

**IMPLEMENTING GAME-BASED LEARNING IN ENGLISH
LANGUAGE TEACHING AT SMP ISLAM AL-IKHLAS
KARASAN MAGETAN**

THESIS



By:

**Annisa Putri Pramesty
NIM. 204200059**

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2025

**IMPLEMENTING GAME-BASED LEARNING IN ENGLISH
LANGUAGE TEACHING AT SMP ISLAM AL-IKHLAS
KARASAN MAGETAN**

THESIS

Presented to State Islamic Institute of Ponorogo in Partial
Fulfillment of the Requirement for the Degree of *Sarjana* in
English Language Teaching Department



By:

**Annisa Putri Pramesty
NIM. 204200059**

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2025



APPROVAL SHEET

This is to certify that *Sarjana*'s thesis of:

Name : Annisa Putri Pramesty
Student Number : 204200059
Faculty : Education and Teacher Training
Department : English Language Teaching
Title : Implementing Game-Based Learning in English
Language Teaching at SMP Islam Al-Ikhlas Karasan
Magetan

has been approved by the advisor and recommended for thesis examination.

Ponorogo, May 16th 2025
Acknowledged by

Advisor

Head of English Language Teaching Department
Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo

Fenty Andriani M.Pd.
NIP. 198702012018012001




Dr. Dhinuk Puspita Kirana, M.Pd
NIP. 198303272011012007



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO**

RATIFICATION

This is to certify that Sarjana's thesis of:

Name : Annisa Putri Pramesty
Student Number : 204200059
Department : English Language Teaching
Faculty : Tarbiyah and Teacher Training
Title : Implementing Game-Based Learning in English
Language Teaching at SMP Islam Al-Ikhlas
Karasan Magetan

has been approved by the board of examiners on:

Day : Friday
Date : June 20th, 2025

and has been accepted as the requirement for the degree the *Sarjana Pendidikan* on:

Day : Tuesday
Date : June 25th, 2025

Ponorogo, June 25th 2025

Ratified by
Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



Prof. Dr. Mukhibat, M.Ag.
NIP. 197311062006041017

Board of Examiners:

1. Chairman : Dr. Pryla Rochmahwati, M. Pd
2. Examiner I : Winantu K.S.A, M. Hum
3. Examiner II : Fenty Andriani, M. Pd

LEMBAR PERSETUJUAN PUBLIKASI

Saya yang bertanda tangan di bawah ini:

Nama : Annisa Putri Pramesty
NIM : 204200059
Fakultas : Tarbiyah & Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/Tesis : Implementing Game-Based Learning in English Language
Teaching at SMP Islam Al - Ikhlas Karasan Magetan

Menyatakan bahwa naskah skripsi telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya, saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di etheses.iainponorogo.ac.id. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan dari saya agar dapat dipergunakan semestinya.

Ponorogo, 30 Juni 2025
Penulis,



Annisa Putri Pramesty
204200059

P O N O R O G O

LETTER OF AUTHENTICITY

I, the undersigned:

Name : Annisa Putri Pramesty
Student ID number : 204200059
Major : English Language Teaching
Faculty : Faculty of Tarbiyah and Teacher Training
Institution : State Islamic Institute of Ponorogo
Title of the thesis : Implementing Game-Based Learning in English
Language Teaching at SMP Islam Al-Ikhlas Karasan
Magetan

I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and origin of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, May 16th 2025
Sincerely,


Annisa Putri Pramesty

ABSTRACT

Pramesty, Annisa Putri . 2025. *Implementing Game-Based Learning in English Language Teaching at SMP Islam Al-Ikhlash Karasan Magetan*. Sarjana's Thesis, English Language Teaching, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Fenty Andriani, M. Pd.

Keywords : *Game-Based Learning, English Language Teaching, Students' perceived*

English learning in junior high schools is often faced with challenges in creating an interesting and motivating learning environment for students. Traditional learning methods are sometimes less effective in fostering students' interest and active participation, which has the potential to hinder the achievement of language competence. *Game-Based Learning* (GBL) has emerged as a promising innovative approach to increase student engagement through the use of game elements in the learning process.

This study aims to explain: 1) The implementation of Game-Based Learning strategies in English learning. 2) Types of games used in English teaching and games that support language learning. 3) Students' perceptions of the use of Game-Based Learning strategies in English learning.

This research employed a qualitative approach with a case study design. Data were collected through classroom observations, interview with the English teacher and students, and documentation of teaching materials and learning activities. The participants of this study include an English teacher and students of class VIII at SMP Islam Al-Ikhlash Karasan Magetan. The data analysis involved data condensation, data display, and drawing conclusions following Miles and Huberman's model.

From this study it can be concluded that: 1) The implementation of Game-Based Learning for Act and Guess, the teacher began with preparation by selecting vocabulary related to the topic. Then, students were divided into groups. Each student took turns to act out a word silently, while others guessed the word using expressions like "I think..." or "In my opinion...". Points were awarded for correct answers, and roles rotated. For Spin and Describe, the teacher prepared a spinner filled with images related to daily activities. Students took turns spinning it, describing the result using English sentences, and expressing their opinions. Their classmates could ask questions or give responses. The teacher provided feedback after each turn. These steps reflected the theoretical stages of Game-Based Learning: preparation, interaction, and feedback, all supporting students' speaking and critical thinking skills. 2) The types of games applied are Act and Guess and Spin and Describe. These games have proven to be effective in training various aspects of language such as vocabulary, understanding instructions, pronunciation, word structure, and spontaneous language skills. Adaptive classroom management of teachers and positive student responses indicate that the integration of relevant games is a valuable strategy in teaching English. 3) Students' perceptions of Game-Based Learning are very positive, as shown by increased engagement, enthusiasm, and motivation to learn.

CHAPTER I

INTRODUCTION

A. Background of the Study

In the era of increasingly rapid globalization, English plays a very important role and cannot be ignored. ¹English language skills are not only an important capital in international communication, but also open access to science, technology, and wider career opportunities. ²Thus, teaching English at the Junior High School (SMP) level carries a great responsibility in preparing the young generation of Indonesia to face challenges and seize opportunities in the international arena.

The main task of teaching English in junior high school is to equip students with comprehensive and language adaptive skills. ³These abilities are not only limited to understanding grammar and mastering vocabulary, but also include the ability to understand, interpret, and convey ideas effectively in various contexts. Furthermore, teaching English also plays a role in fostering critical thinking skills and cross-cultural understanding, which are essential competencies in living in the connected 21st century.

Although English is taught as a compulsory subject from elementary to high school, the reality in the field shows that students' mastery of English at various levels is still not optimal. ⁴Various factors are suspected to be the cause of this condition, including teaching methods

¹ Rian Sri Rahayu, "Literature Study: The Role of English for Business and Marketing Purposes," *Competitive Marketing Management* 1, no. 4 (2018): 150.

²Crystal, D, *English as a global language* (Cambridge: University Press, 2003). 11.

³ Nurhayati, "Language and Literature Learning Innovation: Utilization of Digital Applications that Prioritize Ethics," *Sandibasa II* 2, no. 1 (2024): 12.

⁴ Gee, J. P, *What video games have to teach us about learning and literacy* (Palgrave : Macmillan, 2003). 30.

that are less innovative and tend to be monotonous. Conventional learning methods are often less able to motivate students and create an interesting learning atmosphere, so they have the potential to hinder the process of absorbing lesson materials.⁵ As a result, students may feel bored, less actively involved in learning, and have difficulty in developing comprehensive English language skills.

English teaching methods that are still dominated by traditional approaches are often less able to accommodate the diversity of students' learning needs.⁶ This can result in low levels of student involvement in the learning process, a lack of in-depth understanding of the material, and difficulty in developing holistic language skills. Therefore, innovation is needed in teaching strategies that can answer these challenges.

Recognizing this challenge, various innovations in English learning strategies continue to be developed. One approach that attracts attention is the use of games in the learning process. *Game-based learning* (GBL) is believed to have great potential in increasing student learning motivation, encouraging active participation, and creating a more enjoyable and meaningful learning experience.⁷ Elements in the game, such as challenges, competitions, collaboration, and instant feedback, can stimulate students' interest and help them learn unconsciously.⁸

⁵Huda, M, *Cooperative learning: Methods, techniques, structures, and models of implementation* (Yogyakarta: Student Library, 2011). 30.

⁶ Natasya Azzahra and Mega Febriani Sya, "Review of English Language Learning Methods: Traditional and Innovative Approaches," *Karimah Tauhid* 3 (2024): 5673.

⁷Prensky, M, *Digital game-based learning* (McGraw-Hill: 2001). 1.

⁸Putra, YM, & Febriyanto, R. Analysis of English learning difficulties of junior high school students. *Journal of Education and Learning* , 29 (1), (2020). 1-10.

Previous research, namely "Game-Based English Learning for Early Childhood: Literature Review" has shown the positive impact of using games in English learning, including improving vocabulary, grammar comprehension, speaking skills, and learning motivation.⁹ However, the implementation of innovative game-based learning strategies requires a deep understanding of how this approach is applied in a specific educational context, including student characteristics, curriculum, and facilities available in schools.

SMP Islam Al-Ikhlâs Karasan Magetan as one of the educational institutions at the Junior High School level also strives to improve the quality of English learning. In this context, it is important to explore how innovative learning strategies, especially game-based ones, can be implemented effectively to improve student learning outcomes and motivation in English subjects.

Therefore, this study aims to examine the implementation of innovative Game-Based Learning strategies in teaching English at SMP Islam Al-Ikhlâs Karasan Magetan. Through this case study, it is expected to obtain a comprehensive picture of the implementation process, challenges faced, and the potential positive impacts of using games in improving the quality of English learning at the school. The results of this study are expected to contribute to the development of more effective and interesting English learning strategies, especially in the context of SMP

⁹ MR Rochmawan, "Game-Based English Learning for Early Childhood: Literature Study," *Sentra Cendekia* 4, no. 2 (2023): 100–108.

Islam Al-Ikhlâs Karasan Magetan and may also be relevant to other schools with similar characteristics.

In the specific context of SMP Islam Al-Ikhlâs Karasan Magetan, as an educational institution that is committed to continuously improving the quality of English teaching, efforts to adopt and integrate these innovative strategies are likely to produce unique dynamics.¹⁰ Student characteristics, resource availability, school culture, and the competence and readiness of educators can be unique factors that influence the implementation process and the results achieved.

In line with this, based on initial observations, in SMP Islam Al-Ikhlâs Karasan Magetan, especially class VIII D, Class VIII D got a better score than before because Mrs. Purwati, the English teacher of class VIII D, used Game-Based Learning as a learning method. Game-Based Learning, or gamification, is using Game-Based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems.¹¹ Game-Based Learning (GBL) is a learning strategy that uses game aspects like challenges, competition, and interaction to teach certain ideas and abilities, so Game-Based Learning can make students more interested in learning English.

