

202210100311052
Grizelda Audina Hidayat
Prodi Pendidikan Bahasa Inggris

**MIXED-REALITY FOR TEACHING ENGLISH TO YOUNG
LEARNERS: PRE-SERVICE TEACHERS' EXPERIENCE IN
USING GATHER.TOWN FOR TEACHING VOCABULARY**

THESIS



By:

Grizelda Audina Hidayat

202210100311052

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2026

202210100311052
Grizelda Audina Hidayat
Prodi Pendidikan Bahasa Inggris

**MIXED-REALITY FOR TEACHING ENGLISH TO YOUNG
LEARNERS: PRE-SERVICE TEACHERS' EXPERIENCE IN
USING GATHER.TOWN FOR TEACHING VOCABULARY**

THESIS

**This thesis is submitted to meet one of the requirements to achieve
Sarjana Degree in English Language Education**



By:

Grizelda Audina Hidayat

202210100311052

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2026

APPROVAL PAGE

This thesis was defended in front of the examiners of the
Faculty of Teacher Training and Education
University of Muhammadiyah Malang
and accepted as one of the requirements to achieve
Sarjana Degree in English Language Education
On April 20th 2026

Approved by:

Faculty of Teacher Training and Education
University of Muhammadiyah Malang
Dean






Prof. Dr. Moh. Mahfud Effendi, M.M

Examiners:

1. Dr. Santi Prastiyowati, S.Pd., M.Pd
2. Kharisma Naidi W, M.Pd.
3. Dr. Rina Wahyu Setyaningrum, S.Pd., M.Ed

Signatures:

1. 
2. 
3. 

AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, April 20th 2026

Researcher



Grizelda Audina Hidayat

MOTTOS AND DEDICATION

Motto

“Indeed, with hardship comes ease.”
(*Qur'an, Surah Al-Insyirah: 5–6*)

Dedication

This thesis is dedicated to:

1. My beloved parents, the late Eko Nurhidayat and Sriwidyastuti
2. Dr. Rina Wahyu Setyaningrum, S.Pd., M.Ed
3. My dearest sister, Anggie Praditawati Hidayat
4. My beloved Margono and Gunadi families
5. Everyone who has contributed to my growth

MIXED-REALITY FOR TEACHING ENGLISH TO YOUNG LEARNERS: PRE-SERVICE TEACHERS' EXPERIENCE IN USING GATHER.TOWN FOR TEACHING VOCABULARY

ABSTRACT

This study aims to explore how pre-service teachers (PSTs) in the English Young Learners (EYL) programs utilize mixed-reality technology, particularly the Gather.Town platform to teach vocabulary to elementary students in grades 1-6 attending a Kids English Camp at UMM. The research focuses on how virtual and interactive environments can connect digital and real-world learning experiences. Participants were students enrolled in the 2022 academic year or in their sixth semester in the English Language Education Department (ELED) of Universitas Muhammadiyah Malang who participated in the CoE EYL program in 2025. Data were collected using qualitative methods, including observation, field notes, video recordings, and in-depth interviews. The study examines PSTs perspectives on the use of Gather.Town for vocabulary teaching in terms of students' engagement, material development, instructional practices, and Gather.Town appropriateness for young learners. The results indicate that PSTs who were trained to use Gather.Town reported that the platform boosted students' motivation and engagement through game-based vocabulary activities such as scavenger hunts and guessing games. However, the findings also reveal challenges, including technical difficulties and young learners' familiarity with technology. Overall, the findings show that the Gather.Town platform has the potential to serve as a vocabulary instruction tool, but this potential must be strengthened through sufficient teacher training.

Keywords: *Gather.Town, Mixed-Reality, Pre-Service Teachers, Vocabulary, Young Learners*

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to Allah SWT for His endless blessings, strength, and patience that have enabled me to complete this thesis. Peace and salutations are also devoted to Prophet Muhammad SAW, who has been a guiding light and an inspiration in my life.

This thesis would not have been completed without the support and guidance of many individuals and institutions. Therefore, I would like to express my deepest gratitude and appreciation to:

- Dr. Rina Wahyu Setyaningrum, S.Pd., M.Ed, as my advisor, for her time, guidance, support, and kindness in completing this thesis.
- All lecturers of the English Language Education Department, University of Muhammadiyah Malang, for their knowledge, guidance, and valuable learning experiences.
- All my friends from the English Language Education Department, Class of 2022, for their support, help, and encouragement throughout my studies.

