

## ENGLISH ON STREET: INTRODUCING ENGLISH TO GEN Z DURING CFD

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### Abstrak

Penelitian ini membahas pemanfaatan strategi gamifikasi dalam memperkenalkan pembelajaran bahasa Inggris kepada warga Palangkaraya melalui pendekatan "English on Street" dengan permainan "Guess-the-Picture." Strategi ini bertujuan meningkatkan minat dan keterlibatan belajar siswa dengan memanfaatkan elemen permainan seperti poin, tingkatan, tantangan, dan hadiah. Metode pelaksanaan melibatkan berbagai kelompok usia dan latar belakang warga setempat, dengan fokus pada kegiatan Car Free Day di Palangka Raya. Hasil implementasi menunjukkan bahwa kegiatan "English on Street" berhasil menarik perhatian masyarakat, terutama anak-anak, remaja, dan dewasa. Dengan menggunakan permainan "Guess-the-Picture," partisipan diajak untuk menebak kata yang sesuai dengan gambar yang ditampilkan. Kegiatan ini dipandu oleh dosen program studi Pendidikan Bahasa Inggris di IAIN Palangka Raya, dan melibatkan sekitar 20 peserta. Kegiatan ini diharapkan dapat meningkatkan pemahaman masyarakat terhadap kosakata bahasa Inggris secara menyenangkan dan interaktif. "English on Street" berpotensi menjadi katalisator perubahan sosial dengan mengubah persepsi masyarakat bahwa bahasa Inggris dapat dipahami, mudah dipelajari, dan menyenangkan. Dengan pendekatan yang ramah dan berbagai usia, kegiatan ini diharapkan mendorong pembentukan komunitas penutur bahasa Inggris yang inklusif dan bersemangat di Palangka Raya.

**Kata kunci:** Gamifikasi, Bahasa Inggris, English on Street, Guess-the-Picture, Pembelajaran Interaktif, Car Free Day.

### Abstact

This research discusses the use of gamification strategies in introducing English language learning to Palangkaraya residents through the "English on Street" approach with the game "Guess-the-Picture." This strategy aims to increase student interest and engagement in learning by utilizing game elements such as points, levels, challenges and prizes. The implementation method involves various age groups and backgrounds of local residents, with a focus on Car Free Day activities in Palangka Raya. The implementation results show that the "English on Street" activity succeeded in attracting the attention of the public, especially children, teenagers and adults. Using the game "Guess-the-Picture," participants are invited to guess the word that corresponds to the picture shown. This activity was guided by lecturers from the English Language Education study program at IAIN Palangka Raya, and involved around 20 participants. It is hoped that this activity can increase people's understanding of English vocabulary in a fun and interactive way. "English on Street" has the potential to be a catalyst for social change by changing society's perception that English is understandable, easy to learn and fun. With a friendly and multi-age approach, this activity is expected to encourage the formation of an inclusive and vibrant English-speaking community in Palangka Raya.

**Keywords:** Gamification, English, English on Street, Guess-the-Picture, Interactive Learning, Car Free Day.

### INTRODUCTION

Introducing is the process of introducing or gaining knowledge about something to someone. This process is important in helping someone understand and comprehend something that may not have been previously known or well understood. In an educational context, introductions can also help in forming a strong and deep understanding of a topic or concept (Hastuti and Roviati, 2020).

Gamification strategy is an approach to learning that uses game elements to increase student motivation and engagement in the learning process (Wijayanti *et al.*, 2022). In this strategy, game elements such as points, levels, challenges, and rewards are used to make learning more interesting and fun. The researcher used this strategy in her activities with the aim of introducing English,

especially for children. Educational games can help children understand and learn English in a fun and engaging way (Riswanto and Soraya, 2022).

The utilization of games to introduce the English language has been implemented across various scenarios. This includes incorporating game-based English learning for children in orphanages, designing English educational games for early childhood education students on mobile platforms, and employing online games to teach English vocabulary to elementary school students (Qori Fatima *et al.*, 2019). The outcomes demonstrate that integrating games into educational settings can enhance students' enthusiasm for learning, deepen their knowledge, and boost motivation toward English (Firdaus and Muryanti, 2020).