There is previous research related to the Game-Based Learning. Research was conducted by Nurul Hidayah, Sabarun, and Hesty Widiastuty entitled "The Implementation of Game-Based Learning (GBL) Method to Improve EFL Students' Vocabulary Mastery". The difference

¹⁰ The results of the researcher's initial observations are dated April 21, 2025.

¹¹ Karl M. Kapp, *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education* (San Francisco, CA: Pfeiffer, 2012), 10.

between this previous research and this research is, first, the object of the study uses EFL Students' Vocabulary Mastery, but this research uses English teaching. Second, the previous research uses descriptive qualitative research as a research approach, but this research uses a case study.

Furthermore, this study also needs to explore contextual factors that act as supporters or obstacles in the implementation process. Supporting factors can be teachers' enthusiasm for innovation, the availability of adequate technological infrastructure, or support from the school. Conversely, inhibiting factors may include time constraints, lack of specific training, or resistance to change from some members of the school community.¹² By identifying these factors, this study is expected to provide valuable insights for SMP Islam Al-Ikhlâs Karasan Magetan and other schools that have similar interests in optimizing English teaching through innovative approaches.

Therefore, this study aims to explore and describe the implementation of innovative learning strategies in teaching English at SMP Islam Al-Ikhlâs Karasan Magetan. Through this case study, it is expected to obtain a comprehensive understanding of the implementation practices, challenges faced, and the potential success of integrating the three innovative learning strategies to improve the quality of English learning.

¹² Faiza Maisyura, "Implementation of School Management as a Mover in Improving the Learning Process of Students at SDN 1 Trienggadeng Pidie Jaya," *Ar-Raniry State Islamic University Banda Aceh* (Ar-Raniry State Islamic University Banda Aceh, 2024).

B. Research Focus

The main focus of this study is to explore the implementation of innovative learning strategies that utilize games in the context of teaching English at SMP Islam Al-Ikhlas Karasan Magetan. This study closely observe how Game-Based Learning strategies are integrated into teaching practices in English classes, including the types of games used, methods of integration into the curriculum and teaching and learning activities, and the role of teachers in facilitating learning through games .

Furthermore, this study also explores various challenges that teachers may face during the implementation process of this innovative strategy, ranging from material preparation, classroom management, to technical constraints that may arise. Finally, this study aims to understand in depth how students and teachers perceive the learning and teaching experience using Game-Based strategies in English language learning. This aspect of perception includes their views on learning motivation, student engagement, learning effectiveness, and the potential and limitations of using games in the context of English language education at SMP Islam Al-Ikhlas Karasan Magetan.

C. Statement of the Problems

Based on the background explanation that has been presented, the problems that the researcher wants to raise in this research are:

1. How is Game-Based Learning strategy applied in teaching English at SMP Islam Al-Ikhlas Karasan Magetan?

2. What types of games are used in English language teaching and how do they support language learning?
3. How do students perceive the use of Game-Based Learning strategies in English language learning?

D. Objectives of the Study

Based on the problem formulation written above, the objectives of this study are:

1. To identify how Game-Based Learning strategies are applied in teaching English at SMP Islam Al-Ikhlâs Karasan Magetan.
2. To explore the types of games used in English language teaching and how they support language learning.
3. To identify how students' perception of the use of Game-Based Learning strategies in English language learning.

E. Benefits of Research

The benefits of this research are divided into 2, namely:

1. Theoretically

This research is expected to provide significant contributions to the body of knowledge in the field of English language education and learning innovation. The results of this study have the potential to enrich the understanding of the implementation of Game-Based Learning strategies as an alternative, innovative, and interesting approach in teaching English, especially at the Junior High School level. This study is expected to deepen the study of how the principles of Game-Based Learning can be adapted and applied effectively in the

context of language learning, as well as identifying the factors that influence the success of its implementation. Furthermore, this study has the potential to produce a conceptual framework or implementation model for game-based English learning that can be used as a basis for further research in similar fields. Thus, this study is expected to provide theoretical contributions in developing and advancing English learning practices that are more innovative, effective, and in accordance with the characteristics and needs of learners in the digital era.

2. In Practical Terms

This research can provide practical benefits for various parties involved in the world of education, especially in the context of English learning at SMP Islam Al-Ikhlâs Karasan Magetan. Here are some practical benefits that may result from this research:

a. For Teachers:

The results of this study are expected to provide information and an in-depth understanding of the implementation of innovative Game-Based Learning strategies in teaching English. This study can be a practical guide for teachers in designing, implementing, and evaluating the use of games as an alternative learning method. Identification of challenges in implementation is also expected to help teachers anticipate and find effective solutions. In addition, this study can provide inspiration and

motivation for teachers to continue to innovate in creating more effective and interesting English learning for students.

b. For Students:

This study is expected to provide insight into the potential use of games as an interesting and motivating medium for learning English. By understanding how games can be integrated into learning, students are expected to be more actively involved, feel more enthusiastic about learning English, and realize that learning English can be a fun experience. In addition, this study can contribute to the development of learning methods that are more in line with students' learning preferences in the digital era.

c. For Schools:

This study can provide valuable input for schools in considering and developing policies related to the implementation of innovative learning strategies, especially game-based ones, in English subjects. The results of this study can be the basis for providing facilities, teacher training, and curriculum development that supports the use of games as an effective learning approach. Thus, schools can improve the quality of English learning and the attractiveness of schools to prospective students.

d. For Other Researchers:

This study is expected to be a useful foundation and reference for other researchers who are interested in developing further research in the field of game-based English learning. The

results of this study can provide an overview of the context of implementation, challenges, and perceptions related to the use of games in junior high school environments, so that they can enrich the literature and trigger research with different focuses or contexts, for examples at other levels of education, with different types of games, or with more in-depth research variables.

F. Organization of the Thesis

In discussing this research, the researcher uses the following systematics:

1. Chapter I: Introduction

This chapter contains the background of the study, research focus, statement of the problems, objectives of the study, significances of the study, organization of the thesis.

2. Chapter II: Literature Review

This chapter contains the a theoretical review, review of previous research studies, and theoretical framework.

3. Chapter III: Research Method

This chapter contains the approach and type of research, location and time research, data and data sources, data collection techniques, data analysis techniques, checking research validity, and research stages.

4. Chapter IV: Research Finding and Discussion

This chapter contains general description of the research background, description of research results, and discussion.

5. Chapter V: Closing

This chapter contains conclusions and suggestions.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Understanding Learning Strategies

Made Wena explained that learning strategies are very useful, both for teachers and students. For teachers, learning strategies can be used as guidelines and references for systematic action in implementing learning. For students, the use of learning strategies can facilitate the learning process. ¹The same thing was expressed by Bambang Warsita that learning strategies consist of all components of learning materials and procedures or stages of learning activities that are or are used by teachers in order to help students achieve certain learning goals. Therefore, learning strategies are not only limited to procedures or stages of learning activities, but also include the arrangement of materials or learning program packages that be delivered to students.²

Werkanis explains that learning strategies are teaching systems that make it easier for teachers to transform values to students or learners. ³Werkanis further explains that the role of learning strategies in learning activities is carried out in several activities, all of which are a system that cannot be separated from each other, namely: teaching

¹Made Wena, *Contemporary Innovative Learning Strategies* (Jakarta: Bumi Aksara, 2009), 3.

²Bambang Warsita, *Learning Technology: Foundations & Applications* (Jakarta: PT. Rineka Cipta, 2008), 267-268.

³Werkanis, *Teaching Strategies in the Implementation of Competency-Based Curriculum* (Riau: Sutra Benta Perkasa, 2005), 8-9.

planning, implementation or implementation of the teaching and learning process, evaluation or assessment of student learning outcomes, follow-up to assessment results.

Meanwhile, Syaiful Bahri Djamarah explained that learning strategies can be interpreted as general patterns of teacher and student activities in the realization of teaching and learning activities to achieve the goals that have been outlined. Therefore, four basic strategies can be put forward in the teaching and learning process, namely as follows:

- a. Identify and determine the specifications and qualifications for changes in student behavior and personality as expected.
- b. Choosing a teaching and learning approach system based on the aspirations and outlook on life of the community.
- c. Selecting and determining the procedures, methods and teaching and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by teachers in carrying out their teaching activities.
- d. Establishing norms and minimum limits of success or criteria and standards of success so that they can be used as guidelines by teachers in evaluating the results of teaching and learning activities which will then be used as feedback for improving the instructional system in question as a whole.⁴

⁴Syaiful Bahri Djamarah, *Teaching and Learning Strategies* (Jakarta: Rineka Cipta, 2006), 5-6.

In the world of education, according to JR David, in Wina Sanjaya, strategy is defined as "a plan, method, or series of activities designed to achieve a particular educational goal". So, learning strategy can be defined as a plan that contains a series of activities designed to achieve a particular educational goal.⁵

Based on the above opinion, it can be understood that learning strategies can be used as guidelines and references for systematic action in the implementation of learning by teachers and students and have an impact on the success of the learning process, especially student learning outcomes. While the learning strategy applied in this study is a guided note learning strategy.

2. Instructional Media

a. Understanding Learning Media

According to R. Ibrahim and Nana Syaodih as quoted by Rusman: "Media is anything that can be used to convey students' messages (learning materials), stimulate thoughts, feelings, attention and abilities, so that it can encourage the learning process".⁶ The word media comes from Latin and is the plural form of medium which literally means intermediary or messenger. Some definitions of learning media are as follows: ⁷According to Smaldino: "Media comes from Latin and in the singular form

⁵Wina Sanjaya, *Learning Strategies Oriented to Educational Process Standards*, (Jakarta: Kencana Prenada Media Group, 2009), 126.

⁶Rusman, *Learning Models: Developing Teacher Professionalism*, 5th Edition, (Jakarta: Rajawali Press, 2012), 77.

⁷Ali Mudlofir and Evi Fatimatur Rusydiyah, *Innovative Learning Design: From Theory to Practice*, 2nd ed., (Jakarta: Rajawali Pers, 2017), 121-122.

comes from the word medium. Media literally means intermediary or messenger of messages from the sender to the recipient of the message".⁸

According to AECT (Association for Education Communications and Technology): "Learning media are all forms and channels used by people to convey messages or information". According to Gagne: "Learning media are various types of components in the learner's environment that can foster a learning attitude". According to Briggs: "Learning media are all physical tools that can present messages and stimulate learners to learn such as books, films, cassettes, and film frames". Meanwhile, Rohani in Mudlofir and Rusydiyah put forward several definitions of learning media, namely:⁹

- 1) All types of educational media are used as intermediaries in the teaching and learning process to improve the effectiveness and efficiency of achieving instructional goals. Includes graphic media, media that use display devices, maps, models, globes and so on.
- 2) Physical tools for delivering instructional content include books, films, videos, slide shows, teachers and nonverbal behavior. In other words, educational instructional media includes software and/or hardware that functions as learning tools/learning aids.