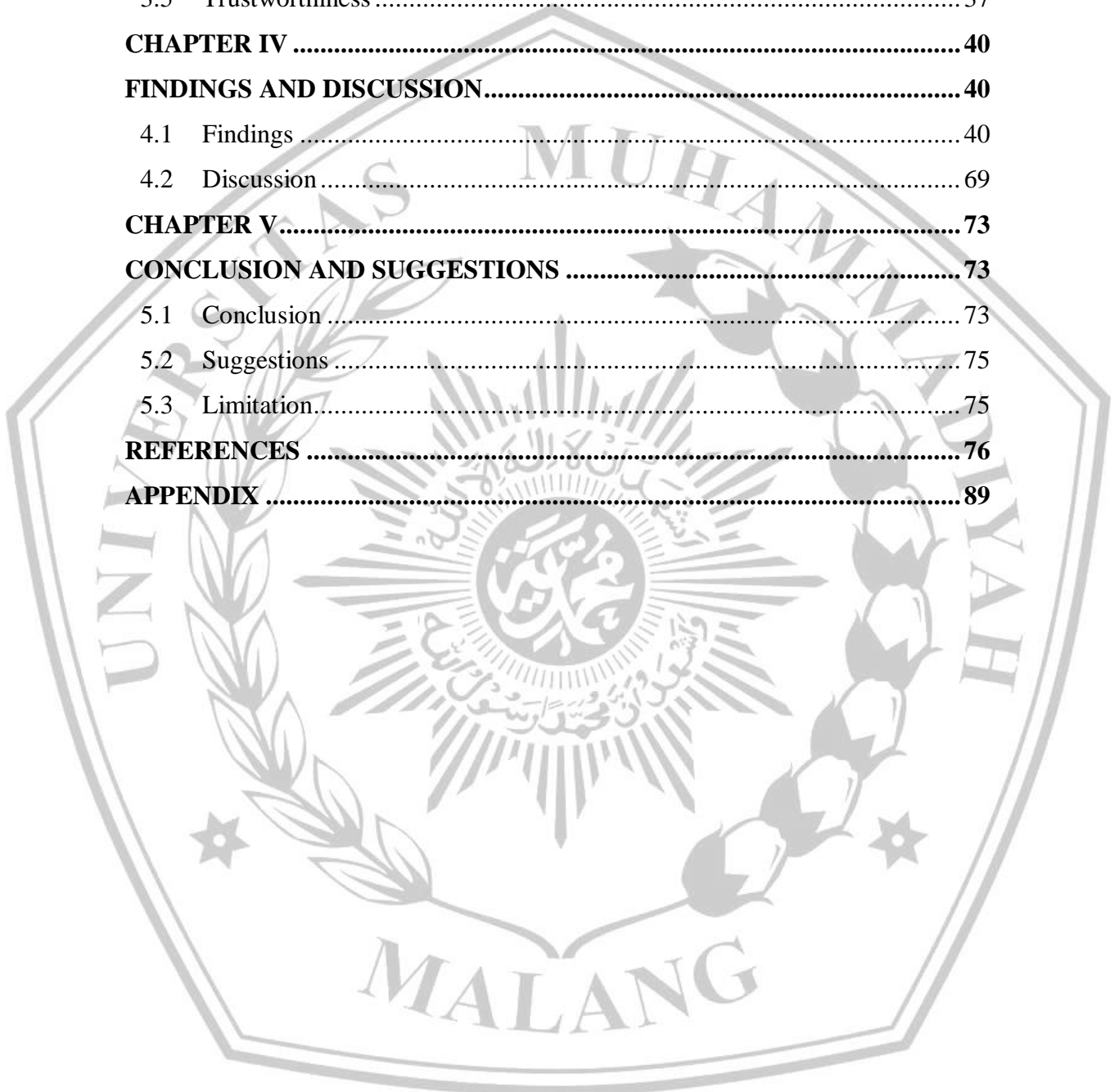
In addition to the academic support, my deepest gratitude and heartfelt appreciation to the following individuals for their invaluable personal support and encouragement:

- My beloved parents, the late Eko Nurhidayat and Sriwidayastuti, for their endless love, prayers, and sacrifices.
- My dearest sister, Anggie Praditawati Hidayat, for her constant support and encouragement.
- My beloved Margono and Gunadi families, for their love, care, and motivation.
- Everyone who has contributed to her personal and academic growth, for the strength and inspiration throughout this journey.

TABLE OF CONTENTS

APPROVAL PAGE	i
AUTHOR'S DECLARATION OF ORIGINALITY	ii
MOTTOS AND DEDICATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	viii
LIST OF APPENDICES	viii
CHAPTER I	1
INTRODUCTION	1
1.1 Background	1
1.2 Research Question	5
1.3 Research Objectives	5
1.4 Scope and Limitation	5
1.5 Significance of the Study	6
1.6 Definition of Key Terms	7
CHAPTER II	8
REVIEW OF RELATED LITERATURE	8
2.1 Teaching English to Young Learners	8
2.2 Characteristics of Young Learners and EYL Teachers	11
2.3 Teaching English to Young Learners in 21 st Century	15
2.4 Materials and Media for Teaching English to Young Learners	18
2.5 Utilizing Technology for Teaching Young Learners English Vocabulary	20
2.6 How to Integrate Gather.Town in Teaching Young Learners English Vocabulary	23
CHAPTER III	28
RESEARCH METHODOLOGY	28
3.1 Research Design	28

3.2	Research Settings and Participants.....	30
3.3	Research Instrument	31
3.4	Data Analysis	34
3.5	Trustworthiness	37
CHAPTER IV	.....	40
FINDINGS AND DISCUSSION	.....	40
4.1	Findings	40
4.2	Discussion	69
CHAPTER V	.....	73
CONCLUSION AND SUGGESTIONS	.....	73
5.1	Conclusion	73
5.2	Suggestions	75
5.3	Limitation.....	75
REFERENCES	.....	76
APPENDIX	.....	89



