduced fear of asking questions, and positive changes in day-to-day behavior, creating an engaging and enjoyable learning environment.

The children at Puri Anak Bali already have some potential to learn English. Moreover, they already have someone to practice with. It's only the way how to improve that potential. The proposed solution for that is to teach them English vocabularies, as well as building their confidence by speaking English in every session. The writer is also aware that studying and learning can be boring and stressful. Therefore, gamification and creative media through songs-based learning was implemented to attract their interest in learning.

## **2. Methods**

The teaching strategies used in this project were interactive strategies, meaning the learning sessions included interaction between the teacher and students. The interactive strategies means that the teacher is not dominating the learning session, the participation from the students also inquires in this strategy. This strategy stimulates the participation, critical thinking, skills, and the confidents of the students to engage more into social interactions (Panggabean, 2021; Zikirova et.al., 2019). The media used were gamification and songs. The use of gamification and songs aimed to create an engaging, fun, and interesting learning atmosphere for children. Data were collected through pre-tests, post-tests, and short video messages to assess how many vocabularies the students had mastered and the extent of their improvement.

Educational gamification means using games as learning tools (Kingsley & Grabner-Hagen, 2017; Luo, 2021). Activities include bingo games for number recognition, family roleplay, and mix-and-match games using cards to reinforce Christmas vocabulary. Song is music with lyrical or words in it (Griffe, 1992). The selected songs: a self-made lyrics introduction song, set to the tune of the Sunday school song "Dengar Dia Panggil Nama Saya" along with familiar songs such as Daddy Finger, We Wish You A Merry Christmas, Joy To The World, and Hark! The Herald Angels Sing. By integrating these media, children engage in focused learning while being entertained, mitigating the perception that learning is a tedious endeavor.

This project included eight children from age 11-14, four boys and four girls. Moreover, six of them are from the orphanage and the remains two are from outside children's home. As the learning sessions go on, only six children followed every meeting, from first meeting to the fourth meeting. These children are the one that live in children's home. Therefore, this report only included the six children that followed every meeting. The described learning process spanned four meetings, one meeting per week, for approximately 90 minutes per session, commencing on November 26, 2023, and concluding on December 16, 2023. Materials at each meeting varied, ranging from basic

introductions to special topics such as Christmas expressions, with the ultimate goal of enabling children to create short messages containing Christmas greetings for children's sponsors.

The methods employed in this project aims to address the knowledge, skill, and attitude aspects of EFL learning that is both fun and engaging for the children. This was done by creative media through songs and gamification. Table 1 summarizes the four sessions/meetings in this project.

**Table 1. Schedule and Method Each Meeting**

Meeting	Activity	Method
1	Pre test	Filling papers
	Introduction	Songs
	Numbers	Gamification (Bingo)
2	Family	Songs and gamification (roleplay)
	Expressing Gratitude	Simple task (make one sentence)
3	Christmas expression	Songs and gamification (mix and match card)
4	Post test	Filling papers
	Final task (short Christmas message for the sponsor)	Recording video

### 3. Result and Discussion

The result shows improvements in learning English for the children. The result shows the comprehensive evaluation of the project's impact on enhancing English language skills among children aged 11-14. The utilization of interactive strategies, gamification, and songs as teaching methodologies is scrutinized for its effectiveness in fostering consistent improvement across themes such as introduction, family, Christmas expressions, gratitude, and numbers. The results and discussion are divided into three sub-sections, knowledge, skills, and attitude transformation.

#### Knowledge

##### Pre- Test

The project implementation involved a thorough evaluation process, employing a comprehensive approach that utilized both pre-tests and post-tests to gauge the children's grasp of English vocabularies. The initial phase, marked by the pre-test assessments, revealed a spectrum of proficiency levels among the children across diverse thematic areas labeled A through E. It is noteworthy that the scoring system, calculated as the total multiplied by 2.5, was incorporated to establish a standardized measure for assessing their performance. Table 2 below shows the result of pre-test conducted.