Consequently, employing games as a means of introducing English proves to be an effective and captivating approach, aiding students in comprehending and mastering the language. Games can be used to teach English in a more interesting and enjoyable way (Song *et al.*, 2021). This approach aligns with the principles of engaging and enjoyable learning, contributing to heightened student involvement in the educational process.

Games based on the English language provide numerous advantages for educational purposes. A lot of people are unwilling to learn English, primarily due to boredom and difficulties. It takes a long time to become proficient in this language, even though it is widely known throughout the world. According to Sintia and Saftari (2022), the most effective way to overcome apathy towards English is through the use of English language learning games.

Kids' cognitive skills can be developed through educational games, which helps them focus better and learn problem-solving techniques. Children's comprehension of the lessons being taught can be aided by this strategy. Within the learning process, educational games have emerged as a valuable learning medium (Zen 2021).

Children have a natural affinity for play. Engaging in spontaneous play, without external pressure, fosters a comfortable and enjoyable environment for children. Through play, children not only create positive memories and gain new experiences but also cultivate creative thinking. The use of play-based methods is considered highly effective, especially in early childhood education and for preschool-age children. This is attributed to the fact that play allows children to engage in enjoyable thinking without the constraints or pressures that could impede their learning experience (Afifa and Gumiandari 2021).

To enhance English language skills among Palangkaraya residents, gamification strategies can be an innovative and fun solution. Gamification is about using play and passion to get people to participate in an activity (Groh 2012). Similarly, (Khosrow-pour *et al.* 2011) said that gamification is the practice of redesigning work processes with game mechanics to provide an enjoyable and entertaining experience, as opposed to simply converting everyday activities into games. One method that can be adopted is through the 'English on Street' approach, which combines English learning with educational play elements. With this approach, Palangkaraya residents can learn English casually and interactively in their surroundings.

'English on Street' takes an approach to learning English through the game 'Guess-the-Picture.' Games make learning enjoyable and not boring, so students become enthusiastic, more productive, and, of course, improve their vocabulary (Gustiany Siregar *et al.*, 2023). The game is designed to create an engaging learning experience and spark active participation from locals. In this game, participants will be exposed to pictures or illustrations related to English vocabulary. The challenge is to guess the word that fits the picture.

This game is designed to be accessible to all walks of life and is done in public places in Palangkaraya, such as city parks, car free days, or other public areas. Thus, English on Street creates a friendly and supportive environment for citizens to learn English without feeling burdened.

Introducing English Among Palangkaraya Residents through 'English on Street' Guess-the-Picture Game" discusses the use of gamification to introduce English language learning to residents of Palangkaraya. The game used is called "English on Street" and involves a guess-the-picture game, the advantages of the 'Guess the Picture' game include imparting practical knowledge through strategic thinking in real-world scenarios, as well as fostering a positive learning experience by encouraging problem-solving skills (Wayan Damai Yasa *et al.* 2019). The displayed images in this game contribute to..."Gamification is the process of using game elements in a non-game context to enhance learning and engagement. The article aims to show how gamification can be used to promote language learning and engagement among residents of Palangkaraya.

Through an entertaining Guess-the-Picture Game, the campaign "English on Street" brings the bustling metropolis of Palangkaraya to life. This unique project intends to use gamification tactics to help Palangkaraya natives learn English. The initiative aims to make English education more accessible and enjoyable by combining language study with the excitement of street activities. In this essay, we address the importance of gamification in language learning, the unique elements of the "English on Street" campaign, and the possible impact it could have on establishing an English-speaking community in Palangkaraya.

## METHOD

In implementing community service which aims to develop English language skills in Palangkaraya, the method proposed includes more detailed steps. The subject of service involves various age groups and backgrounds of local residents, as well as involving community members and volunteers who want to contribute. This activity was carried out in a public location, namely during the routine car free day activity in Palangka Raya. Participation of target subjects, starting from various age groups who want to improve their English language skills, will be actively involved in the entire process of planning and implementing activities. The initial stage involves detailed preparation, such as gathering relevant image materials, site planning, and implementation times that fit the community's activity schedule.