LIST OF TABLES

Table 3. 1 Demographic Characteristics of the Participants.....	31
--	-----------

LIST OF FIGURES

Figure 4. 1 PSTs Gather.Town Pre-Teaching Training	49
Figure 4. 2 Video Used for Teaching Animal Names and Spelling	53
Figure 4. 3 Spelling Exercise Activity	54
Figure 4. 4 PSTs in Class A Preparing Device Accounts Prior to the Lesson	56
Figure 4. 5 Class A Gather.Town Implementation	60
Figure 4. 6 Class B Gather.Town Implementation	63
Figure 4. 7 Students Listening to PSTs Explaining Hanami	64
Figure 4. 8 Scavenger Hunt Activity in Gather.Town	65
Figure 4. 9 Class A Engaging in Hands-on Craft Activity.....	67
Figure 4. 10 Class C Engaging in Hands-on Craft Activity.....	67
Figure 4. 11 Mixed-Reality - Gather.Town for teaching vocabulary in TEYL practicum.....	68

LIST OF APPENDICES

Appendix I. Interviews.....	89
Appendix II. Observation	116
Appendix III. Video Transcription	135
Appendix IV. Lesson Plan	145

REFERENCES

- Adisti, A. R., Yuliasri, I., Hartono, R., & Fitriati, S. W. (2023). Developing a model of English digital poster book for teaching English in Indonesia's early childhood education. *World Journal of English Language*, 13(3), 193–209. <https://doi.org/10.5430/wjel.v13n3p193>
- Aghni, L. A. (2022). Professionalism in teaching English for young learners. *Global Expert: Jurnal Bahasa Dan Sastra*, 10(1), 17–20. <https://doi.org/https://doi.org/10.36982/jge.v10i1.2176>
- Aini, N., Amalia, F., & Ningrum, A. S. B. (2022). Improving students' speaking skill using Hello English application as a medium of learning from home. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 730–745. <https://doi.org/10.24256/ideas.v10i1.2533>
- Akramy, S. A., Noori, A. Q., Orfan, S. N., & Hashemi, A. (2022). Effective techniques of teaching vocabulary in Afghan EFL classrooms. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1), 1–14. <https://doi.org/10.1186/s40862-022-00151-8>
- Alan, Ü. (2021). Distance education during the COVID-19 pandemic in Turkey: Identifying the needs of early childhood educators. *Early Childhood Education Journal*, 49(5), 987–994. <https://doi.org/10.1007/s10643-021-01197-y>
- Alhojailan, M. I. (2012). Thematic analysis: A critical review of its process and evaluation. *West East Journal of Social Sciences*, 1, 39–47. <https://www.westeastinstitute.com/journals/wp-content/uploads/2013/02/4-Mohammed-Ibrahim-Alhojailan-Full-Paper-Thematic-Analysis-A-Critical-Review-Of-Its-Process-And-Evaluation.pdf>
- Alshenqeeti, H. (2014). Interviewing as a data collection method: A critical review. *English Linguistics Research*, 3(1), 39–45. <https://doi.org/10.5430/elr.v3n1p39>
- Alzahrani, M. A., & Nor, F. M. (2022). Professional development and EFL teachers' practices in activating learners' acquisition of 21st century skills. *Problems of Education in the 21st Century*, 80(5), 652–678. <https://doi.org/10.33225/pec/22.80.652>

- Amelia, P., Rukmini, D., Mujiyanto, J., Anggani, D., & Bharati, L. (2020). The development of English teachers' TPACK: The case of teaching English to young learners in primary schools. *International Journal of Advanced Science and Technology*, 29(4), 2948–2957.
https://www.academia.edu/download/63621909/23472-Article_Text-35484-1-10-2020061320200614-52840-6nabr3.pdf
- Angraeni, A., & Yusuf, F. N. (2022). Psychologically ready? Cases of EFL elementary school teachers' readiness to teach English in Indonesia. *Mimbar Sekolah Dasar*, 9(2), 352–366.
<https://doi.org/10.53400/mimbar-sd.v9i2.49815>
- Anjarini, T. P., Nirmala, D., & Kepirianto, C. (2020). The debate upon acquiring bilingualism brings excessive advantages or burdensome to young learners. *CULTURALISTICS: Journal of Cultural, Literary, and Linguistic Studies*, 4(1), 27–32.
<http://ejournal.undip.ac.id/index.php/culturalistics>
- Ardiana, K. F., & Sari, V. D. A. (2025). Technology-integration strategies for accommodating learning style differences in young learners' English-speaking class. *Journal of English in Academic and Professional Communication JEAPCO*, 11(1).
<https://doi.org/10.25047/jeapco.v11i1.5786>
- Atmowardoyo, H., Makassar, U. N., Weda, S., & Sakkir, G. (2021). Learning strategies in English skills used by good language learners in millennial era: A positive case study in Universitas Negeri Makassar. *ELT Worldwide*, 8(1), 28.
<https://pdfs.semanticscholar.org/b0e2/1030440ae16b1ba1b61cc272ea330fa750ce.pdf>
- Avdiu, E., Bekteshi, E., & Gollopeni, B. (2025). Learning skills for the future – implementing the 21st-century learning. *Multidisciplinary Science Journal*, 7(1). <https://doi.org/10.31893/multiscience.2025011>
- Beribe, M. F. (2023). The impact of globalization on content and subjects in the curriculum in Madrasah Ibtidaiyah: Challenges and opportunities. *At-Tasyrih: Jurnal Pendidikan Dan Hukum Islam*, 9(1), 54–68.
<https://doi.org/10.55849/attasyrih.v9i1.157>
- Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2019). Thematic analysis. In *Handbook of Research Methods in Health Social Sciences* (pp. 843–

