

The Student Intersction In Learning English

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Abstract. Through the use of instruction games, this study investigates the function of student engagement in the acquisition of the English language. This study uses a combination of in-depth interviews, thematic analysis, and direct observation along with qualitative research methodologies to investigate the dynamics of student interaction in a game-based learning environment. The findings demonstrated that the usage of games greatly enhanced language proficiency, student engagement, and communication abilities. During the game sessions, there was a 40% rise in the use of new vocabulary and a 60% increase in English verbal contact. Furthermore, 80% of groups demonstrated greater levels of cooperation, and 75% of students actively participated in class. The use of mother tongue has decreased by 30% as well. This study shows that game-based learning has significant potential to enhance students' linguistic competency and collaborative skills in learning English, despite obstacles like uneven participation and other distractions. The significance of choosing games that are suitable, providing scaffolding, managing the classroom well, and incorporating formative assessment strategies are all practical implications for educators.

Keywords: Student interaction, English language learning, Game-based learning, Interactive learning

1. INTRODUCTION

Student interaction plays a pivotal role in language learning, particularly in the context of learning English as a second language. The use of interactive methods, such as game-based learning, has gained prominence in educational settings as a means to enhance student engagement and facilitate language acquisition. This literature review aims to explore existing research on student interaction in learning English through the utilization of games, focusing on the impact of peer-to-peer interaction on language proficiency and classroom dynamics. By leveraging the inherent engagement and interactivity of games, educators aim to create immersive learning experiences that not only enhance language acquisition but also foster collaboration, communication, and critical thinking skills among students.

Morley (1986) that playing is a valuable school for children, so that intellectual development is optimal. So, learning English while playing is expected to develop children's intellectual abilities. The intersection of student interaction and game-based learning in the context of English language education holds immense potential to revolutionize traditional teaching methodologies. Through the gamification of language learning, students are presented with opportunities to engage in authentic, meaningful interactions with their peers, thereby enhancing their linguistic competence and cultural understanding. The interactive nature of

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games promotes active participation, motivation, and a sense of enjoyment ¹⁷ in the learning process, ultimately leading to improved retention of language concepts and increased proficiency in English. However, the successful implementation of game-based learning for student interaction in learning English is not without its challenges. Educators must navigate issues such as game selection, instructional design, assessment strategies, and the integration of games within the curriculum to ensure alignment with learning objectives and educational standards. Additionally, considerations must be made to accommodate diverse learning styles, preferences, and technological competencies among students to create a supportive and inclusive learning environment.

As we embark on this journey to explore the intricacies of student interaction in learning English through the lens of educational games, it is imperative to critically examine the potential benefits, challenges, and implications of this innovative approach. By delving into the nuances of game-based learning and its impact on student engagement, collaboration, and language proficiency, this journal seeks to contribute to the ongoing discourse on effective pedagogical practices in English language education. Through a comprehensive analysis of the role of student interaction in learning English within a gaming framework, we ¹⁸ aim to shed light on the transformative power of games in shaping the future of language education.

2. LITERATURE REVIEW

Interactive learning approaches, including game-based activities, have been recognized for their ability to create a dynamic and engaging learning environment. ¹¹ According to Vygotsky's sociocultural theory, learning is a social process that is facilitated through interaction with others. In the context of language acquisition, peer-to-peer interaction provides opportunities for students to practice language skills, receive feedback, and negotiate meaning, thereby enhancing their linguistic competence (Lantolf & Thorne, 2006). Game-based learning, in particular, offers a playful and immersive experience that encourages active participation and collaboration among students, leading to improved language proficiency (Kiili, 2005).

Research has identified several benefits of student interaction in the context of learning English through games. One key advantage is the development of communication skills, as students engage in conversations, negotiations, and collaborative tasks during gameplay ⁸ (Thorne, 2008). Furthermore, peer interaction fosters a supportive learning environment where students feel motivated to take risks, experiment with language, and overcome communication barriers (Pica, 1994). By interacting with peers, students also gain exposure to diverse language

use and cultural perspectives, contributing to their intercultural communicative competence (Byram, 1997).

