Assistance in Learning Activities Using Games and Songs Media to Increase Learning Motivation and English Vocabulary of Class 3 Students of SDN 3 Bebalang in 2023

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Abstract

English has become a globally dominant language that is widely used in various sectors of life. Its significance in international communication and its widespread use in various fields can emphasize the importance of acquiring English language skills for personal and professional growth. This study aims to investigate efforts to improve motivation in learning English through songs and games on the topics of days of the week and parts of the body. This research adopts the Peer Assisted Learning Strategies (PALS) methodology, which involves (1) identifying the teacher's problems, (2) conducting a needs analysis to address the identified issues, (3) designing coaching and mentoring programs, (4) implementation, (5) monitoring and observing the activities, and (6) reporting and follow-up. The subjects of this study are 15 third-grade students from SDN 3 Bebalang. The focus of this research is on motivation and English vocabulary. The results of this study indicate an improvement in English vocabulary and student motivation, students are more actively engaged in the learning process and show enthusiasm for learning English. With the positive impact shown by this research, it can be concluded that the implementation of the mentoring method using English games and songs has succeeded in achieving the stated goals, namely increasing students' learning motivation and mastery of their English vocabulary.

A. Introduction

English is a language that has been widespread and widely used throughout the world (Marita et al., 2022; Warahmah et al., 2023). English is a global language that is often used in the international communication process, making it an important knowledge that can be learned for both personal and professional development (Prabjandee, 2020; Rose et al., 2020; Umar & Supriadin, 2023). This language can be utilized in various aspects such as education, work, entertainment, communication, electronics, and travel, thus making English very important to master (Hemal et al., 2022). Therefore, English has become a globally dominant language that is widely used in various sectors of life. Its significance in international communication and its widespread use in various fields can emphasize the importance of acquiring English language skills for personal and professional growth.

Learning English at school is very important in this era of globalization, because English can be a priority that can be developed later (Gultom & Oktaviani, 2022; Isadaud et al., 2022; Masuram & Sripada, 2020). The ability to speak English well allows a person to articulate ideas and opinions clearly, so that they can be more confident in communicating. This understanding of English can provide a strong foundation for the future for students. However, based on the results of observations and interviews conducted by teachers and students, it was found that some grade 3 students at SDN 3 Bebalang experienced problems in

understanding and remembering English vocabulary with conventional learning methods that only rely on books and writing. Therefore, a more interesting and interactive approach is needed to help students learn English vocabulary in a fun way. Learning English as a foreign language at the elementary school level is very unique and requires interesting media (Hu & McGeown, 2020; Setiyana et al., 2023; Zou, 2020).

In an effort to improve the English vocabulary of grade 3 students of SDN 3 Bebalang, we realized the importance of using songs and games as effective learning tools. Songs with simple and memorable lyrics can help students remember vocabulary better. In addition, interactive games can also increase students' motivation in learning English. Learning motivation plays an important role in the learning process (Chen & Hsu, 2020; Cheng & Chen, 2022; Husaeni et al., 2023). Learning motivation will direct students to behavior in learning so that it also has an impact on learning outcomes (Saputro & Marantik, 2023). Through the assistance of learning English vocabulary using songs and games, it is expected that students can be more active and involved in the learning process. Popular songs with lyrics adapted to the vocabulary being taught will be an effective tool to strengthen vocabulary recall (Baills et al., 2021). Meanwhile, interactive games such as says simon or memory games can make learning more fun and challenging.

In this mentoring, we will develop a structured and fun learning program for grade 3 students of SDN 3 Bebalang. This program will include various songs and games specifically designed to strengthen understanding and remembering English vocabulary. Therefore, researchers are interested in creating a best practice entitled "Learning Activity Assistance using games and songs to Increase Learning Motivation and English Vocabulary of Grade 3 Students of SDN 3 Bebalang 2023". The solution used to overcome these problems is to provide songs and games related to the learning material. We hope that through this approach, students will be more enthusiastic and motivated in learning English, and achieve better results in mastering vocabulary.