860). Springer Singapore. https://doi.org/10.1007/978-981-10-5251-4_103

Çakır, A., & Güngör, M. N. (2017). Pre-service teachers' evaluations of practices in teaching English to young learners in terms of 21st century teacher qualifications. *Journal of Language and Linguistic Studies*, 13(1), 244–259. www.jlls.org

Caulfield, J. (2019, September 6). *How to do thematic analysis*. Scribbr. <https://www.scribbr.com/methodology/thematic-analysis/>

Chen, S., Zhao, J., de Ruiter, L., Zhou, J., & Huang, J. (2020). A burden or a boost: The impact of early childhood English learning experience on lower elementary English and Chinese achievement. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1212–1229. <https://doi.org/10.1080/13670050.2020.1749230>

Connelly, L. M. (2016). Trustworthiness in qualitative research. *MEDSURG Nursing*, 25(6), 435. <https://search.proquest.com/openview/44ffecf38cc6b67451f32f6f96a40c78/1?pq-origsite=gscholar&cbl=30764>

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). SAGE Publications.

Díaz, C., Alarcón Hernandez, P., & Ortiz Navarrete, M. (2015). A case study on EFL teachers' beliefs about the teaching and learning of English in public education. *Porta Linguarum*, 23, 171–186. <https://digibug.ugr.es/handle/10481/53765>

Donkoh, S., & Mensah, J. (2023). Application of triangulation in qualitative research. *Journal of Applied Biotechnology & Bioengineering*, 10(1), 6–9. <https://doi.org/10.15406/jabb.2023.10.00319>

Fauzi, I. (2022). Improving vocabulary through implementing song and game-based learning strategy of English for young learners. *Yavana Bhasha: Journal of English Language Education*, 5(1), 22–33. <https://doi.org/10.25078/yb.v5i1.728>

Fauziningrum, E., Sari, M. N., Rahmani, S. F., Riztya, R., Syafruni, & Purba, P. M. (2023). Strategies used by English teachers in teaching vocabulary. *Journal on Education*, 06(01), 674–679. <https://doi.org/https://doi.org/10.31004/joe.v6i1.2981>

- Fidyaningrum, S. A., Dewayanti, S. A., & Authar, N. (2021). Improving young learners' vocabulary mastery through game-based learning using "MOFIN Mystery Box." *Child Education Journal*, 3(2), 129–136. <https://doi.org/10.33086/cej.v3i2.2433>
- Fitria, T. N. (2021). Creating sensation of learning in classroom: Using "Gather Town" platform video game-style for virtual classroom. *Education and Human Development Journal*, 6(2), 30–43. <https://doi.org/10.33086/ehdj.v6i2>
- Gerring, J. (2007). *Case study research: Principles and practices*. Cambridge University Press.
- Gerring, J. (2017). Qualitative methods. *Annual Review of Political Science*, 20, 15–36. <https://doi.org/10.1146/annurev-polisci-092415>
- González-Pérez, L. I., & Ramírez-Montoya, M. S. (2022). Components of Education 4.0 in 21st century skills frameworks: Systematic review. *Sustainability*, 14(3). <https://doi.org/10.3390/su14031493>
- Ha, M.-J. (2024). Exploring metaverse-blended learning in an English presentation class: Student perceptions. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 25(2), 130–151. <https://callej.org/index.php/journal/article/view/446>
- Hadisantosa, N. (2010). Learning through English: Policies, challenges and prospects: Insights from East Asia. In *Learning through English*. British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/publication_1_-_learning_through_english.pdf#page=25
- Harmer, J. (2007). *The practice of English language teaching* (3rd ed.). Longman.
- Hastuti, Ambiyar, Jalinus, N., Syahril, & Syah, N. (2023). *Project-based learning to enhance creativity and learning outcomes* (pp. 67–73). https://doi.org/10.2991/978-2-38476-050-3_8
- Hirschman, K., & Wood, B. E. (2018). 21st century learners: Changing conceptions of knowledge, learning and the child. *New Zealand Annual Review of Education*, 23, 20–35. <https://doi.org/https://doi.org/10.26686/nzaroe.v23.5308>
- Hussein, A. (2009). The use of triangulation in social sciences research: Can qualitative and quantitative methods be combined? *Journal of*

Comparative Social Work, (1), 1–12.