**Table 2. Result of Pre-Test**

Pre-test	A	B	C	D	E	Total	score	Desc
Girl 1	7	6	5	3	14	35	87.5	Passed
Girl 2	4	5.5	6	4	12	31.5	78.75	Failed
Girl 3	6	6	6	4	14	36	90	Passed
Boy 1	1	4	3	2	8	18	45	Failed
Boy 2	5	6	7	2	13	33	82.5	Failed
Boy 3	5	6	4	2	12	29	72.5	Failed

NOTE:

A=Introduction                      D= Gratitude

B= Family                              E= Numbers

C= Christmas Theme      Scoring: Total x 2.5

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According to table 2 above, among the participants, Girl 3 demonstrated the highest proficiency, achieving a commendable total score of 90. Not far behind, Girl 1 and Boy 2 also showcased strong performances, securing scores of 87.5 and 82.5, respectively. These high achievers stand out as exemplary performers in the project, reflecting their solid grasp of English vocabularies.

Conversely, Boy 1 faced challenges in the pre-test, obtaining the lowest score of 45. This outcome signals the need for targeted improvement strategies to support his learning journey. Similarly, Boy 3, while not at the lowest end, obtained a relatively lower score of 72.5, indicating areas that may require additional attention and reinforcement. With the completion standard set at 85%, only two of the six children met this standard at the pre-test, as four students scored lower than 85%.

The individual scores vary, showing differences in how well students understand the material. These differences highlight that each student learns in their own way, making it important to use personalized teaching methods to meet their needs and abilities. Looking at the overall performance, most students showed good proficiency in the pre-test. While there were differences in individual scores, the group as a whole performed well, indicating progress in understanding English Vocabulary. However, closer analysis reveals that thematic areas D (Gratitude) and E (Numbers) were more challenging for some students, as seen in their lower scores. Identifying these specific challenges allows teachers to focus on these areas, ensuring all students receive the support they need to improve and succeed.

**Post-Test**

The post-test results indicated a substantial improvement across all students, showcasing their enhanced grasp of English vocabularies. The maximum score achieved by the students in the post-test further attests to the effectiveness of the teaching methods employed. Table 3 shows the result of post-test.

**Table 3. Result of Post-Test**

Post-test	A	B	C	D	E	Total	score	Desc
Girl 1	7	6	8	4	15	40	100	Passed
Girl 2	7	6	8	4	15	40	100	Passed
Girl 3	7	6	8	4	15	40	100	Passed
Boy 1	6	6	5	2	15	34	85	Passed
Boy 2	7	6	8	3	15	39	97.5	Passed
Boy 3	6	6	7	3	15	37	92.5	Passed

D= Gratitude

NOTE:

E= Numbers

A=Introduction

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Scoring: Total x 2.5

B= Family

C= Christmas Theme

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From the table 3, it can be concluded that all students, both girls and boys, showed significant improvement in their vocabulary scores across different themes (A=Introduction, B=Family, C=Christmas Theme, D=Gratitude, E=Numbers) compared to the pre-test scores. The scoring is based on a a maximum total score of 40 for each student. With the completion standard set at 85%, all (100%) of the children were able to meet the completion at the end of lesson—as shown in the post-test results.

Key observations:

1. Consistent Improvement: All students, regardless of gender, achieved a remarkable score in the post-test for each theme, indicating consistent improvement across the board.
2. Enhanced Mastery: The post-test scores suggest that students not only maintained their knowledge but also enhanced their mastery of vocabulary in various themes.
3. Effective Teaching Strategies: The use of interactive strategies, gamification, and songs in the teaching methods appears to have been effective in creating an engaging and enjoyable learning environment.
4. Equal Performance: Both girls and boys performed well, with no noticeable gender-based differences in the level of improvement

