

# Integrating Play-Based Learning to Enhance English Vocabulary and Social Interaction in Kindergarten Learners

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# Introduction

- Early Childhood is an important phase in language development and social interaction
- Play-Based Learning supports creativity, emotion regulation and social interaction
- Based on the theory of (Edward, 2012) Play Based Learning is divided into three, namely: Open-Ended Play, Modelled Play and Purposefully Play
- This research answers how the integration of vocabulary learning in games can improve language mastery and social interaction

# Research Gap

Previous Research	This Research
<ul style="list-style-type: none"><li>• The research conducted by Legget &amp; Ford (2013) emphasizes the importance of a balance between "intentional teaching" and "free play," but has not focused on English vocabulary.</li><li>• The research conducted by Edwards (2017) It divides the game into three types (open-ended, modelled, purposefully-framed), but it does not yet include the expression of empathy and ideas.</li><li>• The research conducted by LaGamba (2018) states that there is still minimal exploration of the integration of guided play with second language vocabulary acquisition</li></ul>	<p>This study presents updates through the development of a new theoretical framework (Interpersonal-Constructive Play), an integrative focus between PBL and English vocabulary, and an observational approach that combines linguistic and social dimensions in the context of early childhood in Indonesia.</p>

# Research Question and Objective

- **Research Question**

How Play-Based Learning affects students' social interaction in English vocabulary learning in RA Anak Emas?

- **Research Objective**

- Analyze the role of Play-Based Learning in supporting vocabulary acquisition.
- Identifying the contribution of PBL in improving children's social interaction.

# Methods

- **Design**

Using Qualitative Descriptive Research Methods.

- **Participants**

18 students aged 4 to 6 years at RA Anak Emas.

- **Data Collection**

Non-participant observation for 8 weeks.

- **Data Analysis**

Data analysis process > Categorization by Edwards typology > Data editing process > Analysis of interaction patterns and language

# Finding & Discussion

## Finding

- Interpersonal-Constructive Play

Children show empathy, such as helping friends who are struggling, as well as pitching creative ideas in games.

## Discussion

- Play-Based Learning supports social-emotional skills.
- Interpersonal-Constructive play enriches Edwards' theory.
- Teachers need to design play activities that are balanced between structure and spontaneity.

# Conclusion

- **Conclusion**

This study concludes that PBL is an effective approach to improve the acquisition of English vocabulary and social interaction of kindergarten children. Open-ended, modelled, and purposefully-framed games complement each other in the learning process. The new dimension of Interpersonal-Constructive Play shows that games are also a vehicle for fostering empathy, creativity, and leadership from an early age. Further research is suggested to explore the application of this dimension in various educational contexts.

# Attachment

[https://drive.google.com/drive/folders/12xpW2x055Z-ZtziazyRTzs6vfvOX2TYa?usp=drive\\_link](https://drive.google.com/drive/folders/12xpW2x055Z-ZtziazyRTzs6vfvOX2TYa?usp=drive_link)