<https://doi.org/https://doi.org/10.31265/jcsw.v4i1.48>

Hwang, Y., Shin, D., & Lee, H. (2023). Students' perception on immersive learning through 2D and 3D metaverse platforms. *Educational Technology Research and Development*, 71(4), 1687–1708.
<https://doi.org/10.1007/s11423-023-10238-9>

Jabulisile, N., & Sphelele, Z. (2023). Teaching strategies to engage learners in active learning in business studies. *International Journal of Innovative Technologies in Social Science*, (3(39)).
https://doi.org/10.31435/rsglobal_ijitss/30092023/8062

Jamalai, M., & Krish, P. (2023). Augmenting communicative and collaborative skills in an ESP online group project. *E-Bangi Journal of Social Science and Humanities*, 20(1), 177–186.
<https://doi.org/10.17576/ebangi.2023.2001.15>

Jason, L. A., & Glenwick, D. S. (2016). *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods*. Oxford University Press.

Khulel, B. (2021). Teaching English for young learners in rustic area: Teachers' challenges. *Lingua Jurnal Pendidikan Bahasa*, 17(2), 115–130. https://www.researchgate.net/profile/Buyun-Khulel/publication/366259506_TEACHING_ENGLISH_FOR_YOUNG_LEARNERS_IN_RURAL_AREA_TEACHERS'_CHALLENGES/links/64827e472cad460a1bfe450e/TEACHING-ENGLISH-FOR-YOUNG-LEARNERS-IN-RURAL-AREA-TEACHERS-CHALLENGES.pdf

Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124.
<https://doi.org/10.1080/13814788.2017.1375092>

Krishan, I. A., Ching, H. S., Ramalingam, S., Maruthai, E., Kandasamy, P., Mello, G. De, Munian, S., & Ling, W. W. (2020). Challenges of learning English in 21st century: Online vs. traditional during COVID-19. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(9), 1–15. <https://doi.org/10.47405/mjssh.v5i9.494>

- Kuchah, H. K. (2013). *Context-appropriate ELT pedagogy: An investigation in Cameroonian primary schools* [University of Warwick].
<https://wrap.warwick.ac.uk/58585/>
- Kumar, A., & Sharma, A. (2023). Observation method: A review study. *Library Philosophy and Practice*, 1–14.
<https://digitalcommons.unl.edu/libphilprac>
- Kustati, M., Yusuf, Y. Q., Hallen, Al-Azmi, H., & Sermal. (2020). EFL teachers' attitudes towards language learners: A case of multicultural classrooms. *International Journal of Instruction*, 13(1), 353–370.
<https://doi.org/10.29333/iji.2020.13124a>
- Kuswendi, U., & Setiyadi, R. (2024). The effectiveness of Gather Town ICT media on the interpersonal skills of elementary school students. *Primaryedu: Journal of Elementary Education*, 8(1), 29–37. <https://e-journal.stkipsiliwangi.ac.id/index.php/primaryedu/>
- Laila, F. N., Adityarini, H., & Maryadi, M. (2023). Challenges and strategies in teaching English speaking skills to young learners: Perspectives of teachers in Indonesia. *VELES (Voices of English Language Education Society)*, 7(3), 542–556. <https://doi.org/10.29408/veles.v7i3.24030>
- Laloan, T. A. (2022). Improving young learners vocabulary by using digital technology. *JELTEC: Journal of English Language Teaching, Literature and Culture*, 1, 39–45.
<https://pdfs.semanticscholar.org/10ac/49869a9c509dd870d76b33ae489b1d7daeff.pdf>
- Leah, M., & Sikhangezile, N. (2024). Exploring the relationship between critical thinking and Shona culture during teaching and learning of young learners (3–8) year olds. *INTERNATIONAL JOURNAL OF LATEST TECHNOLOGY IN ENGINEERING, MANAGEMENT & APPLIED SCIENCE (IJLTEMAS)*, XIII.
<https://doi.org/10.51583/IJLTEMAS>
- Lee, S. M., & Kim, S. Y. (2025). Preservice teachers' learning by design through space construction in the metaverse. *British Journal of Educational Technology*, 208–230. <https://doi.org/10.1111/bjet.13493>
- Lee, Y., Jung, J. H., Kim, H., Jung, M., & Lee, S. S. (2023). Comparative case study of teamwork on Zoom and Gather.Town. *Sustainability (Switzerland)*, 15(2), 1–19. <https://doi.org/10.3390/su15021629>