### Skills

The incorporation of gamification and creative media in the form of songs played a pivotal role in honing the children’s English language skills, transforming the learning environment into an engaging and dynamic space. Noteworthy skills development was observed across various activities, each carefully designed to make language acquisition a fun and immersive experience. Additionally, the creative media in the form of songs also played a pivotal role in improving the children’s confident to learn, speak, and express themselves in English

One notable instance of skill development occurred during the introduction phase, the children showcased their linguistic prowess by singing a self-made lyrics introduction song, set to the tune of the Sunday school song "*Dengar Dia Panggil Nama Saya*". This not only improved their pronunciation and vocabulary or entertaining icebreaker but also encouraged the students to express themselves confidently in English. Figure 1 shows the use of the song to learn introduction with self-made lyrics.

Hello, Let me ask about yourself  
 Let me ask about your name  
 Let me ask about your age  
 And last is where are you from

My name is.....  
 I am..... Years old  
 i'm / and i am from....  
 That's all about me  
 It's very nice to meet you

**Figure 1. Self-Made Lyric To Learn Introduction**

The children already know several numbers. To improve their vocabularies, guessing games was conducted. The children got opportunity to come forward and guess the numbers written on the board with the vocabularies. To improve their pronunciation, the children was asked to try pronounce the vocabularies first before they got seated. To reinforce listening skills, interactive bingo games became a key component of the curriculum. The children eagerly participated, stamping their cards with numbers announced by the teacher. These innovative approaches ensured that knowing vocabularies, pronunciation, and listening comprehension was seamlessly integrated into the learning process. Figure 2 shows the play of guessing games to introduce vocabularies and figure 3 shows the use of Bingo games to help children memorize numbers.

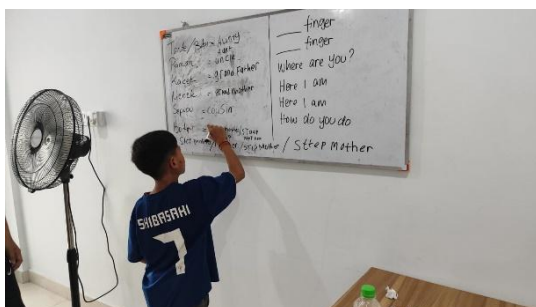


**Figure 2. Guessing Games Numbers Theme**



**Figure 3. Playing Bingo**

Exploring family topics took an exciting turn with the utilization of the popular "Daddy Finger" song. Before the song, the children also playing Guessing games to know the vocabularies. From the first meeting, guessing games seems to be an effective media to stimulate children’s interest and participation during the lesson. Therefore, guessing games also implied in second meeting. Beyond honing pronunciation, this activity involved role-playing, requiring children to embody the roles assigned to them. The result was a multifaceted language experience that combined linguistic skills with creativity. The use of guessing games to learn family members vocabularies is shown in figure 4 and figure 5 shows the children’s singing and roleplaying activities to memorize family members vocabularies.



**Figure 4. Guessing Game Family Theme**



**Figure 5. Singing and Roleplaying "Daddy Finger"**

As the festive season approached, the curriculum expanded to incorporate Christmas themes through timeless carols such as "We Wish You a Merry Christmas," "Joy to the World," and "Hark the Herald Angels Sing." These musical endeavors not only enriched the students' vocabulary with seasonal terms but also provided a platform for practicing pronunciation in a joyous and festive context. The learning through the selected songs also play a pivotal roles in boosting the children’s confident, as can be seen in figure 6, two children gained confident to sing the song in front of the class.



Figure 6. Singing Christmas songs

In addition to song-based learning, mix and match card games became an interactive method for reinforcing Christmas vocabulary. Students enthusiastically combined pictures and words, solidifying their understanding of terms like "Merry Christmas," "joy," "Christ," and "Happy New Year." Figure 7 shows the play of the mix and match card games also stimulate the children’s memory and remembering skills, as they have to match the cards in the given times. The cards design also chosen to be more colorful to gained children’s interest to play and give visualization of the vocabularies, as shown in figure 8.