B. Research Methods

This learning assistance was carried out in October-November with the subject of the implementation of learning activities to increase motivation and English vocabulary of grade 3 students of SDN 3 Bebalang, totaling 15 people. The location of this learning activity assistance is located at SDN 3 Bebalang, which is located at Jl. Sidawa No.88, Bebalang, Kec. Bangli, Bangli Regency, Bali 80614.
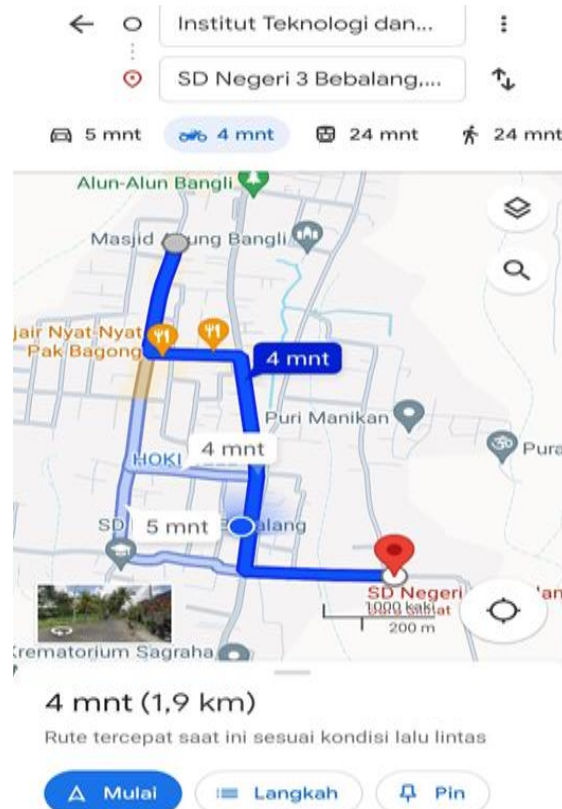

Figure 1. Location of Learning Assistance Activities at SDN 3 Bebalang

The scheme of the process of this learning activity assistance can be seen in the flow chart below.
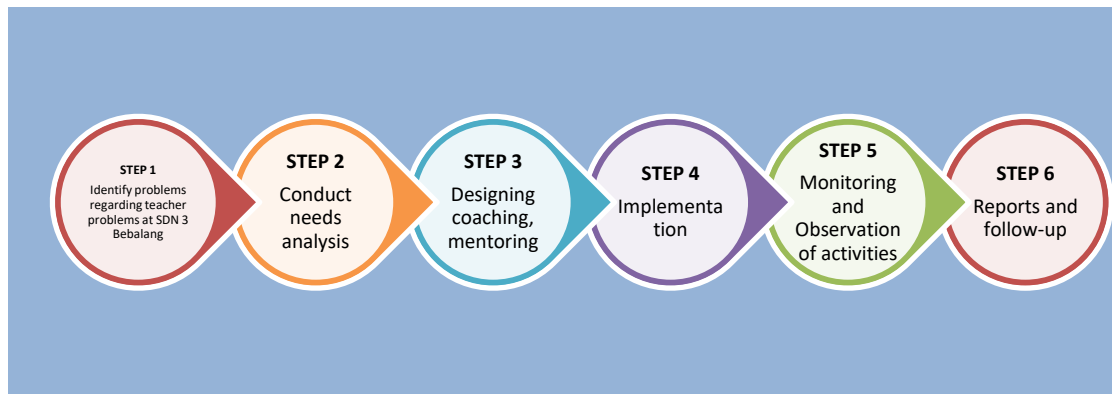

Figure 2. Implementation Method Chart

The problem-solving method that can be used to solve the problem is to use the Pals method which can be described in Figure 2 as follows. (1) Problem identification about teacher problems at SDN 3 Bebalang; (2) Conduct a needs analysis; (3) Design coaching and mentoring; (4) Implementation; (5) Monitoring and observation of activities; (6) Report and follow-up on the success of the program (Numertayasa et al., 2022).

C. Results and Discussion

The results of the identification show that the teacher's problems in teaching grade 3 students at SDN 3 Bebalang are inadequate because many students still have difficulty in mastering English vocabulary and lack of motivation to learn. based on this, the first step in preparing assistance for learning activities is the preparation step by deeply understanding the grade 3 curriculum at SDN 3 Bebalang, knowing the value of students' level of understanding of English vocabulary that has been taught so far by the class teacher and identifying key words that may be a challenge for students and focusing assistance on these concepts. The most important thing in this preparation is a joint discussion so that it can help identify the best approach to presenting the vocabulary, during the discussion the teacher raises the problems that occur, the lack of mastery of English vocabulary and the media used is inadequate so that the lack of student interest in learning. based on this, the teacher makes updates in teaching techniques. There are several ideas conveyed by the teacher to the development team to get good results in teaching students. The follow-up of the teacher and the development team in the implementation of learning is the use of songs related to the students' English vocabulary learning material and continued by providing games in order to deepen the students' level of understanding of the material that has been delivered.