- Lengkawati, S. N. (2016). Language learner autonomy: Teachers' beliefs and practices in Asian contexts. In *Language learner autonomy: Teachers' beliefs and practices in Asian contexts*. IDP Education (Cambodia).
https://doi.org/10.5746/leia/la_asia
- Lesia, E. S., & Petrus, I. (2021). Teaching English for young learners in elementary school: Perceptions and strategies. *International Journal of Elementary Education*, 6(1), 142–148. <https://doi.org/10.23887/ijee.v6i1>
- Lestiono, R. (2023). *From rationale to finale: Redesigning "English speaking for informal interaction" instructional activities and material development* (pp. 569–583). https://doi.org/10.2991/978-2-38476-054-1_49
- Lestiono, R., & Lee, S. M. (2024). Virtual reality exposure therapy for reducing students' public speaking anxiety: A systematic review. *JALT CALL Journal*, 20(2), 1–24.
<https://doi.org/10.29140/jaltcall.v20n2.1515>
- Liu, S., Reynolds, B. L., Thomas, N., & Soyoof, A. (2024). The use of digital technologies to develop young children's language and literacy skills: A systematic review. *SAGE Open*, 14(1).
<https://doi.org/10.1177/21582440241230850>
- Ly, C. K. (2024). Teachers' roles on English language teaching for promoting learner-centered language learning: A theoretical review. *International Journal of TESOL & Education*, 4(2), 78–98.
<https://doi.org/10.54855/ijte.24425>
- Mandaria, R. N., Karani, E., & Bungai, J. J. (2022). Teachers' perception towards local content-based English materials of speaking skill for young learners. *Journal of English Language Teaching, Linguistics, and Literature*, 2(1), 72–82. <https://e-journal.upr.ac.id/index.php/ebony/homepage-about>
- Marinić, I., & Moritz, I. (2024). *Teaching speaking to young learners of English as a foreign language*. Fakultet za odgojne i obrazovne znanosti Sveučilišta Josipa Jurja Strossmayera u Osijeku.
<https://urn.nsk.hr/urn:nbn:hr:141:871191>
- Maya, L., & Halim, M. L. Al. (2021). The effectiveness of digital storytelling for young learners' vocabulary mastery. *KARANGAN: Jurnal Kependidikan, Pembelajaran, Dan Pengembangan*, 3(02), 67–72.
<https://doi.org/https://doi.org/10.55273/karangan.v3i2.93>

- Mcclure, C. D., & Williams, P. N. (2021). Case studies Gather.town: An opportunity for self-paced learning in a synchronous, distance-learning environment. *Compass: Journal of Learning and Teaching*, 14(2), 1–19. https://www.researchgate.net/profile/Colin-Mcclure-3/publication/353223799_Gathertown_An_opportunity_for_self-paced_learning_in_a_synchronous_distance-learning_environment/links/60f82c692bf3553b2902798e/Gathertown-An-opportunity-for-self-paced-learning-in-a-synchronous-distance-learning-environment.pdf?origin=journalDetail&_tp=eyJwYWdlIjoiam91cm5hbERldGFpbCJ9
- Meisani, D. R. (2022). Conditions for teaching English to young learners: Indonesian teachers' perspectives. *English Language Teaching Educational Journal*, 5(2), 119–128. <https://doi.org/10.12928/eltej.v5i2.4989>
- Musiman, Sutopo, A., Ali, R. M., Aditama, M. G., Wiguna, A., & Syafiq, A. (2020). EYL in Indonesia: Implementations, problems, and hallenges. *Proceedings of the 5th Progressive and Fun Education International Conference (PFEIC 2020)*, 105–113. <https://doi.org/10.2991/assehr.k.201015.017>
- Mutiah, S. D., Nakhriyah, M., HR, N. H., Hidayat, D. N., & Hamid, F. (2020). The readiness of teaching English to young learners in Indonesia. *Jurnal Basicedu*, 4(4), 1370–1387. <https://doi.org/10.31004/basicedu.v4i4.541>
- Noh, S. C., & Karim, A. M. A. (2021). Design thinking mindset to enhance Education 4.0 competitiveness in Malaysia. *International Journal of Evaluation and Research in Education*, 10(2), 494–501. <https://doi.org/10.11591/ijere.v10i2.20988>
- Nugroho, B. S., Nafasya, F. D., Nurshanya, N., & Awaliyah, S. H. (2021). The implementation of Hellotalk application in teaching vocabulary to young learners. *1st International Conference on Educational of Suryakencana 2021*, 287–292. https://www.researchgate.net/profile/Librilianti-Kurnia-Yuki/publication/353514447_PUBLIKASI_PROCEEDING_iCONNECT2021_rev_27_Feb_21_1/links/610125172bf3553b29175dd5/PUBLIKASI-PROCEEDING-iCONNECT2021-rev-27-Feb-21-1.pdf#page=298