⁸Mudlofir and Rusydiyah, *Innovative Learning Design ...*, 121-122.

⁹Mudlofir and Rusydiyah, *Innovative Learning Design ...*, 123-122.

- 3) The media used and integrated with the instructional objectives and content are usually outlined in the GBPP and are intended to improve the quality of teaching and learning activities.
- 4) Educational media used as intermediaries, by using display tools in the teaching and learning process to increase the effectiveness and efficiency of achieving instructional goals, including cassettes, audio, slides, filmstrips, OHP, films, radio, television, and so on.¹⁰

Based on the statements of the experts above, it can be seen that learning media is an intermediary or messenger of messages from the sender to the recipient so that the recipient has the motivation to learn so that it is hoped that they can obtain more satisfying learning results, while the form can be printed or non-printed.

b. Function of Learning Media

Media as a component of the learning system, has a very vital function and role for the continuity of learning. As a component of the learning system, media has a different function from other components, namely as a component that is loaded with learning messages to be conveyed to students. According to Degeng in Mudlofir and Rusydiyah, the function of media is:

- 1) Avoiding verbalism,
- 2) Generating interest/motivation,

¹⁰Mudlofir and Rusydiyah, *Innovative Learning Design ...*, 123-124.

- 3) Attracting students' attention,
- 4) Overcoming the limitations of space, time and size,
- 5) Activating students in learning activities,
- 6) Making the provision of stimulation for learning more effective”.¹¹

Meanwhile, according to Rowntree in Mudlofir and Rusydiyah, the function of learning media is:

- 1) Arousing learning motivation,
- 2) Repeating what has been learned,
- 3) Provide learning stimuli, activate learner responses,
- 4) Give feedback promptly,
- 5) Promote consistent training.¹²

Furthermore, according to Miarso in Mudlofir and Rusydiyah, he put forward twelve uses of media, namely:

- 1) Providing varied stimulation to the brain, so that the brain can function optimally,
- 2) Overcoming the limitations of experience possessed by learners,
- 3) Can go beyond the classroom boundaries,
- 4) Allows for direct interaction between learners and their environment,
- 5) Produces uniformity of observation,
- 6) Generating new desires and interests,

¹¹Mudlofir and Rusydiyah, *Innovative Learning Design ...*, 128.

¹²Mudlofir and Rusydiyah, *Innovative Learning Design ...*, 132.

- 7) Generating motivation and stimulating learning,
- 8) Providing an integral/comprehensive experience of something concrete or abstract,
- 9) Providing opportunities for learners to learn independently,
- 10) Improve the ability to interpret objects, actions and visible symbols, both natural and man-made, found in the environment
- 11) Able to increase the socialization effect, namely increasing awareness of the surrounding world,
- 12) Can improve the self-expression abilities of both learners and learners.¹³

The function of the learning media is as an attraction so that teaching and learning activities can run more interestingly, students are more enthusiastic and motivated in undergoing the learning process, and the material presented can be absorbed by students well. In this study, media plays an important role as an attraction in teaching and learning activities, and media will make it easier to provide understanding to children about something. With the media, optimal results will be obtained, and learning will be more effective and enjoyable.

c. Types and Characteristics of Learning Media

According to Anitah et al in Aqib, each type of learning media has its own characteristics that are different from each other.

¹³Mudlofir and Rusydiyah, *Innovative Learning Design ...*, 132- 133.

The characteristics of learning media according to Anitah et al in Aqib are:

- 1) Visual Media. Visual media is media that can only be seen using the sense of sight, namely:
 - a) Projected Visual Media Projected visual media is media that uses a projection tool so that images or writing appear on a screen;
 - b) Non-projected Visual Media Types of non-projected visual media include photographic images, graphics, and 3-dimensional media.
- 2) Audio media, namely media that contains messages in auditory form (can only be heard) which can stimulate the mind;
- 3) Audiovisual Media. This media is a combination of audio and visual or commonly called auditory media. Examples include educational video/television programs, instructional video/television, sound slide programs, and interactive CD programs.”¹⁴

3. Games Based Learning

a. Understanding Games Based Learning

Games based learning is an innovation in the world of education that uses the learning process by playing. Torrente stated that games based learning is the use of games with serious goals as

¹⁴Zainal Aqib, *Models, Media, and Conceptual Learning Strategies (Innovative)* . (Bandung: Yrama Widya. 2013), 178.

a tool that significantly supports the learning process.¹⁵ According to Coffey, games based learning is also defined as a learning model that combines learning materials into education so that students are involved with each other through the game activities provided.¹⁶ The application of games based learning is one of the derivatives of Piaget's cognitive development theory.

Based on Piaget's thinking that states that children's intelligence is not something innate or something that is obtained from experience, but rather from the actions taken by the child. Piaget also thought that games are one of the actions that are inseparable from the stages of children's cognitive development and contribute to it.¹⁷

Based on several explanations of the definition of games-based learning, it can be concluded that Games-Based Learning is one of the learning methods that uses a game application to help the learning process. It is suitable in the digitalization era. With games-based learning activities, children will activate their thinking schemes, namely by completing a series of activities in the game.

¹⁵Vivi Vinika Elita Putri and Muhamad Abdul Roziq Asrori, "Utilization of Digital Game Based Learning with Kahoot.It Application Media to Improve Learning Interaction," *INSPIRASI: Journal of Social Sciences* 16, no. 2 (2019): 141–50, <https://jurnal.stkipggritulungagung.ac.id/index.php/inspirasi/article/view/1430>.

¹⁶Firosa Nur'Aini, "The Influence of Game Based Learning on Interest and Learning Outcomes in Economics Subjects of Grade XI IPS Students," *JUPE: Journal of Economic Education* 6, no. 3 (2018): 249–55.

¹⁷Annas Nur Aziz, "Digital Game-Based Learning (DGBL) as a Learning Media for Arabic Reading for Grade VII," 2017.

Based on Karl M. and Kapp the components used as indicators in providing games-based learning are as follows:¹⁸

1) Game Selection

Indicators:

- a) Relevance of the game to the learning material: The game chosen should be in line with the English learning objectives being taught.
- b) Game difficulty level: The game should have a level of difficulty that is suitable for the students' abilities, so that it is not too easy or difficult.
- c) Active student involvement: The selected game is able to motivate and actively involve students during learning.

2) Concept Explanation

Indicators:

- a) Clarity of concept explanation: The teacher provides a clear explanation of the purpose of the game and how the game relates to the learning material.
- b) Student understanding: Students can understand the purpose of the game and how to play well after the explanation.
- c) Student involvement in discussion: Students are given the opportunity to ask questions or give responses to the concepts explained.

¹⁸ Kapp, *The Gamification of Learning and Instruction* .

3) Game Rules

Indicators:

- a) Clarity of game rules: The rules of the game are clearly conveyed, easy to understand, and do not confuse students.
- b) Conformity of rules with learning objectives: The game rules support the achievement of English learning objectives.
- c) Openness to rule changes: If necessary, the game rules can be adjusted to make it more effective and fun for students.

4) Group Formation

Indicators:

- a) Appropriateness of group size: Groups are formed according to the number of students, allowing for effective interaction and active participation.
- b) Diversity in groups: Groups consist of students with different abilities or backgrounds to encourage cooperation.
- c) Division of tasks within the group: Each group member has a specific task or role that is clear during the game.

5) Time Determination

Indicators:

- a) Appropriate timing decisions: The time allocated for each game is sufficient for students to complete the task while remaining within reasonable limits.
- b) Efficient time management: Teachers can manage time well so that games can run as scheduled without interrupting learning.

6) Game Implementation

Indicators:

- a) Student engagement in the game: Students actively participate and engage in the game.
- b) Teacher involvement: The teacher monitors and assists students during the game to ensure the game runs smoothly.
- c) Conformity of game implementation to the rules: The game is run in accordance with the previously agreed rules.

7) Award Acceptance

Indicators:

- a) Types of awards given: The awards given are in accordance with the results of the game and can motivate students to continue learning.

b) Fairness in awarding: Awards are given in a fair way and according to students' achievements during the game.

c) Student response to rewards: Students show a sense of satisfaction and motivation when receiving awards.

8) Summarizing Knowledge.

Indicators:

a) Clear summarization: The teacher summarizes the key points learned through the game in a way that is easy to understand.

b) Student engagement in summarization: Students are given the opportunity to share what they learned during the game and relate it to the material learned.

c) Assessment of student understanding: The teacher evaluates the extent to which students understand the material that has been taught through the game.

By implementing game-based learning indicators on the students, the students' learning activity increases positively and significantly, as indicated by visual activity, oral activity, listening activity and movement activity.¹⁹

b. Types of Game Based Learning

There are many types of educational games that can be applied in the classroom, some of these games are used to

¹⁹ Silvia Ningsih Berutu et al., "The Effect of Games Based Learning Model on the Learning Activity of PAK Class XI Students of SMA Negeri 1 Purba, Simalungun Regency, Academic Year 2024/2025," *Journal of Evangelical Theology and Religious Education* 2, no. 4 (2025): 299–317.

overcome problems in learning, one of which is boredom when studying. Here are some games that can be applied according to Wright, Betteridge, and Buckby (2006).

1. Simon Says

The games focus on particular points of grammar and give the learners the opportunity to experience the language used in contexts that are meaningful and enjoyable, and to practice using them over and over again. This helps the learners to understand, remember, and to re-use the language.

Below are the procedures for Simon Says,²⁰

- a) Tell the class that you are going to give them instructions.

Anything Simon says that they should do, they must do exactly, but anything said without Simon's name should not be obeyed. For example:

Teacher: *Simon says, stand up!* (All the learners stand up.)

Simon says, sit down! (All the learners sit down.)

Stand up! (The learners should remain seated because the order wasn't given by Simon.)

- b) The usual rules require a player to drop out of the game if he or she does the action when the order was not preceded by *Simon says*. However, these are the learners who need the most practice in listening, so ask them to continue

²⁰ Wright, Betteridge, and Buckby, 120.

playing but to remember how many mistakes they made and to try to do better next time.

- c) Once the game is familiar, invite learners to take over the role of Simon either with the class as a whole or in pairwork.

2. Bingo Games

Bingo Game is an educational game modified from the traditional bingo game. In English learning, bingo is structured using vocabulary, phrases or sentences rather than numbers. bingo game can be used as an English learning tool because Bingo introduces students to new vocabulary and reinforces their mastery of words they have already learned²¹. Besides that, it can also improve listening skills because students have to match words based on the definitions read out, and they practice understanding spoken language. Below are the procedures for playing Bingo games.²²

- a) Brainstorm twenty sentences in the present continuous indicating physical actions and write them on the board, for example: *A footballer is kicking the ball, A woman is smiling, A boy is shouting.*
- b) Ask the learners to make a Bingo grid by dividing a piece of paper into four squares. Tell them to choose any four of the sentences and illustrate them with quick sketches, one

²¹ Wright, Betteridge, and Buckby, 158.