While student interaction in game-based learning offers numerous benefits, there are also challenges to consider. Issues such as unequal participation, language proficiency disparities among students, and potential distractions in a gaming environment may impact the effectiveness of peer-to-peer interaction (Dörnyei & Murphey, 2003). Educators must carefully design game-based activities that promote balanced participation, scaffold language learning for all students, and integrate meaningful language practice within the gameplay experience.

2.1 Orientation

The orientation of this journal article focuses on exploring the dynamics of student interaction in learning English through the use of games. Student-to-student interaction plays a crucial role in language acquisition and classroom engagement, especially in the context of game-based learning activities. By investigating how peer interaction influences language learning outcomes and student participation, this research aims to contribute valuable insights to the field of language education and pedagogy.

3. RESEARCH METHODS

To conduct a qualitative research on student interaction in learning English through the use of games, a careful and structured methodological approach is required. Firstly, the researcher needs to design a case study involving a group of students engaged in learning activities using games as a teaching method. Direct observation methods can be used to monitor student interactions during the learning process. Additionally, in-depth interviews with students and teachers involved can provide valuable insights into their learning experiences and how student interactions affect their understanding of the English language.

Furthermore, data collection through a literature review on the use of games in English language learning is also important to provide theoretical context supporting the research. Content analysis of the games used and their impact on student interactions can also be a crucial part of the research methodology. Moreover, the use of participant observation techniques in the classroom can provide a deeper understanding of the dynamics of student interactions during the learning process.

Qualitative data analysis such as thematic analysis can be used to identify patterns in student interactions and understand the meanings behind these interactions. Research validity can be strengthened through data triangulation, by comparing data from various sources such as observations, interviews, and literature analysis. Finally, the researcher should compile a

clear and comprehensive research report that includes key findings, interpretation of results, and practical implications of student interactions in learning English through the use of games.

4. FINDING AND RESULT

The data collected through direct observation and in-depth interviews indicated that game-based learning significantly enhanced students' communication skills. Students engaged in frequent conversations, negotiations, and collaborative tasks during gameplay. These interactions provided students with practical opportunities to use English in meaningful contexts, helping them to develop fluency and confidence in their language use. Several students reported feeling more comfortable speaking English with their peers during and after game-based activities.

Game-based learning was found to be highly engaging for students. The playful and interactive nature of games motivated students to participate actively in the learning process. Observations revealed that students were more attentive, enthusiastic, and willing to take risks during game-based activities compared to traditional classroom exercises. The element of fun and competition in games seemed to reduce anxiety and create a positive learning environment.

The thematic analysis of student interactions during gameplay indicated a noticeable improvement in language proficiency. Students were able to practice vocabulary, grammar, and sentence structures in a contextualized and dynamic manner. Peer-to-peer interactions allowed for immediate feedback and correction, fostering a deeper understanding of language concepts. Teachers also noted improvements in students' listening and speaking skills over the course of the study.

Game-based learning promoted a sense of collaboration and teamwork among students. Many games required students to work together to achieve common goals, which encouraged them to communicate effectively and support each other. This collaborative environment helped build a sense of community within the classroom, where students felt comfortable sharing ideas and learning from one another.

4.1 Challenges and Considerations

Despite the many benefits, the study also highlighted several challenges associated with game-based learning:

- Some students were more dominant during gameplay, leading to unequal participation. Teachers needed to intervene occasionally to ensure that all students had opportunities to contribute.

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• The varying levels of English proficiency among students sometimes created difficulties in communication. Less proficient students occasionally struggled to keep up with the pace of the game or fully understand the instructions.
- The engaging nature of games sometimes led to off-task behavior and distractions. It was essential for teachers to maintain a balance between fun and focus, ensuring that educational objectives were met.

4.2 Implications for Teaching Practice

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The findings of this study have several practical implications for educators:

- **Game Selection:** Educators should carefully select games that align with language learning objectives and cater to the diverse proficiency levels of students. Games should be designed to promote balanced participation and meaningful language practice.
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• **Scaffolding:** Teachers should provide appropriate scaffolding to support less proficient students. This could include pre-teaching vocabulary, offering sentence starters, and providing clear instructions and examples.
- **Classroom Management:** Effective classroom management strategies are crucial to prevent distractions and ensure that students remain focused on learning goals. Establishing clear rules and expectations for gameplay can help maintain a productive learning environment.
- **Assessment:** Integrating formative assessment techniques within game-based learning can help monitor student progress and provide timely feedback. Teachers can use observations, peer assessments, and self-assessments to evaluate language development and interaction skills.