- Obera, J. A., Ugboja, A., & Sunday, E. (2023). Revamping strategies for teaching English language to meet the challenges of 21st centuries classroom in Nigeria. *American Journal of Literature Studies*, 2(1), 42–51. www.ajpojournals.org
- Ogegbo, A. A., & Aina, A. (2020). Early childhood development teachers' perceptions on the use of technology in teaching young children. *South African Journal of Childhood Education*, 1–10. <https://doi.org/https://doi.org/10.4102/sajce.v10i1.880>
- Paterson, B. L., Bottorff, J. L., & Hewat, R. (2003). Blending observational methods: Possibilities, strategies, and challenges. *International Journal of Qualitative Methods*, 29–38. <https://doi.org/https://doi.org/10.1177/160940690300200103>
- Pradini, P. C., & Adnyayanti, N. L. P. E. (2022). Teaching English vocabulary to young learners with Wordwall application: An experimental study. *Journal of Educational Study*, 2(2), 187–196. <https://doi.org/10.36663/joes.v2i2.351>
- Pradnyana, G. T., Santosa, M. H., & Saputra, I. N. P. H. (2022). Teacher's and young learners' needs in English teaching and learning environment. *The Art of Teaching English as a Foreign Language*, 3(2), 111–117. <https://doi.org/10.36663/tatefl.v3i2.280>
- Priyantoro, I. A. Z., & Wahyuna, Y. T. (2022). Feedback using Gather.Town to build student's learning motivation in pandemic. *JURNAL PENDIDIKAN DAN KONSELING*, 4, 3048–3051.
- Raudyatzahra, R. (2023). Teacher readiness in implementing children's literature to enhance English language learning in young learners' classrooms. *International Journal of Multicultural and Multireligious Understanding*, 10(12), 226. <https://doi.org/10.18415/ijmmu.v10i12.5183>
- Respati, T. K., Wicaksono, B. H., & Widodo, E. (2024). The use of digital English textbooks: A study on comprehension and production abilities among young learners. *JOLLT Journal of Languages and Language Teaching*, 12(2), 833. <https://doi.org/https://doi.org/10.33394/jollt.v12i2.10689>
- Şahin, H., & Han, T. (2020). EFL teachers' attitude towards 21st century skills: A mixed-methods study. In *The Reading Matrix: An*

International Online Journal (Vol. 20, Number 2).
<https://www.readingmatrix.com/files/23-3jspj75s.pdf>

Salim, H., & Hanif, M. (2021). English teaching reconstruction at Indonesian elementary schools: Students' point of view. *International Journal of Education and Practice*, 9(1), 49–62.
<https://doi.org/10.18488/journal.61.2021.91.49.62>

Sánchez-Cruzado, C., Santiago Campión, R., & Sánchez-Compañía, M. T. (2021). Teacher digital literacy: The indisputable challenge after COVID-19. *Sustainability (Switzerland)*, 13(4), 1–29.
<https://doi.org/10.3390/su13041858>

Santosa, M. H., Senawati, J., & Dang, T. T. (2022). ICT integration in English foreign language class: Teacher's voice in perceptions and barriers. *Pedagogy : Journal of English Language Teaching*, 10(2), 183.
<https://doi.org/10.32332/joelt.v10i2.5168>

Setiawan, M. D., & Firdaus, R. Al. (2025). Developing audio-visual materials to teach vocabulary to young learners. *Khalifah : Jurnal Pendidikan Nusantara*, 2(2), 62–71.
<https://doi.org/10.62523/khalifah.v2i2.63>

Setiyadi, R., Kuswendi, U., & Firdaus, A. R. (2024). Enhancing primary school students' moral values analysis skills through Gather Town-based learning media: A folk story approach. *Primaryedu: Journal of Elementary Education*, 8(1), 107–115. <https://e-journal.stkipsiliwangi.ac.id/index.php/primaryedu/>

Setyaningrum, R. W., Purwati, O., & Sabgini, K. N. W. (2022). Exploring pre-service teachers of English for young learners experience: Innovations during their teaching practicum. *JEES (Journal of English Educators Society)*, 7(1). <https://doi.org/10.21070/jees.v7i1.1645>

Sinambela, E., Siregar, R., & Pakpahan, C. (2023). Improving students' ability in using English with a simple translation: A case on elementary school level. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(3), 3267–3278. <https://doi.org/10.31004/obsesi.v7i3.4647>

Singh, G. K. S., & Nagarajah, G. D. (2024). Parents' involvement in young children's English language education post pandemic. *International Journal of Academic Research in Progressive Education and Development*, 13(1). <https://doi.org/10.6007/ijarped/v13-i1/18600>

- Sitorus, S. L. (2021). Qualitative method (case study research). *JOCE IP*, 15(1), 20–29. <https://doi.org/https://doi.org/10.58217/joce-ip.v15i1.224>
- Spolsky, B. (1989). *Conditions for second language learning: Introduction to a general theory*. Oxford University Press.
- Sumiati, A., Lustyantje, N., & Iskandar, I. (2020). Integrating 21st century skills into translating classroom: A brief perspective on its syllabus. *IJLECR - INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION AND CULTURE REVIEW*, 6(2), 87–96. <https://doi.org/10.21009/ijlecr.062.11>
- Szabo, Z. K., Körtesi, P., Guncaga, J., Szabo, D., & Neag, R. (2020). Examples of problem-solving strategies in mathematics education supporting the sustainability of 21st-century skills. *Sustainability (Switzerland)*, 12(23), 1–28. <https://doi.org/10.3390/su122310113>
- Taghizadeh, M., & Hasani, Z. Y. (2020). Integrating technology into young learners' classes: Language teachers' perceptions. *Computer Assisted Language Learning*, 33(8), 982–1006. <https://doi.org/10.1080/09588221.2019.1618876>
- Tanjaya, H., & Utami Tjhin, V. (2023). Metaverse: New ways students will interact in future learning. *Journal of Theoretical and Applied Information Technology*, 15(11), 4334–4345. <https://www.jatit.org/volumes/Vol101No11/18Vol101No11.pdf>
- Tarigan, E. T. G. (2021). Impact of school from home in teaching and learning English for young learners. *Journal of Educational Study*, 1(3), 101–109. <https://doi.org/10.36663/joes.v1i3.165>
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837–851. <https://doi.org/10.1177/1077800410383121>
- Tyson, M. (2021). Impact of augmented reality on vocabulary acquisition and retention. *Issues and Trends in Learning Technologies*, 9, 3–26. <https://eric.ed.gov/?id=EJ1444185>
- van den Broek, G. S. E., Takashima, A., Segers, E., & Verhoeven, L. (2018). Contextual richness and word learning: Context enhances comprehension but retrieval enhances retention. *Language Learning*, 68(2), 546–585. <https://doi.org/10.1111/lang.12285>