Figure 7. Mix & Match Cards Game



Figure 8. Cards Design

The only segment that deviated from gamification and songs was the lesson on expressing gratitude. Here, the children honed their interpersonal skills by crafting short



gratitude messages for their friends seated next to them. This hands-on approach instilled a sense of appreciation and taught them the nuances of conveying heartfelt sentiments in a direct manner.

In a final task, students were assigned to create a short Christmas message for a sponsor from Singapore, providing a real-world application of their vocabulary. This exercise demonstrated the practical utility of their language skills as they crafted a meaningful and coherent message, applying the linguistic elements learned during the gamified and song-integrated sessions. The successful completion of this task showcased not only linguistic proficiency but also effective communication in a professional context.

Throughout these activities, a dynamic learning atmosphere was cultivated, encouraging students to approach language acquisition with creativity and enthusiasm. The gamified elements added an element of competition and fun, making the learning process more engaging and memorable. By incorporating songs into the curriculum, the educational experience went beyond traditional methods, leveraging the universal appeal of music as a mnemonic device and a catalyst for language acquisition.

### **Attitude Transformation**

The initiative not only played a pivotal role in enriching knowledge and enhancing skills but also brought about a significant shift in the children's attitudes towards learning English. Initially, English was perceived as a dull, perplexing, and somewhat daunting subject. However, the transition to viewing it as an enjoyable and engaging pursuit underscores the effectiveness of the teaching strategies employed.

The observable outcomes of this transformation extended beyond mere academic improvement. Noteworthy changes were witnessed in the children's day-to-day behavior, with an evident increase in class participation. The once-prevailing reluctance to ask questions dissipated, giving way to a more interactive and collaborative learning environment. This shift not only indicates a positive attitude towards language learning but also reflects the children's newfound confidence in engaging with the subject matter.

Furthermore, the impact of the project transcended the classroom setting and manifested in improved test scores across the board. The children's enhanced understanding and grasp of English were reflected in their academic achievements, with notable improvements seen in assessments and examinations. One standout example is a child who achieved an impressive score of 92 in the latest test at school. This exceptional result serves as a testament to the enduring impact of the project, reaching far beyond its immediate duration.

The positive outcomes observed, including increased participation, reduced fear of asking questions, and improved academic performance, collectively highlight the project's success in reshaping the children's overall attitudes towards language learning. This shift from perceiving English as a daunting subject to embracing it as an enjoyable pursuit speaks volumes about the effectiveness of the implemented teaching methodologies. As we reflect on these tangible improvements, it becomes evident that the project has not only imparted knowledge and skills but has also instilled a lasting positive change in the children's approach to learning English.

## **4. Conclusion**

In conclusion, the project has demonstrated significant success in its primary objective of enhancing English language skills among children aged 11-14, particularly at the Puri Anak Bali Orphanage. The integration of gamification, songs, and interactive

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strategies effectively contributed to a substantial improvement in vocabulary knowledge and pronunciation skills. Notably, the positive shift in attitudes towards English, going from something that seemed difficult at first to making it fun marks a big change in how the children see learning language.

To implement these successful strategies on a broader scale, educators and stakeholders can leverage similar gamification techniques, song-based learning, and interactive approaches in language classrooms. This project serves as a valuable model for creating engaging and dynamic learning environments that not only impart knowledge but also instill a positive and lasting change in students' attitudes. Future developments in language education could explore tailored gamification methods and curated song selections to cater to diverse learning needs, ensuring a more inclusive and effective approach to language acquisition. Through such implementations, the positive impact witnessed at Puri Anak Bali Orphanage can be extended to benefit a broader spectrum of language learners.

In the future, for those aspiring to pursue a project in the same field, the author suggests prioritizing foundational knowledge before delving into broader topics. Utilizing creative media like gamification, songs, or pictures is advised to captivate children's interest and enhance the overall learning environment.

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