²² Wright, Betteridge, and Buckby, 158.

in each square. Give them exactly 10 seconds to make each of the drawings. You must do this or the learners will not be ready at the same time.

- c) The game is then played as follows: you call out the sentences in random order and the learners cross out the pictures sketched on their Bingo grid, if they illustrate the sentences you call out.
- d) When a learner has crossed out all of his or her pictures, he or she shouts *Bingo!*
- e) Play the game several times to give each learner the chance to do well and, of course, to give more practice in the chosen language form.

3. Word Square

Word square is an expansion of the lecture method that focuses on student activeness in learning. Word square is a learning method that combines the ability to answer questions with the sharpness in comparing answers in the answer boxes.

²³It is similar to filling in a crossword puzzle but the difference is that the answer already exists but is disguised by adding additional boxes with random letters/numbers that disguise or distract.

Below are the procedures when playing Word Square.

²³ Usmayani, "The Use of Word Square Game to Improve Student's Vocabulary Mastery at the Second Year of SMPN 4 Model Parepare" (IAIN Parepare, 2020), 21.

- a) Students are divided into several small groups are three or four people.
 - b) Teacher mentions some of the vocabulary about the topic and third meaning, then students listen to the teacher.
 - c) Each group gets one question sheet that consists of word square.
 - d) Time to finish the question is confirmed, depending on how many questions are completed.
 - e) At the end of learning all words and their meaning are written on the whiteboard.
4. Act and Guess

Act and Guess is a learning game where students take turns acting out a word or phrase without speaking, while their friends guess the word. This game is effective for improving speaking and listening skills, as well as enriching students' vocabulary.

Procedures

- a) Preparation: The teacher prepares a list of words or phrases that are in accordance with the learning material.
- b) Group Division: Students are divided into several small groups.
- c) Turns to Play: One student from each group chooses a word or phrase at random and acts it out without speaking.

- d) Guessing: Other group members guess the word or phrase being acted out.
- e) Scoring: Each correct guess gets a point. Turns change until all students have had a chance.²⁴

5. Spin and Describe

Spin and Describe is a game where students spin a wheel containing pictures or words, then describe the picture or word indicated by the wheel. This game helps students improve their speaking, describing, and vocabulary skills.

Procedures

- a) Preparation: The teacher prepares a spinner containing pictures or words relevant to the learning material.
 - b) Group Division: Students are divided into small groups.
 - c) Turn to Play: Each student takes turns spinning the wheel and describing the picture or word indicated.
 - d) Q&A: Classmates can ask questions related to the description given.
 - e) Assessment: Assessment is based on the completeness of the description, the use of appropriate vocabulary, and the ability to answer questions.²⁵
- c. Benefits of Games Based Learning

Games based learning has benefits in learning, including.²⁶

²⁴ Marzuki, A. G., Ifitah, A., & Kuliahana, A. Developing Vocabulary Mastery Through Guessing Words Game for the Seventh Grade Students of SMP Negeri 10 Palu. *Journal of English Language Education*, (2022). 7(1), 46-52.

²⁵ Defianty, M., Eviyuliwati, I., & Hasanah, R. The Effect of Guessing Game on Students' Vocabulary Knowledge. *Journal of English Language and Education*, (2022). 7(1), 46-52.

- 1) Increasing student motivation and involvement The use of images, colors and interactions in games used as learning media can attract attention and motivate students to understand the material.
 - 2) Improving students' ability to work together In group games, students are required to work together with their teammates. This is done in order to complete the game's missions easily.
 - 3) Providing feedback and student development The game has points or scores indicating that progress can be tracked and student abilities can be evaluated directly. If using a leveled game, the higher the level that can be surpassed by students, the higher the level of development achieved by students.
 - 4) Improving students' problem-solving skills and creativity Through a game, students will be able to present a symbol with various views and solve a problem, so that students' thinking skills will develop further. Students' strategies in solving a puzzle in games require their creative thinking skills.
 - 5) Training students to dare to take risks In games based learning, it provides opportunities for students to dare to take risks, students who are wrong in the game can learn from their mistakes to improve their steps until the game can be achieved.
- Based on the explanation above, it can be concluded that the benefits of games based learning can motivate and involve

²⁶Gina Dewi and Lestari Nur, "Gina Dewi Lestari Nur, 2014 Group Vocal Learning in Self-Learning Activities at SMPN 1 Panumbangan Ciamis Indonesian University of Education | Repository.Upi.Edu | *Perpustakaan.Upi.Edu* ," Yoanda Amallya, 2014, 2008–10.

students, train skills such as literacy skills. Games based learning is very effective when applied in learning. Game-based learning has an important role in influencing student motivation, more enthusiasm, and challenges.

d. Steps for Games Based Learning

The first step in game based learning is preparation. At this stage of preparing learning, educators prepare materials, tools, media that will be used in learning. Educators need to prepare the games that will be played first. Second, educators provide an overview of the material, so that it will make students more interested in learning. In addition, explain the rules of the game in the game. Third, students play the games that have been prepared. Educators can observe students who are still confused with the games, and help students who are having difficulties. In the last stage, educators can ask students about the obstacles in the game.²⁷

e. Advantages of Games Based Learning

Games based learning has many advantages, including, games based learning allows active learning, increases student interest and involvement and fast feedback.²⁸ In addition, high student involvement in solving problems in games will train students' critical thinking skills. And also, it can increase student

²⁷Rahmat Hidayat, "Game-Based Learning: Academic Games as a Supporting Method for Entrepreneurship Learning," *Psychology Bulletin* 26, no. 2 (2018): 71, <https://doi.org/10.22146/buletinpsychologi.30988>.

²⁸Aisyah Cinta Putri Wibawa et al., "Game-Based Learning (Gbl) as an Innovation and Solution to Accelerate Learning Adaptation in the New Normal Era," *INTEGRATED (Journal of Information Technology and Vocational Education)* 3, no. 1 (2021): 17–22, <https://ejournal.upi.edu/index.php/integrated/article/view/32729>.

learning motivation. From the explanation above, it can be concluded that the advantages of games based learning are being able to eliminate boredom in student learning because learning is done with games. In addition, learning using games based learning can be more interactive and fun, thus eliminating boredom in learning.

f. Weaknesses of Games Based Learning

Games based learning has advantages and disadvantages. The disadvantage of games based learning is that it takes time to learn.²⁹Not all educators have the skills to create games. An overly active classroom atmosphere can cause chaos and become uncondusive. And requires more tools and instruments.³⁰It can be concluded that the use of game based learning has disadvantages, namely, not all learning materials can be used. In addition, games based learning takes a long time, so educators must be able to understand and package it in the form of interesting and effective games.

6. Student's Attitude and Experience in Learning English

a. Student's Attitude

According to Allport, attitude is an emotional and mental preparedness that profoundly influences an individual's conduct

²⁹Hidayat, "Game-Based Learning: Academic Games as a Supporting Method for Entrepreneurship Learning."

³⁰Wibawa et al., "Game-Based Learning (Gbl) as an Innovation and Solution to Accelerate Learning Adaptation in the New Normal Era."

based on their experiences.³¹ Evin, and Saracaloglu also stated that attitude refers to people's feelings and shapes our behavior towards learning. Attitude is not only about behavior, but also about feelings, beliefs, and behavior.³²

Based on the opinions above, it can be concluded that attitude is an emotional and mental readiness that a person has, which is formed through experience and has a major influence on their behavior, especially in the context of learning. Attitudes are not only related to concrete actions, but also include feelings, beliefs, and behavioral tendencies towards the learning process. As such, attitudes play an important role in determining how a person responds to learning activities and how the experience shapes their future learning behavior.

In addition to understanding attitudes in general, it is also important to review how attitudes are formed in the specific context of language learning. Attitudes towards language learning, or language learning attitudes, play an important role in determining students' positive or negative responses to their learning process.

The term "language learning attitude" describes a person's disposition toward their language learning activities. One definition

³¹ {Citation}

³² Teuku Zulfikar, Syarifah Dahliana, and Riska Amelia Sari, "An Exploration of English Students' Attitude towards English Learning," *English Language Teaching Educational Journal* 2, no. 1 (2019): 1.

of attitude is a person's propensity to react either positively or negatively to a concept, object, person, or situation.³³

1) The Components of Attitude³⁴

- a) Cognitive Component: refers to the aspect of attitude that relates to a person's knowledge, beliefs, or thoughts about an object or issue. In this context, “cognitive” means everything related to the thoughts and beliefs we have about something.
- b) Affective Component: refers to the aspect of attitude that relates to a person's feelings, emotions, or emotional response to an object, person, or situation. For example, feeling happy or excited when interacting with friends.
- c) Conation Attitude: refers to behavioral inclinations, intentions, commitments, and actions with respect to the attitude object. For example of being active with classroom activities.

2) Types of Language Learning Attitudes

a) Positive Attitude

Refers to supportive or favorable feelings, beliefs and behaviors towards an object, situation or activity. In the context of learning, positive attitudes are usually reflected in feelings of enthusiasm, desire to engage and motivation

³³ Fitria Fitria, Baharudin Baharudin, and Asti Wahyuni B, “An Analysis Of Students' Attitude In Learning English At Eleventh Grade Of Sma Negeri 2 Gu,” *English Education Journal* , November 15, 2022, 59, <https://doi.org/10.55340/e2j.v8i2.1074>.

³⁴ Ajzen Icek, *Attitudes, Personality and Behavior* , 2nd ed. (New York: Open University Press, 2005), 45,

to achieve the goals associated with the activity. For example, A student who feels interested and happy when learning English. They like to participate in class discussions, do assignments with enthusiasm, and feel proud when they can speak or write in English.

b) Negative Attitude

Refer to unsupportive or even inhibited feelings, beliefs and behaviors towards an object, situation or activity. In learning, negative attitudes are often reflected in feelings of anxiety, frustration or disinterest that lead to avoidance or decreased effort in learning.

b. Students' Experience

Students' experience refers to the set of feelings, perceptions, and interactions that students experience during their learning of English. These experiences include various elements that affect the way they learn English, such as teaching methods, learning environment, interactions with teachers and classmates, tasks, and the results achieved in the learning process.

Susanto, Malik, and Mitrayati found that speaking is the most difficult skill to acquire.³⁵ Factors such as lack of knowledge, vocabulary mastery, and grammar proficiency affect the students' speaking ability. Students struggle to speak English and feel

³⁵ Fithriyah Fithriyah, "Students' Experiences in Learning Language Skills," *Intelektualita* 13, no. 1 (June 30, 2024): 161, <https://doi.org/10.22373/ji.v13i1.25216>.

embarrassed if they communicate with other friends using English. Besides that they feel their English pronunciation is bad.