The implementation of the service will focus on the 'Guess-the-Picture' game in a public environment. Research methods will include creative gamification design by utilizing competitive elements, using image materials that are relevant to everyday life, as well as creating supporting tools such as game guides, image cards, and point systems to monitor participants' progress. The effectiveness of acquiring proficiency in the English language hinges significantly on its determining factors, as they have a substantial impact on the educational goals. Hence, the success of this language learning endeavor is predominantly shaped by these influential factors, with diverse instructional approaches serving as a key supportive element (Darmayanti 2022). Evaluation will be an important stage, where feedback from participants will be collected to analyze the effectiveness of activities and determine necessary improvement steps. Dissemination of the results and benefits of this activity will be carried out to provide understanding to the wider community about the importance of learning English in a fun way. Documentation of the results will become a guide for similar activities in the future, aimed at continuing to improve English language skills in the Palangkaraya community.

## RESULT AND DISCUSSION

The "English on Street" event was held during Car Free Day (CFD) on Jalan Yos Sudarso, Palangka Raya, Central Kalimantan. This activity involved games played with the citizens of Palangka Raya. The material presented included vocabulary introduction delivered in a fun way through a guess the picture game. This activity was implemented directly by 12 students of the English study program class of 2021, consisting of Syarif Hidayat, Adinda Aulia Rahmah, Maulidina Tri Amanda, Muhammad Hidayatur Rahman, Nazwa Maulani Dewi, Noor Muthi'ah, Rani Oktavia, Ridha Athaya, Shifa Soraya Lestari, Siti Anisah, Windy Annastasia Maharani, and Yulis Setiawati. This activity was guided by lecturers from IAIN Palangka Raya's Tadris English study program. The stages of the "English on Street" activity include:

### **First, the preparation stage**

This stage begins by preparing the vocabulary material to be presented and organizing the teaching materials, which consist of pictures used as gaming media. Additionally, a briefing session is conducted for all involved members to ensure the smooth running of the "English on Street" activity. The teaching materials are crafted meticulously to capture the community's attention and encourage them to participate in the games. This interactive game can attract learners' attention and make the learning atmosphere more fun and less boring. This learning media also helps to teach English in a different way, more creative and not monotonous (Prihatin & Andharsaputri, 2021). Learning media has important benefits in the learning process, this is because media can help students understand the information that will be conveyed Angraeni & Sole (2018).

### **Second, the core stage**

In this stage, an introduction to the English language is conducted with basic vocabulary material using a guessing game with pictures. The vocabulary presented relates to words commonly encountered in the surroundings, such as food and animals. In the vocabulary expansion stage, objects around are introduced first to facilitate easy recall and help in understanding the meanings of the words (Warda & Kumalasari, 2022). Then, to make the material not seem difficult and formal, it is taught using a picture guessing game, as suggested by research conducted by Sari & Putrie (2022), Introducing vocabulary through animated

images can enhance English vocabulary recognition skills. Similar research has also been conducted by Napitupulu et al., (2023) Research shows that the use of images has a positive impact on vocabulary recognition. In line with this, in a study by Firdaus & Muryanti, (2020). creating creative educational games can be an effective solution for introducing English vocabulary. With a play-based approach, learning becomes more engaging and effective.

In this activity, there were approximately 20-23 participants ranging from various ages, including children, teenagers, and adults who are part of the Palangka Raya community attending the car-free day on that particular day. In the organized game, participants are invited to explore their imagination by guessing randomly selected pictures that they are not familiar with. After selecting a picture, participants must sharpen their analytical skills by guessing whether the image corresponds to the clues or guidelines provided by the organizer. If the participant can correctly guess the picture, they are entitled to receive a prize from the organizer, which is food that we also sell at this car-free day event for free.

This not only serves as extra motivation for participants but also creates a positive bond between the organizers and car-free day event attendees, further enhancing the community's interest to actively participate. With a diverse age range, the games and prizes offered in this activity serve as enjoyable and educational means of interaction for all participants, fostering community interest in the English language. The activity is also expected to act as a catalyst for social change, altering public perspectives and helping people realize that English is indeed easy to understand, simple to learn, and enjoyable.

The initially conducted activity successfully captured the attention of the community, sparking their interest to participate. However, considering the innovative nature of this activity, many people remained observant and curious. Over time, there has been positive development as several parents came, bringing their children to join in the activity.

In every session, one of the team members explains the games in detail. You can see the excitement from the participants, especially the kids, when they guess the pictures correctly. The same approach is used for everyone, making sure everyone gets an equal chance to participate. It's unavoidable that some participants may find it difficult to guess the pictures accurately. However, as a form of positive support, they are given the opportunity to try again until successful, creating an environment that fosters the growth of participation spirit. This not only enhances the appeal of the activity but also strengthens the bond between the community and the ongoing event.