Figure 3. Discussion with the Teacher to Prepare the Assistance Learning English Vocabulary in Grade 3 of SDN 3 Bebalang

Furthermore, in the implementation stage, there are several steps that can be taken as follows.

First, the teacher and the support team choose a song that has simple lyrics. It contains the vocabulary of parts of the body and days of the week. This song can be a popular children's song or a song that has been adapted to the learning material. Then, the teacher and the team introduce the lyrics to the students by reading the lyrics slowly and asking the students to repeat each line of the lyrics. Teachers and assistants can also use body movements to strengthen the understanding of part of body vocabulary contained in the lyrics.

Secondly, after the lyrics are introduced, teachers and students can practice singing the song together. The teacher, assisted by the support team, can distribute the song lyrics to students or write them on the board so that students can follow along well. During the singing of the song, students can make body movements that match the lyrics of the song. For example, when singing words that refer to body parts, such as "head" or "hands", students can point to or touch those body parts.

Third, once students are familiar with the song lyrics, the support team can propose games involving the song. For example, playing the game "Simon Says" using the part of body vocabulary contained in the song. Students must perform body movements according to the instructions given.

Figure 4. Implementation of Learning Assistance Activities to Improving English Vocabulary of Grade 3 Students of SDN 3 Bebalang

Through the assistance of learning English vocabulary using songs and games, students can learn vocabulary in a fun and interactive way. Songs can also help students remember vocabulary quickly and easily because it involves verbal aspects and body movements. Students are more active and excited in the learning process that has been carried out. So it can be said that the application of this learning assistance method is successful in achieving the goal of increasing students' learning motivation and students' mastery of English vocabulary through games and songs. The results obtained from this research are as follows.

First, Musical Learning (Auditory Learning): Students can learn more easily through music or sound. Children's songs in learning English vocabulary are very helpful and even children's memory is better, compared to children's memory in the conventional way (Wardani, 2018). By using interesting songs and rhythms, grade 3 students can more easily absorb and remember English vocabulary because music can improve memory.

Second, Emotional Engagement through Music: Music has the power to stimulate emotions and evoke positive feelings. Applying songs in English vocabulary learning can help students feel more energized and enthusiastic. Music with certain tones and lyrics can be relaxing, motivating and can also make children imagine when listening to it (Wardani, 2018). Through learning assistance using English songs, it can show an increase in students' interest in learning English. This active interaction between students and teaching media can increase student involvement in the learning process and provide a more interesting and enjoyable learning experience so that it can motivate students in learning.

Third, Audio-Visual Association: Songs are often accompanied by visualization or body movements. Songs are a good learning resource for English language learning supported by audio-visual media because they greatly support students' learning process in improving their ability to pronounce, memorize simple English

vocabulary and expressions (Ratnawati & Angraeni, 2021). It can help students to associate English vocabulary with movement and visual images, which strengthens their understanding of the vocabulary.

Fourth, Rhythm and Melody: Based on this theory, rhythm and melody in songs can help mark language patterns and structures. Music is anything that is pleasant, brings joy, has a certain rhythm (rhythm), melody, timbre (tone color) to help the body and mind work together (Andita & Desyandri, 2019). Music has long been considered to have an influence on the human body and soul. It can help students understand English grammar and intonation more effectively.

Figure 5. Assistance with Learning Activities to Increase Motivation Learning and English Vocabulary for Class 3 Students at SDN 3 Bebalang

This research has limitations in terms of sample, time and methods. Suggestions for further research are to increase the number of samples, extend the research time, and use more diverse research methods. Further research can be carried out to test the effectiveness of using game and song media at primary, middle or high school levels, as well as to examine its influence on other aspects of English language learning and the process of increasing student motivation and understanding.

D. Conclusion

Based on the results of research in implementing the Pals method of learning assistance using English games and songs at SDN 3 Bebalang, especially related to days of the week and part of the body material. There is an increase in students' learning motivation towards English. Active interaction with teaching materials such as songs and games can make learning more interesting and fun, thereby motivating students to be more involved in the learning process. With the positive impact shown by this research, it can be concluded that the implementation of the mentoring method using English games and songs has succeeded in achieving the stated goals, namely increasing students' learning motivation and mastery of their English vocabulary.

E. Acknowledgement

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