According to Chen and Goh's research, the majority of students did not actively participate in speaking sessions because of variations in their personalities, skill levels, and study habits.³⁶ They felt embarrassed to talk due to their non-English accents and ignorance of grammar and vocabulary, and they preferred studying on their own. It may be concluded that a lack of confidence, drive, and focus are some of the elements that contribute to speaking issues.

Susanto discovered that because they can locate the right answers in the given texts, students think reading is easier than other language abilities. However, their inadequate vocabulary proficiency still makes it difficult for them to understand the topic. Students could mistake the meaning if there is a lack of variety in the vocabulary, particularly in complicated situations.

B. Previous Research Findings

This section contains research for exiting studies that are relevant to the focus of the research and aims to convince the reader that the research raises contain elements of novelty. The following are some previous studies that are relevant to this research.

First is the research conducted by Nurul Hidayah, Sabarun, and Hesty Widiastuty in 2023 entitled " The Implementation of Game-Based

³⁶ Fithriyah, 162.

Learning (GBL) Method to Improve EFL Students' Vocabulary Mastery". This research aimed to examine the effectiveness of GBL in improving students' vocabulary, based on the idea that interactive and enjoyable learning experiences can enhance language acquisition. Using a qualitative descriptive method, the researchers collected data through observation, interviews, and questionnaires at SMPN Satu Atap 1 Katingan Hilir. The findings showed that Game-Based Learning significantly helped students improve their vocabulary. In terms of similarity, both the previous study and present research apply Game-Based Learning as a strategy in English learning and utilize similar data collection techniques. However, the main difference lies in the focus of the material; the previous study emphasized general vocabulary mastery, while the current study focuses specifically on the topic of giving opinion.³⁷

Second, the research by Ni Putu Oktha Wahyunia Merta and I Nengah Sueca. The title is "Implementation of the Wordwall Language Game in Mastering English Vocabulary". This study aimed investigate the effectiveness of the Wordwall platform in enhancing student's vocabulary and communication skills in a tourism education context. The research employed a mixed methods approach, combining qualitative and quantitative techniques through observation, interviews, and test results. The findings revealed a significant improvement in students' vocabulary skills, with an average achievement score of 86.6%. The similarity to the current study lies in application of games as a learning strategy. The

³⁷ Fitria, Baharudin, and B, "An Analysis Of Students' Attitude In Learning English At Eleventh Grade Of Sma Negeri 2 Gu."

difference is that this study used a digital game (Wordwall) with a mixed method design, whereas the current research applies two offline games Act and Guess and Spin and Describe using a qualitative case study approach.³⁸ Third, the previous research was conducted by Rochmawan, entitled Game-Based English Learning for Early Childhood: Literature Study. This study aimed to examine the benefits of Game-Based Learning in early childhood education by reviewing previous research. It utilized a literature review method and concluded that game-based learning helps increase young learners' motivation and active participation. The key difference is that Rochmawan's study focused on early childhood and did not involve field implementation, while the present research focuses on junior high school students through direct classroom observation.³⁹

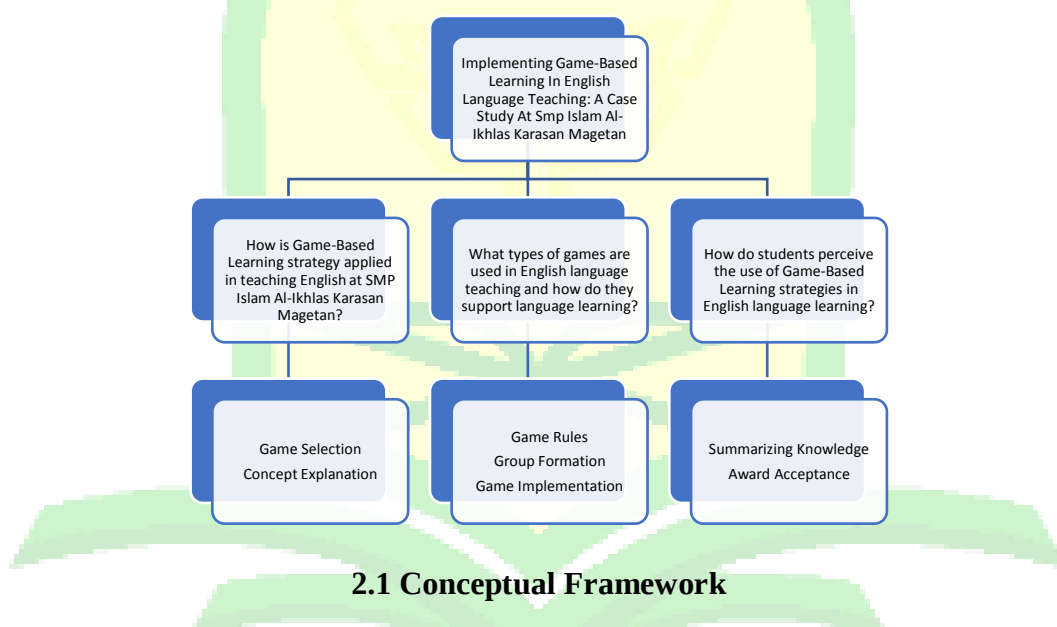
Fourth, the previous research by Nabila Nur Maulida, Sukadi, and Sri Rahayu entitled "Effectiveness of the Implementation of Game-Based Learning in Increasing Student Learning Outcomes". This study investigated the use of Kahoot! As a digital game-based tool to enhance student learning in a vocational school. It was based on gamification theory, which emphasizes motivation, feedback, and engagement. The method used was quantitative, involving a one group pre-test and post-test design applied to 42 students. The results indicated a significant improvement in students' academic performance and overall learning

³⁸ Ni Putu Oktha Wahyunia Merta and I Nengah Sueca, "Implementation of Wordwall Language Game in Vocabulary Mastery," *Journal on Education* 07, no. 01 (2024): 7101–9.

³⁹ Ni Putu Oktha Wahyunia Merta and I Nengah Sueca, "Implementation of Wordwall Language Game in Vocabulary Mastery," *Journal on Education* 07, no. 01 (2024): 7101–9.

experience. While both studies support the effectiveness of Game-Based Learning in increasing student engagement and outcomes, this study focused on vocational subjects using a digital platform and a quantitative approach. In contrast, the present research focuses on English language learning, Particularly the topic of giving opinion, through two traditional games and a qualitative case study design.⁴⁰

C. Conceptual Framework



2.1 Conceptual Framework

This research is motivated by the need to improve the quality of English language learning, where conventional learning strategies are often considered less than optimal in motivating and engaging students, which in the end can have an impact on less than satisfactory learning outcomes. As an alternative, innovative game-based learning strategies emerge as an approach that has the potential to increase student motivation

⁴⁰ Nabila Nur Maulida, Sukadi Sukadi, and Sri Rahayu, "Effectiveness of The Implementation Game-Based-Learning in Increasing Student Learning Outcomes," *Journal of Educational Research* 22, no. 3 (December 2, 2022): 252–65, <https://doi.org/10.17509/jpp.v22i3.50977>.

and engagement, as well as potentially improving English language learning outcomes.

The framework of this research focuses on the implementing game-based learning in english language teaching: a case study at SMP Islam Al-Ikhlâs Karasan Magetan. The implementation process be observed to describe how games are applied in English teaching, including the types of games used and how the games are integrated into the learning process. In addition, this study also identify the challenges faced by teachers in implementing this strategy, such as material preparation, classroom management, and the availability of supporting resources.

Furthermore, this study analyze the perceptions of the two main parties involved in the learning process, namely students and teachers. Students' perceptions include their interest and enthusiasm for using games, the ease of understanding the material through games, and the impact of using games on their learning experience. Meanwhile, teachers' perceptions include their views on the effectiveness of using games in achieving learning objectives, the ease of implementing them, and the impact of using games on student motivation.

Through the analysis of the implementation process, teacher challenges, and student and teacher perceptions, this study is expected to answer the formulation of the problems that have been set. Ultimately, the results of this study are expected to provide conclusions and suggestions that are useful for the development of more innovative and effective

English learning strategies at SMP Islam Al-Ikhlâs Karasan Magetan, and may be relevant to other educational contexts.



CHAPTER III

RESEARCH METHODS

A. Research Approach and Types of Research

This research uses a case study as a research approach. Case study is an inquiry design found in many fields, especially evaluation, in which researchers develop an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.¹

This study uses a field research type, namely research conducted directly at SMP Islam Al-Ikhlas Karasan Magetan to fully understand the problems that are currently occurring.² Meanwhile, the approach used in this study is a qualitative approach, namely research that intends to understand the phenomena or symptoms at SMP Islam Al-Ikhlas Karasan Magetan by describing in word form the phenomena studied by the research subjects.³ This research method was chosen in obtaining data for the purpose and use of the research.⁴ The descriptive research method is intended to investigate a condition, situation, or event at SMP Islam Al-Ikhlas Karasan Magetan, then the results of the research are presented in the form of a research report.⁵ Qualitative research at SMP Islam Al-Ikhlas

¹ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2018). 62

² Muhammad Rizal Pahleviannur, *Qualitative Research Methodology* (Surakarta: Pradina Pustaka, 2022), 28.

³ Wiratna Sujarweni, *Research Methodology* (Yogyakarta: Pustaka Baru Press, 2020), 6.

⁴ Sugiyono, *Educational Research Methods (Quantitative, Qualitative, and R&D Approaches)* (Bandung: Alfabeta, 2010), 2.

⁵ Arikunto Suharsimi, "Research Procedures: A Practical Approach," *Jakarta: Rineka Cipta*, 2013, 12.

Karasan Magetan aims to understand the phenomenon of what is experienced by the research subject by means of description in the form of words and language in a specific natural context and by using natural methods.⁶

B. Research Setting

The location of this study is SMP Islam Al-Ikhlas Karasan Magetan, a junior high school educational institution operating in the Karasan area, Magetan Regency, East Java, Indonesia. As a school that upholds Islamic values, SMP Islam Al-Ikhlas Karasan Magetan is likely to integrate religious principles into its curriculum and learning activities, including in English subjects. Located in Magetan Regency, which is known for its natural and cultural potential, the geographical context of this school can influence the students' social and economic backgrounds as well as the resources available in the surrounding environment.

The selection of SMP Islam Al-Ikhlas Karasan Magetan as the location for the case study of the implementation of innovative learning strategies indicates the interest and potential in this school to develop a more modern and effective teaching approach in English subjects. Research at this location is expected to provide in-depth insights into how learning innovation, as well as the challenges and perceptions that accompany it from the perspective of teachers and students. This research was conducted in May 2025.