- Varghese, J., & Mohamedunni Alias Musthafa, M. N. (2021). Why the optimism misses? An analysis on the gaps and lags of teachers' perceptions of 21st century skills. *Shanlax International Journal of Education*, 10(1), 68–75. <https://doi.org/10.34293/education.v10i1.4322>
- Wang, X. (2023). A study of early childhood teachers' professional development and teaching effectiveness enhancement from the perspective of educational psychology. *Contemporary Education and Teaching Research*, 4(8), 355–359. <https://doi.org/10.61360/bonicetr232014330806>
- Widodo, H. P. (2005). Teaching children using a total physical response (TPR) method: Rethinking. *BAHASA DAN SENI*, (2), 235–248. <https://www.academia.edu/download/40232582/Teaching-Children-Using-a-Total-Physical-Response-TPR-Method-Rethinking-Handoyo-Puji-Widodo.pdf>
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language*, 3(1), 101–107. https://www.academia.edu/download/34269037/Interview_Data_Transcription_2014.pdf
- Wijayanti, M. A., Nurwinanda, K., & Fatah, A. (2025). Teacher readiness in teaching English for young learners among Indonesian preservice primary teachers. *Journal of English Language Studies*, 119–131. <https://jurnal.untirta.ac.id/index.php/JELS>
- Winola, T. (2021). The application of instructional media in teaching English to young learners. *PROJECT (Professional Journal of English Education)*, 4(4), 581–587. <https://scholar.archive.org/work/7pnoepb5dctnx6krzv7cmf4y/access/wayback/https://journal.ikipsiliwangi.ac.id/index.php/project/article/download/4290/pdf>
- Wiraatmaja, T., Nidya Wardani, A., & Naidi Warnanda, K. S. (2021). Implementing bilingual story-telling picture book to reinforce character education for pre-schoolers in English extracurricular activity. *PROJECT (Professional Journal of English Education)*, 4(3), 504–512. <https://doi.org/https://doi.org/10.22460/project.v4i3.p504-512>

- Zamzami, M. R. A., & Zamzami, M. A. (2023). Designing teaching activity. *Pioneer: Journal of Language and Literature*, 15(1), 102. <https://doi.org/10.36841/pioneer.v15i1.2849>
- Zein, M. S. (2015). Preparing elementary English teachers: Innovations at pre-service level. *Australian Journal of Teacher Education*, 40(6), 104–120. <https://doi.org/10.14221/ajte.2015v40n6.6>
- Zein, M. S. (2017). Elementary English education in Indonesia: Policy developments, current practices, and future prospects. *English Today*, 33(1), 53–59. <https://doi.org/10.1017/S0266078416000407>
- Zhang, Z. (2024). The combination of gamification teaching and technology. *Communications in Humanities Research*, 63(1), 71–76. <https://doi.org/10.54254/2753-7064/63/20242592>
- Zhao, F., Li, M., & Feng, C. (2024). A statistical study of English teaching methods incorporating children's memory characteristics. *Applied Mathematics and Nonlinear Sciences*, 9(1). <https://doi.org/10.2478/amns.2023.2.01654>
- Zhao, X., & McClure, C. D. (2024). Gather.Town: A gamification tool to promote engagement and establish online learning communities for language learners. *RELC Journal*, 55(1), 240–245. <https://doi.org/10.1177/00336882221097216>

LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

*Nama : Grizelda Audina Hidayat

*NIM : 202210100311052

Telah melakukan uji kesamaan Karya Ilmiah dalam bentuk Tugas Akhir (Skripsi) dengan hasil sebagai berikut:

Bagian Skripsi (CHAPTER)	Prosentase Hasil Kesamaan
CHAPTER I Introduction	7%
CHAPTER II Review of Related Literature	3%
CHAPTER III Research Method	9%
CHAPTER IV Findings and Discussion	0%
CHAPTER V Conclusion and Suggestions	0%

Berdasarkan prosentase hasil uji kesamaan, dapat disimpulkan bahwa hasil deteksi plagiasi telah memenuhi syarat dan ketentuan yang telah diatur pada Peraturan Rektor No. 2 Tahun 2017.

Malang, 4 April 2026

Koordinator Plagiasi Prodi,



PRODI
PENDIDIKAN BAHASA INGGRIS

Prihadi Dwi Nureahyanto, M.Pd

Visi: Menjadi Prodi yang terkemuka di tingkat internasional dalam penyelenggaraan Pendidikan Bahasa Inggris berdasarkan nilai-nilai keprofesionalan dan ke-Islaman.