

English Fun Quest: Learning Assistance Program through Fun Games to Improve Students' English Language Skills in the Campus Environment

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Abstract

Anxiety plays a big role in impeding students to speak. Thus, the current community service aims to enhance the students' confidence and speaking skills to speak English. The activity recruited all fresh semester students of Cipta Wacana Christian University. Vocabulary building games (flash cards, role playing games, interactive story telling), language workshop, peer mentoring, and online platforms were implemented in the study. The results unpacked that the activities may significantly ameliorate the students' confidence and speaking ability. Moreover, some of the students depicted that they went to a Sunday market to look for a native speaker and practice their speaking skills, implying the significance impact of the program. Finally, the authors wish that the program can be upgraded by other future researchers to enhance students' confidence and speaking ability.

1. Introduction

The main goal of education is to enable students to develop knowledge, skills and attitudes through various learning methods. However, the process of learning English is often considered challenging and less interesting (Aminatun & Oktaviani, 2019). Many students find it difficult to understand vocabulary and communicate in English. Therefore, more interesting and interactive learning methods are needed to improve students' English skills (Akib, et al., 2024). one of which is through the learning media ENGLISH FUNQUEST: Learning Assistance Program through Fun Games to Improve Students' English Language Skills in the Campus Environment.

The ability to speak English is one of the important skills that students must have in the current global era (Hapsari et al., 2023). Mastery of this international language not only makes it easier to access scientific literature and academic resources, but also opens up wider opportunities in careers and cross-cultural communication. However, in reality, many students still face difficulties in improving their English skills.

Factors causing low English language skills among students include lack of motivation, limited interesting learning methods, and lack of practice that is fun and relevant to everyday life. Conventional English learning is often considered monotonous and boring, so students are less enthusiastic about participating in learning activities. To answer this challenge, an innovative approach is needed that is able to integrate learning aspects with fun activities.

One approach that can be applied is through a fun game-based learning assistance program (Purnamasari et al., 2024), which can motivate students while improving their English skills effectively (Salmiati et al., 2023). ENGLISH FUNQUEST is a program specifically designed for students on campus with the main aim of improving English language skills through interactive and fun activities. This program utilizes various educational games (fun games) designed to practice English language skills holistically, including speaking, listening, reading and writing abilities (Lumettu et al., 2023).

By combining the concepts of learning and playing, ENGLISH FUNQUEST is expected to create a more interesting and enjoyable learning atmosphere (Gulö et al., 2021). This program not only focuses on improving academic skills, but also building students' confidence in using English in

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various situations (Mbewa, 2024). Through mentoring and guidance from competent facilitators, students will be encouraged to actively participate and collaborate in each game session (Mayasari, 2023).

ENGLISH FUNQUEST also emphasizes the importance of collaboration and interaction between students, so that they can share knowledge and experiences with each other. Thus, this program not only acts as a means of improving English language skills, but also as a medium for strengthening social relations and cooperation among students (Nurdiana, 2020). Overall, ENGLISH FUNQUEST is expected to be an effective solution in overcoming obstacles to learning English among students, as well as supporting efforts to improve the quality of education in the campus environment.

2. Method

This community service activity is carried out offline on the Cipta Discourse Christian University campus. This activity was attended by all students of the 1st semester English literature study program. This research will involve the following stages:

First, students will take part in a very fun game with the game Vocabulary Building Games: Through flashcard games, students will learn and enrich their English vocabulary in a fun way. (Chowdhury et al., 2024), Role-Playing Games: Real-life simulations where students play roles and communicate in English, helping them practice their speaking and listening skills (Kholili et al., 2024). Interactive Storytelling: In groups, students create and tell a story in English, which improves their writing and speaking skills (Saiful et al., 2020). Both Language Workshops focus on specific aspects of the English language such as pronunciation, listening skills, or writing skills. This workshop is designed to provide intensive and in-depth training in areas that are often difficult for students (Anwar et al., 2020). Third, Peer Mentoring Students who have higher English skills act as mentors for their friends who need help. This not only strengthens students' language skills, but also creates a supportive and collaborative learning environment (Alonso et al., 2024; Kachaturoff et al., 2020). Fourth Online Platform Use of online platforms to support learning outside face-to-face sessions (Anka, et al., 2024). This platform provides additional study materials, discussion forums, and a place to submit assignments. Students can study independently with the help of resources available at any time. With this method, it is hoped that the "ENGLISH FUNQUEST" program can run effectively and provide maximum benefits for students who want to improve their English skills. The method designed not only focuses on improving language skills, but also on other important aspects that support enjoyable and effective learning. The following is a diagram of the process for implementing ENGLISH FUNQUEST.



Figure 1. Program implementation process diagram

3. Result and Discussion

The community service (English Funquest) had been held every Friday in the odd semester (semester 1) of the 2023-2024 academic year and was attended by the first class of the English Literature study program at Cipta Wacana Christian University, Malang, Indonesia. The activity was begun with the community service opening ceremony. The agenda was attended by the Head of the English Literature Study Program. He also delivered a speech to motivate the first generation of the English Literature study program students. He depicted that in this era English is prominent due to its widespread (Crystal, 2003). He also said that we have to improve our confidence to speak English, and studying English through games may be one of the ways to

enhance our confidence. The more we practice, the faster we can master the language (Atmowardoyo & Sakkir, 2021; Lang et al., 2020).



Figure 2. Opening Ceremony

This PKM (English Funquest) activity is very important in motivating students to increase the self-confidence and speaking skills of first semester 1 English Literature students, so they can compete in the world of work (Karsudianto, 2020; Rochmawati et al., 2023). The next meeting continued with the core activity of English Funquest Learning Assistance through Fun Games to Improve Students' English Language Skills in the Campus Environment. This activity is carried out several times during one semester.



Figure 3. Learning Process

By carrying out this activity, students who initially felt less confident in speaking English, now their confidence has increased significantly (Hamzah et al., 2022; Asan & Sezgin, 2020). Furthermore, some of the students admitted that they had taken the initiative to look for native speakers every week at the Sunday market, reflecting that the Fun Quest service activity is prominent to improve their self-confidence and speaking skills.

4. Conclusion

In conclusion, the activity "English Funquest: Learning Assistance Program through Fun Games to Improve Students' English Language Skills in the Campus Environment" is very beneficial for students. Students' perceptions of English lessons which are considered difficult, as well as the problems students face can then be made easier through this activity.

Furthermore, this activity provides students with the opportunity to practice speaking skills happily. The involvement of students in this Fun Quest activity can ultimately increase students' self-confidence in speaking English and reduce negative perceptions towards English. Furthermore, it is hoped that this activity can be carried out sustainably in the future so that the goal of holistic English learning can be achieved.

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