⁶ Lexy J Moleong, *Qualitative Research Methods* (Bandung: PT. Remaja Rosdakarya, 2015), 6.

C. Data and Data Sources

According to Zulkifli, data refers to information or evidence regarding facts that are still raw, unorganized, and unprocessed. In the context of this research at SMP Islam Al-Ikhlas Karasan Magetan, data is interpreted as recorded facts in the form of numbers, words, or images that reflect real-life.⁷ Meanwhile, a data source is the origin from which information is collected for a research project, study, or investigation. Data sources provide the raw material such as facts, figures, opinions, behaviors, and experiences required to answer the research questions. Meanwhile, the data source is the origin from which information or data is This study uses three types of data. First, observation data, which was obtained from classroom observations in Grade VIII. Second, interview data, collected through interviews with selected informants, including Mrs. Purwati, the English teacher, and students from Grade VIII. Although the class has 30 students, only two were selected for inclusion in this study. Third, documentation, which includes records such as lesson plans, photos, and activity transcripts relevant to the implementation of Game-Based Learning.

D. Data Collection Techniques

In this study, triangulation data collection techniques were used, namely a combination of various existing data collection techniques. Data collection techniques in triangulation are:

⁷ Sapto Wibowo, *Information Literacy: Internet SNIPER for Netizens* (Lampung: CV Perahu LiteraGroup, 2018), 7.

1. Observation

Observation data in this case study research involve a descriptive qualitative approach aimed at gaining an in-depth understanding of the implementation of innovative learning strategies in teaching English at SMP Islam Al-Ikhlâs Karasan Magetan. Data collection was carried out through participatory observation during classroom English learning activities. The focus of the observation included interactions between teachers and students, as well as interactions among students during learning activities.

Detailed field notes were taken during the observations, including descriptions of learning activities, relevant dialogues and interactions, the use of resources and technology, and students' responses to the implemented strategies. Additionally, visual documentation in the form of photos or videos (with permission from the relevant parties) was used to supplement the field notes and provide a concrete illustration of the strategy implementation. These observation data were then analyzed qualitatively through transcription, categorization, and interpretation to identify patterns, themes, and meanings related to the implementation of innovative learning strategies and their impact within the context of this case study.

Table 3.1 Checklist Observation Checklist

Indicator	Sub Indicators	Information	
		Yes	No
Game Selection	Relevance of the game to the learning material	✓	
	Game difficulty level	✓	
	Active student involvement	✓	

Concept Explanation	Clarity of explanation of concepts	✓	
	Student understanding	✓	
	Student involvement in discussion	✓	
Game Rules	Clarity of game rules	✓	
	Conformity of rules with learning objectives	✓	
	Openness to rule changes	✓	
Group Formation	Appropriateness of group size	✓	
	Diversity in groups	✓	
	Division of tasks within the group	✓	
Time Determination	Appropriate timing decisions	✓	
	Efficient time management	✓	
Game Implementation	Student engagement in the game	✓	
	Teacher involvement	✓	
	Conformity of game implementation to the rules	✓	
Award Acceptance	Types of awards given	✓	
	Fairness in awarding	✓	
	Student response to rewards	✓	
Summarizing Knowledge.	Clear summary	✓	
	Student engagement in summarization	✓	
	Assessment of student understanding	✓	
Act and Guess	Students are able to demonstrate a word/phrase clearly without speaking	✓	
	Students are able to understand their friends' demonstrations and guess correctly	✓	
	Students show active participation in groups while playing	✓	
	Students use body expressions and movements that are in accordance with the meaning	✓	
	Students are able to explain the answer after guessing (in the form of sentences)	✓	
Spin, and Describe	Students are able to spin the spinner in turns according to instructions	✓	
	Students are able to describe the resulting image/word in English sentences	✓	
	Students are able to give simple opinions about the image/word	✓	
	Students demonstrate fluency in speaking, although it is still simple	✓	
	Students use vocabulary that is	✓	

	appropriate to the context		
--	----------------------------	--	--

2. Interview

An interview is a planned face-to-face meeting between the interviewer and the interviewee aimed at obtaining specific information such as statements, opinions, or other relevant data.⁸ In this study, the researcher used a semi-structured interview method, where a list of questions was prepared in advance. However, during the interview, the questions sometimes deviated from the original list to better adapt to the situation and conditions at the time of the interview.⁹

An interview is a form of two-way communication used to obtain information from relevant respondents. It is also defined as a face-to-face conversation between the interviewer and the interviewee, where the interviewer asks questions directly related to the research object, based on a pre-designed framework. In this study, interviews were conducted with grade VIII students and the English teacher. A structured interview format was employed to support and strengthen the data obtained, particularly concerning the implementation of English learning among grade VIII students at SMP Islam Al-Ikhlas Karasan Magetan.

⁸ Mayang Sari Lubis, *Research Methodology* (Deepublish, 2018), 12.

⁹ Juliansyah Noor, *Research Methodology* (Jakarta: Kencana Prenada Media Group, 2011), 11.

Table 3.2 List of Interviews Strategies of Game-Based Learning

Indicator	Question Items
Questions for teachers	
The strategy of Game-Based Learning applied in teaching English	Can you describe how you incorporate game-based learning into your English lessons?
	What types of games do you typically use in your English classes, and how do you choose them?
	How do you prepare students for game-based learning activities? Are there any specific instructions or rules you provide before starting the game?
	How do you ensure that game-based learning aligns with the learning objectives for English?
	What role do you play in guiding students during game-based learning activities?
	How do you manage classroom dynamics and group interactions during these games?

Table 3.3 List of Interviews Types of Games

Indicator	Question Items	
Types of games are used in English language teaching and how they support language learning	Act and Guess	In your observation, how does the game "Act and Guess" contribute to students' understanding of new vocabulary or phrases? Do you see any significant differences compared to other vocabulary teaching methods?
		In your experience observing students playing "Act and Guess", what challenges do they generally face? What strategies do you apply to help students overcome these challenges?
		To what extent do you see the game "Act and Guess" can increase active participation and interaction between students in the English learning process? Provide concrete examples from your observations.
	Spin and Describe	How do you assess the effectiveness of the "Spin and Describe" game in training students' speaking skills, especially in terms of spontaneous description and use of English sentences?
		What challenges do students often encounter when they play "Spin and Describe", especially related to limited vocabulary or difficulty in constructing sentences? How do you provide support to students in such situations?
		In your opinion, besides speaking skills, what other aspects of English language skills can be developed through the "Spin and Describe" game? How do

		you integrate it with broader learning objectives?
--	--	--

Table 3.4 List of Interview Questions for Students

Indicator	Question Items
General Perception of English Learning	How do you feel about learning English compared to other subjects?
	Do you think English is an important subject to learn? Why or why not?
	How confident do you feel when speaking English? Are you comfortable using it in real-life situations?
Perception of Game-Based Learning in English	How do you feel about using games in your English lessons? Do you find them helpful?
	Which games have you enjoyed the most during your English lessons, and why?
	Do you think games help you learn English better? If yes, in what ways?
	How does playing games in English lessons affect your interest in the subject?
	Do you feel that games make learning English more fun or exciting? Can you explain why or why not?
Impact of games on language skills	Do you feel that playing games in English class helps you improve your speaking skills? How?
	Do you think games help you learn new vocabulary or grammar? Can you give an example?
	How do games help you practice listening skills in English?
	Do you find that game-based activities improve your ability to understand and use English in conversation?
	How often do you feel motivated to practice English outside of class because of the games you play in class?
Perception of the teacher's role in Game-Based Learning	How does your teacher support you while playing games in English class?
	Do you think the teacher's involvement during the games affects how well you understand the material? If so, how?
	How do you feel about the teacher giving feedback after the game? Does it help you improve your English?

3. Documentation

Documentation is a data collection technique that involves gathering information from sources such as notes, transcripts, books, newspapers, magazines, meeting minutes, agendas, and other written

or recorded materials.¹⁰ Documentation serves as a valuable complement to observation and interview data, and its credibility can be enhanced through the inclusion of photographs or existing scientific works.¹¹ In this study, the documentation method was used to obtain written data, including progress reports of grade VIII students.

E. Data Analysis Techniques

Data analysis is the process of systematically searching and compiling data that has been obtained from interviews, observations, documentation or other data collection techniques by organizing data into, describing them into units, synthesizing them, arranging them into patterns, choosing which ones to study and which categories are important, and drawing conclusions so that they are easy to understand.¹² In this study, the researcher used inductive data analysis, namely data is categorized towards higher abstractions, then synthesized to become a conclusion.

The data analysis process begins with reviewing all data obtained from observations, interviews and other documents. This study uses Miles and Huberman's data analysis technique which is divided into three stages¹³, namely:

¹⁰ Ahmad Tanzeh, *Practical Research Methodology* (Central Jakarta: PT Bina Imu, 2004), 29.

¹¹ Sugiyono, *Educational Research Methods (Quantitative, Qualitative, and R&D Approaches)*, 12.

¹² Sugiyono, *Quantitative, Qualitative and R & D Research Methods* (Bandung: Alfabeta, 2014), 131.

¹³ Nana Syaodih Sukmadinata, *Educational Research Methods* (Jakarta: PT Rineka Cipta, 2018), 221.

1. Data Condensation

It means summarizing, selecting data and focusing data. All data obtained from observations, interviews and documentation from grade VIII students and teachers are collected, summarized and focused according to the focus of the research.

2. Display Data

Data display is displaying data that has been obtained from research results in the field to make a conclusion. Data obtained from observations, interviews and documentation that have been summarized must then be understood more deeply in order to reach a conclusion.