The expected goal of the "English on the Street" activity is to enhance the community's understanding of English vocabulary through a picture guessing game. The approach is conducted in a friendly and enjoyable manner, ensuring that the general public feels comfortable and not compelled. We designed the picture guessing game to be simple and suitable for various age groups, incorporating colorful images to make the game more engaging, creative, and appealing to the participating community. As an appreciation, our activity also rewards participants with free snacks. On the other hand, we sell these snacks to attract people in the vicinity. During the event, the community's participation in the game is visibly enthusiastic and joyful, indicating that the activity has a positive impact.

From the "English on the Street" activity that we conducted during Car Free Day (CFD), we hope that this initiative has significant potential to foster the community's interest in the English language. Through a fun and interactive approach to introducing English vocabulary, we aim to inspire people to feel comfortable and enthusiastic about learning English. Learning doesn't have to be confined to classrooms; it can happen anywhere through simple and enjoyable means. This is evident in the positive relationships formed between the student team and the participants. The focus of this activity extends beyond the current situation, aiming to contribute to the creation of a supportive environment for continuous English language learning in the city of Palangka Raya. Concerning the vocabulary learning activity, three key aspects come to the forefront when considering the implementation of the picture guessing method for novice English learners. The initial aspect pertains to the learner's motivation to understand and recall the words utilized in the game. The second aspect is associated with delivering feedback, while the third revolves around the repetition of words within the game (Rasuki and Ahmad 2023).

Engaging and interactive community service activities like "English on the Street" serve as an initial step for the community to form a supportive network for collectively enhancing English language skills. Through this initiative, we hope to create momentum that motivates the people of Palangka Raya to collaboratively build an inclusive and passionate English-speaking community. This activity serves as a starting point to strengthen active participation across various layers of society, including children, teenagers, and adults, fostering an environment that supports more open knowledge and skill exchange in English. Through even engagement across different age groups and a friendly approach, this activity can help eliminate the stigma that learning English is difficult, rigid, or exclusive, thereby expanding shared

interest and motivation to continue developing English language proficiency in the midst of the Palangka Raya community.

## CONCLUSION

The results of the "English on the Street" program, which was held on Palangka Raya's Car Free Day, indicate the community's success in boosting interest in interactive English language learning. Through the game of drawing pictures, this activity has successfully drawn in more than 20 participants from various US kelompok, ranging from young children to elderly adults. Penyelenggara dan peserta terciptaan positif dengan pendekatan y hadiah berupa makanan free, meningkatkan minat masyarakat untuk aktif berpartisipasi. Even though some participants may experience difficulty in describing their experiences, positive reinforcement gives them motivation to continue, develop a strong sense of participation, and increase the activity's day-to-day rate.

Based on the results and discussion, it is evident that this activity is not only reaching its goal of increasing the general public's understanding of the English language, but it is also having a positive impact on creating an environment that supports English language learning in a continuous manner. Through a straightforward and interactive approach, "English on the Street" is expected to serve as a starting point for the Palangka Raya community to establish a protective barrier that will increase their ability to speak English in a collectivie manner. This activity not only dispels the myth that learning English is difficult and judgmental, but it also creates opportunities for open communication about knowledge and values across all societal domains. With the participation of many international groups, this activity serves as a starting point to establish a community of English-speaking people that is observant and kind across the Palangka Raya community.

## SUGGESTION

The "English on Street" program has been developed and discussed, with several steps to enhance its effectiveness and success. First, it is important to develop creative and effective learning methods to engage the community. Research should be conducted to align the program's design with the needs and preferences of various groups in Palangka Raya. Secondly, community participation should be enhanced by actively involving them in the planning and execution of the program. Collaboration with local stakeholders and community members can provide a more comprehensive perspective and ensure the program meets local needs. Thirdly, evaluating the work of students should be integral to all activities, helping identify areas that need improvement and enhance the program's quality. Documentation of the work should be used as a guide by the community and government to inspire and motivate activities in other communities. Lastly, promoting environmental awareness and active participation in English language learning can help reduce the stigma of English language learning as a waste or a threat.

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