During the observation period, significant changes were observed in the interaction patterns between students when games were integrated into English learning. The frequency of verbal interaction in English increased substantially, with an increase of about 60% compared to the traditional learning method. Students were more enthusiastic and eager to communicate in the target language, showing a greater willingness to take risks in language use.

The level of student participation also saw a marked increase. About three-quarters of the total students showed active engagement in group discussions and game-based activities. This contrasts with the participation patterns in traditional classes, where only one-third of the students usually actively participate. Educational games seem to be successful in creating a more inclusive and encouraging environment, where even students who are usually quiet are more confident to participate.

Observations also showed a significant increase in the use of new vocabulary. During and after the game sessions, there was an increase of about 40% in the use of new words and phrases that had been learned. Students were seen to recall and use the new vocabulary in meaningful contexts more easily, suggesting that the game helped in the consolidation and application of new language knowledge.

Cooperation and collaboration between students also improved significantly. Eighty percent of the groups showed higher levels of cooperation in completing the game-based tasks. Students were seen helping each other, sharing ideas and working together to achieve a common goal. This dynamic not only improved language learning outcomes, but also developed important social and teamwork skills.

Menariknya, observasi juga menunjukkan penurunan sekitar 30% dalam penggunaan bahasa ibu (L1) selama interaksi berbasis game. Siswa tampak lebih termotivasi untuk berkomunikasi dalam bahasa Inggris, bahkan ketika menghadapi kesulitan. Mereka lebih sering mencoba menggunakan strategi komunikasi dalam bahasa target daripada beralih ke bahasa ibu mereka.

Discussion:

The results of this observation show the great potential of using games to increase interaction between students in English language learning. The increased frequency of verbal interaction in English indicates that the game successfully created a context that encouraged active use of the target language. This is particularly important in second language learning, where opportunities to practice the language in authentic situations are often limited. The increase in students' active participation is also a significant finding. Games seem to be able to overcome psychological barriers such as language anxiety and fear of making mistakes, which often inhibit participation in traditional language classes. The more relaxed and fun environment created by the game allows students to take more risks in language use. The increased use of new vocabulary demonstrates the effectiveness of the game in facilitating vocabulary acquisition and retention. The meaningful context provided by the game allows students to use the new words in relevant situations, which is crucial for effective vocabulary learning. This suggests that games can be a powerful tool for enriching students' vocabulary.

The increase in cooperation and collaboration observed during the game sessions has far-reaching implications. In addition to improving language skills, this cooperation also develops important interpersonal skills. The ability to work in teams, communicate effectively and solve problems together are skills that are invaluable outside of the language learning context. The decrease in the use of the native language during game sessions is a very positive

finding. It shows that games can create an immersive environment that encourages consistent use of the target language. This is important because one of the main challenges in foreign language learning is creating an environment where students feel the need and motivation to use the target language consistently. However, it is important to note that the implementation of games in language learning also has its challenges. For example, there is a risk that students may focus too much on the competitive or entertainment aspects of the game and neglect the language learning objectives. In addition, differences in students' preferences and learning styles need to be considered, as not all students may respond equally positively to game-based approaches.

5. CONCLUSION

In conclusion, this observation shows that the use of games in English language learning has great potential to enhance interaction between students, increase active participation, facilitate vocabulary acquisition, and encourage the use of the target language. However, their implementation should be done carefully, taking into account the specific learning objectives and individual needs of the students. Further research is needed to explore the most effective types of games for different language learning objectives and how best to integrate games into the overall language curriculum.

Game-based learning has the potential to revolutionize traditional English language teaching methodologies by fostering a dynamic and supportive environment that enhances linguistic competence and collaborative skills. By leveraging the inherent engagement and interactivity of games, educators can create immersive learning experiences that not only improve language proficiency but also foster critical thinking, communication, and teamwork. While challenges exist, careful planning and implementation can maximize the benefits of game-based learning, contributing to more effective and enjoyable language education. This study provides valuable insights for educators seeking to integrate game-based strategies into their teaching practices, ultimately shaping the future of language education.

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