3. Concluding Drawing / Verification

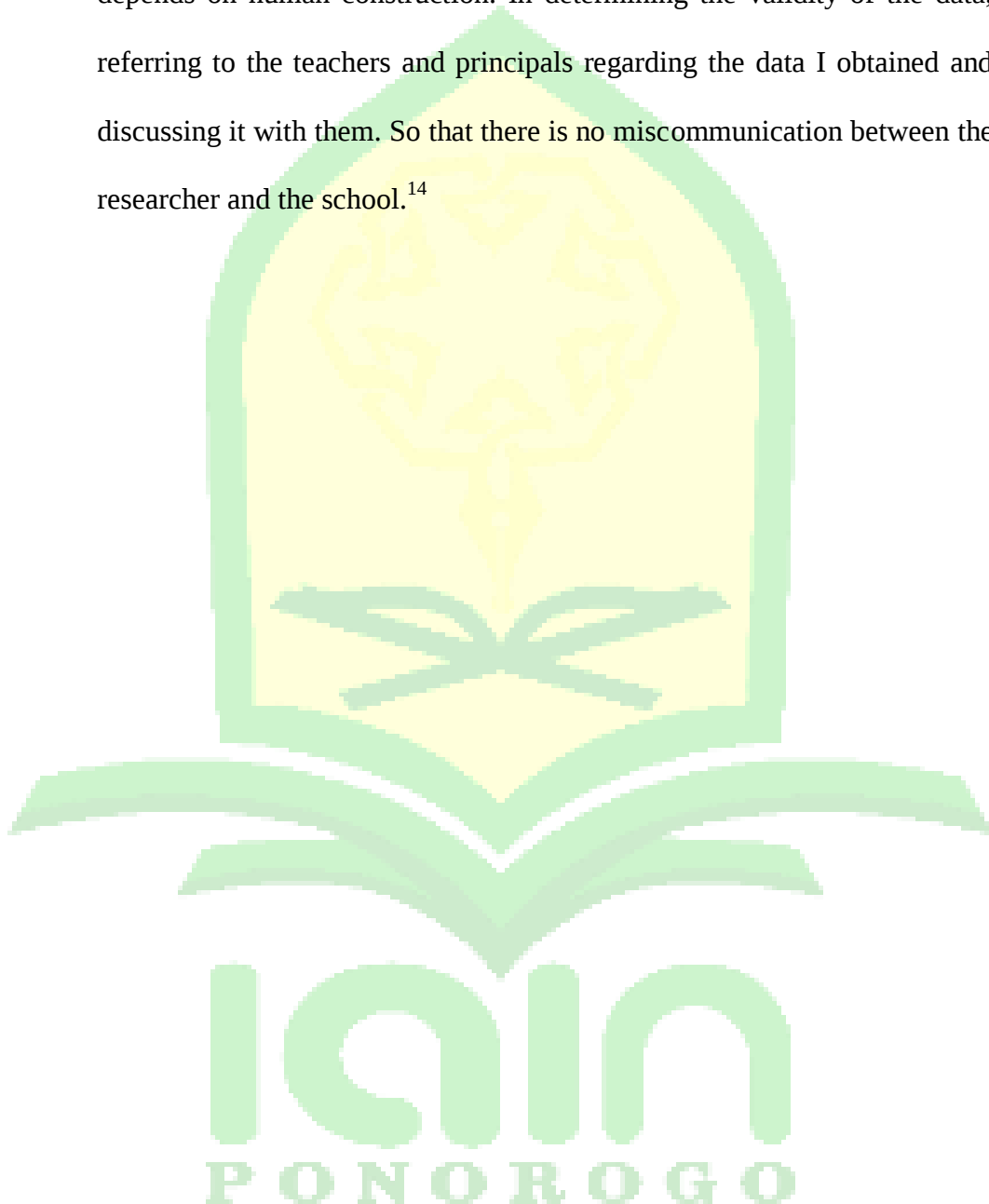
The notes obtained from various sources, both observations, interviews and documentation are concluded and adjusted to the focus of the research. After that, the research data that is displayed in and studied in more depth help researchers in obtaining a conclusion that is adjusted to the focus of the research on grade VIII students and teachers.

F. Checking the Validity of Research

In the process of checking the validity of the data, in this study the researcher used the triangulation technique, which is a data validity checking technique that utilizes something other than the data with the aim of checking or comparing the data. The purpose of triangulation is not to find the truth of the data, but to test the credibility of the data as well as

increasing the researcher's understanding of what he found by comparing data from various data collection techniques and data sources.

The truth of data reality in qualitative research is plural and depends on human construction. In determining the validity of the data, referring to the teachers and principals regarding the data I obtained and discussing it with them. So that there is no miscommunication between the researcher and the school.¹⁴



¹⁴ Moleong, Qualitative Research Methods , 372.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Overview of Research Background

1. Geographical Location Characteristics

SMP Islam Al-Ikhlas Karasan which is located in a pesantren environment, then logically if it is taken into account with the social conditions of the surrounding community which is a religious community, it provide more value and contribution to the institution. In addition, there are also considerations that:

- a. This institution is located close to residential areas, making it easier to reach.
- b. The existence of Islamic boarding schools has also contributed to maintaining and preserving noble moral values in society.
- c. The advancement of science and technology that is increasingly increasing the resources of rural communities has a positive impact on public awareness of the importance of education. So that the existence of educational institutions is increasingly needed for the sake of the nation's generations, especially rural communities.

2. Vision, Mission and Goals of the School

- a. Vision

"To become an excellent and trusted Islamic school in producing a generation that is faithful, has noble morals, is

intelligent, skilled, independent, has mastery of science and technology, and has environmental awareness."

b. Mission of SMP Islam Al-Ikhlash Karasan

- 1) Making SMP Islam Al-Ikhlash Karasan an Islamic school that excels in academic and non-academic achievements.
- 2) To make SMP Islam Al-Ikhlash Karasan a professional Islamic school that prioritizes noble morals.
- 3) Making SMP Islam Al-Ikhlash Karasan a trusted school in the community.
- 4) Improving the quality of education by focusing on improving the knowledge, skills, social attitudes, and spiritual attitudes of students.
- 5) Making Islamic values the basis for every educational activity at SMP Islam Al-Ikhlash Karasan.
- 6) Creating a clean, tidy, comfortable and beautiful school environment.

c. School Goals

- 1) Graduate Competency Standards
 - a) Schools are able to increase attitudes of faith and devotion to God Almighty.
 - b) Schools are able to improve academic achievement.
 - c) Schools are able to improve non-academic achievements .

- d) Schools are able to increase the number and standards of graduates who have C5 skills (*creative, critical thinking, cooperative, communicative and confident*)
 - e) Schools are able to increase the number of graduates who have behavior that reflects discipline, politeness, and honesty.
 - f) Schools are able to increase the number of students continuing their studies.
- 2) Content Standards
- a) Schools are able to produce KSP
 - b) Schools are able to produce syllabus
 - c) Schools are able to produce lesson plans
 - d) Schools are able to provide teaching materials, modules, books, and so on
 - e) Schools are able to provide Learning Guides
 - f) Schools are able to carry out student self-development activities.
- 3) Process Standards
- a) Schools are able to provide/produce learning tools, RPP.
 - b) Schools are able to meet learning requirements.
 - c) Schools are able to improve learning methods.
 - d) Schools are able to carry out continuous evaluation.

4) Standards for Educators and Education Personnel.

- a) Schools are able to improve the competence of educational staff.
- b) Schools are able to improve the competence of teaching staff.
- c) Schools are able to improve the competence of other educational staff.

5) Standard Facilities and Infrastructure.

- a) Schools are able to provide minimum infrastructure.
- b) The school is able to provide other infrastructure facilities.
- c) Schools are able to provide learning and assessment facilities.

6) Management Standards.

- a) Schools are able to fulfill the document guidelines for implementing work plans and school activities.
- b) The school is able to fulfill the organizational structure and work mechanisms of the school.

7) Financing Standards.

- a) Schools are able to increase educational funding sources.
- b) Schools are able to develop the use of funds.
- c) Schools are able to provide supporting documents for reporting the use of funds .

8) Assessment Standards.

- a) Schools improve the quality of daily tests, STS and SAS.

- b) Schools are able to develop test materials.
 - c) Schools are able to develop testing instruments.
 - d) Schools are able to develop remedial and enrichment
 - e) Schools are able to provide Learning Evaluation Guides.
- 9) School Environment Standards and Faith.
- a) Schools are able to create a clean culture.
 - b) Schools are able to create a healthy and beautiful environment.
 - c) Schools are able to develop cleanliness by holding competitions and activity.
 - d) Schools are able to increase faith and devotion
 - e) The school is able to mobilize students to pray Dhuha, Dhuhur and Friday prayers together.

3. Characteristics of Socio-Cultural and Environmental Context

SMP Islam Al-Ikhlas Karasan is located in Magetan Regency, with a social and cultural background that is still original, the attitudes and behavior of the religious community are reflected in the still high spirit of worship, concern for others, good manners are still maintained and a life full of tolerance.

4. Characteristics of Students

The educational background of parents and socio-economics are very diverse. However, all students are required to live in the dormitory of Al-Ikhlas Karasan Islamic Boarding School. Therefore, students of SMP Islam Al-Ikhlas Karasan have the following

characteristics:

- a. Able and willing to follow school rules and activities
- b. High willingness to learn
- c. Understanding and being able to act towards the existence of students with needs
Special
- d. Enthusiasm in participating in extracurricular activities
- e. study hours
Teach
- f. Good religious life

B. Description of Research Results

1. Implementation of Game-Based Learning Strategy in English Learning at SMP Islam Al-Ikhlâs Karasan Magetan

The implementation of Game-Based Learning (GBL) at SMP Islam Al-Ikhlâs Karasan Magetan addresses the research problem related to how game-based strategies are practically applied in English language teaching. This implementation was not a spontaneous or experimental act but was carried out in a structured, well-prepared, and theory-based manner by the teacher, Mrs. Purwati. Her approach aligns with Wena's theory that a learning strategy must be systematic, measurable, and goal-oriented.¹

¹ Made Wena, *Innovative Learning Strategies*, as cited in the theoretical framework of this thesis.

Based on the interview with Mrs. Purwati, the preparation stage involved several important steps. First, she identified the core learning objectives for the topic “Giving Opinion,” which required students to express thoughts using appropriate English expressions. She then selected two games “Act and Guess” and “Spin and Describe” that matched both the linguistic targets and students’ learning styles. The teacher also prepared materials such as flashcards, help cards containing phrases like “I think...” and “In my opinion...”, and spinners with image prompts. This preparation aligns with Djamarah’s view that instructional planning is a fundamental stage in maximizing learning outcomes.²

During the implementation stage, the teacher acted as a facilitator and learning guide. The classroom was divided into small groups to encourage collaboration and active participation. In the Act and Guess game, students performed an activity silently (e.g., brushing teeth), and other students had to guess the activity using English opinion expressions. For example, one student responded, “I think she is brushing her teeth because she wants to keep them clean”. In Spin and Describe, students spun a wheel containing prompts related to daily activities or preferences and described their opinion based on what they saw. For example: “In my opinion, wearing perfume is important because it makes you smell nice and feel confident”. This

² Syaiful Bahri Djamarah, *Learning and Teaching Strategies*, as cited in the theoretical framework of this thesis.

aligns with Coffey's view that game-based learning should embed learning content directly into the game mechanics³.

Interview data from students support the positive impact of this strategy. Zalfa, a Grade VIII student, stated in the interview that the games made English more enjoyable and helped reduce her fear of making mistakes. Azizah said "she enjoyed learning more and felt more active during English lessons". These reflections confirm Torrente's theory that GBL enhances student motivation, focus, and classroom engagement.⁴ The games allowed learners to internalize vocabulary, practice sentence construction, and increase their confidence when using English in real-time situations.

After each game session, the teacher held a reflection and feedback discussion. She corrected language errors, praised participation, and highlighted useful expressions. This step mirrors Djamarah's emphasis on feedback as an essential component of the learning cycle.⁵ Through these activities, students not only learned how to express opinions in English but also developed a stronger classroom interaction and sense of involvement.

³ Coffey, *Game-Based Learning Model*, as cited in the theoretical framework of this thesis.

⁴ Torrente et al., *Game-Based Learning: Impact on Motivation and Engagement*, as cited in the theoretical framework of this thesis.

⁵ Syaiful Bahri Djamarah,

2. Types of Games Used in Teaching English and Games that Support Language Learning

Based on the interview, the researcher identified two main types of games used in teaching English: **Act and Guess** and **Spin and Describe**. Both games have been found to support students' language development in various ways.

According to the teacher, *Act and Guess* is particularly helpful in enhancing students' understanding of new vocabulary or phrases. The teacher noted a noticeable improvement in students' vocabulary retention compared to traditional teaching methods. This was supported by her statement:

"It really helps with vocabulary comprehension because it's visual and kinesthetic. It makes it easier for them to remember. For example, after playing, they become more fluent in using the words 'jump' or 'surprised'."⁶

This observation was echoed by students. One of them expressed:

"I like it best when there are guessing games or something like role-playing. If we guess words, we think quickly about the right vocabulary. If we play role-playing, we become brave enough to speak English even though we are a bit shy at first."⁷

Another student responded with the statement that:

"I like it best when there are guessing games or quizzes. Because, we become more active in thinking and trying to remember the vocabulary that has been learned. Besides, there is a bit of exciting competition."⁸

Act and Guess was found to be effective in developing vocabulary, contextual understanding, and critical thinking. It is especially suitable for practicing vocabulary and reading. Observations

⁶ See Interview Transcript Number 01/W/ 08- May -2025 .

⁷ See Interview Transcript Number 02/W/ 08- May -2025 .

⁸ See Interview Transcript Number 03/W/ 08- May -2025 .

revealed that the teacher showed strong classroom management skills during the game-based learning. The rules such as taking turns, not interrupting, and speaking in English, were generally respected by students. The teacher actively monitored the game, gave gentle reminders when necessary, and ensured that all groups were participating effectively. Dividing students into small groups was particularly beneficial in maximizing speaking opportunities for each student.⁹ These findings were also supported by documented classroom activity transcripts.¹⁰

In terms of challenges, the teacher noted that students often felt shy or struggled to demonstrate abstract concepts. To address this, she explained:

"Usually shy or have difficulty demonstrating abstract concepts. I give encouragement and simple examples, or ask other friends to help with ideas."¹¹

Students also acknowledged that playing games in English Class helped improve their speaking skills. One student explained:

"I think so. Some games require us to speak or give instructions in English to friends. At first we might be a bit hesitant, but over time we become more confident to try speaking."¹²

Another added:

"Yes, I think it helps. Because in some games we are forced to speak or give instructions in English to our teammates. At first it feels awkward, but after a while we get used to it and it becomes more fluent."¹³

The teacher also emphasized that *Act and Guess* fosters active participation and interaction among students, as noted in her comment:

⁹ View Observation Transcript 04/ 0 / 08- May -2025 .

¹⁰ View Documentation Transcript 01/ D / 08- May -2025 .

¹¹ See Interview Transcript Number 01/W/ 08- May -2025 .

¹² See Interview Transcript Number 03/W/ 08- May -2025 .

¹³ See Interview Transcript Number 02/W/ 08- May -2025 .

"It really increases interaction and participation. They become more courageous in trying and are not afraid of making mistakes when communicating."¹⁴

Students supported this claim, stating that game-based learning made English lessons more enjoyable:

"Really! The thing is, when you play games there's healthy competition, there's a challenge, and there's also a feeling of joy if you win or answer correctly. So, learning English is not only like studying, but also like having fun with friends."¹⁵

Another student stated that:

"Yes, it's definitely more fun! Because, when playing games, we interact with friends, face challenges, and feel satisfied when we answer correctly or win. So, English learning is not just studying, but also enjoyable."¹⁶

Regarding the game *Spin and Describe*, the teacher highlighted its effectiveness in encouraging students to speak spontaneously and construct simple English sentences quickly. She stated:

"Effective in training the courage to speak and construct simple sentences quickly."¹⁷

Students also confirmed that the game helped them learn new vocabulary and grammar. One student said:

"Yes, it really helps. For example, when playing a game to find hidden words, we learn new vocabulary that we may have never heard before. Or if there's a game that uses sentences with a certain structure, we understand more about how to use that grammar."¹⁸

Another student stated that:

"Yes. For example, when playing guess the picture, we learn the names of objects in English that we may not have known before. Or when playing games that have rules, we learn more about how to use certain sentence structures, like 'If you... then...'"¹⁹

¹⁴ See Interview Transcript Number 01/W/ 08- May -2025 .

¹⁵ See Interview Transcript Number 02/W/ 08- May -2025 .

¹⁶ See Interview Transcript Number 03/W/ 08- May -2025 .

¹⁷ See Interview Transcript Number 01/W/ 08- May -2025 .

¹⁸ See Interview Transcript Number 03/W/ 08- May -2025 .

¹⁹ See Interview Transcript Number 02/W/ 08- May -2025 .

This is reinforced by the transcript of the interview documentation with students.²⁰ Furthermore, the challenges that students often face when playing "Spin and Describe", especially related to limited vocabulary or difficulty in constructing sentences, then the support given to students in this situation, namely

"Limited vocabulary is often an obstacle. I help by providing clues or easier alternative words."²¹

She also explained that besides speaking, the game supports other language skills:

"In addition to speaking, it also trains pronunciation and the use of appropriate vocabulary according to the context of the picture or word."²²

Students agreed that game-based learning help improve their conversational skills. One student said:

"Yes, I think there is an improvement. Because in games we often have to respond quickly and accurately in English. This trains us to think and speak English spontaneously, which is similar to everyday conversation."²³

Another student made a similar point:

"Yes, I think there is an improvement. Because in games we often have to respond quickly and accurately in English. This helps us think and use English more naturally, like in conversation."²⁴

In conclusion, both act and guess and spin and describe have proven to be valuable tools in English language teaching. They help practice various language skills, enhance motivation, and create a more engaging learning environment. To maximize their effectiveness, it is essential to select games that align with the learning objectives and are suitable for students' needs and proficiency levels.

²⁰ See Documentation Transcript Number 02/ D / 08- May -2025 .

²¹ See Interview Transcript Number 01/W/ 08- May -2025 .

²² See Interview Transcript Number 01/W/ 08- May -2025 .

²³ See Interview Transcript Number 02/W/ 08- May -2025 .

²⁴ See Interview Transcript Number 03/W/ 08- May -2025 .

3. Students' Perceptions of the use of Game-Based Learning Strategies in English Learning

Based on interview data with the teachers, it was revealed that the use of *Game-Based Learning* (GBL) strategies significantly enhanced students' engagement and enthusiasm in learning English,. Students appeared more motivated, focused, and displayed increasingly positive attitudes during lessons. This was reflected in the teacher's statement:

"Yes, the change in student engagement and enthusiasm has been significant since I started integrating games. They appear more eager to participate in learning activities, more focused during lessons, and generally show a more positive attitude towards learning English."²⁵

This aligns with students' perceptions as well. One student expressed:

"Wow, I really like it when there are games in English lessons! In my opinion, games make learning less boring and more exciting. They also help us become more active and not afraid of making mistakes."²⁶

Another student similarly stated:

"I really like it when we play games in English class! I think games make learning more fun and less boring. So, we feel more enthusiastic about learning."²⁷

These views are supported by observation data, which showed that students responded positively to game-based learning. They demonstrated enthusiasm, a strong motivation to "win" in the learning process, and increased confidence in using English. The classroom atmosphere became more lively and interactive, helping to reduce students' anxiety about making mistakes. However, the observations

²⁵ See Interview Transcript Number 01/W/ 08- May -2025 .

²⁶ See Interview Transcript Number 02/W/ 08- May -2025 .

²⁷ See Interview Transcript Number 03/W/ 08- May -2025 .

also highlighted certain considerations, such as the potential for increased noise and the importance of varying the types of games used to sustain interest over time. Some students also emphasized the need for balance, noting that if games were used too frequently or repetitively, they could become less engaging and challenging.²⁸ Documentation of classroom activities further confirmed that students were enthusiastic and appeared genuinely happy when participating in game-based learning.²⁹

They engaged actively, asking questions, discussing, and participating, driven by the elements of competition and enjoyment, which deepened their connection with the lesson content. As one student explained:

"Definitely! When we play games, there's healthy competition, challenges, and a real sense of joy when we win or answer correctly. So, learning English doesn't just feel like studying, it feels like having fun with friends."³⁰

Another student shared:

"Yes, it's definitely more fun! Because, when playing games, means we interact more with friends, face challenge and feel satisfied when we get the answers right or win. Learning English becomes both educational and enjoyable."³¹

The researcher also asked students whether the game-based learning improved their ability to understand and use English in real conversations. Most students agreed, as reflected in the following statements:

"Yes, I think there's been improvement. Because in games, we often have to respond quickly and accurately in English. This trains

²⁸ See Observation Transcript Number 06/ O / 08- May -2025 .

²⁹ See Documentation Transcript Number 01/ D / 08- May -2025 .

³⁰ See Interview Transcript Number 02/W/ 08- May -2025 .

³¹ See Interview Transcript Number 03/W/ 08- May -2025 .

us to think and speak spontaneously, just like in everyday conversation."³²

Another student stated that:

"Yes, I've noticed an improvement. Games push us to react and speak in English in real time, which makes our speaking feel more natural, like in daily communication."³³

Additionally, students acknowledged that teacher feedback provided after the games played an important role in improving their English skills. One student shared:

"I think the feedback from teachers is very helpful. It shows us which parts we did well and what still needs improvement. With feedback, we know how to learn better good and which parts need to be improved. With feedback, we have a guide to learn better."³⁴

Another added:

"Yes, teacher feedback is really important. It helps us recognize our strengths and weaknesses. When the teacher gives suggestions after the game, we know how to perform better next time."³⁵

Observational notes confirmed the value of the post-game feedback session. It became a meaningful moment in the learning process, where the teacher not only corrected grammatical or pronunciation errors but also praised the proper use of opinion expressions. Furthermore, the teacher encouraged students to reflect on their performance, to share how they felt during the activities, and to connect their experience back to the learning objectives. These sessions fostered two-way interaction, where students felt comfortable asking questions or seeking clarification to deepen their understanding.³⁶

³² See Interview Transcript Number 02/W/ 08- May -2025 .

³³ See Interview Transcript Number 03/W/ 08- May -2025 .

³⁴ See Interview Transcript Number 03/W/ 08- May -2025 .

³⁵ See Interview Transcript Number 02/W/ 08- May -2025 .

³⁶ See Observation Transcript Number 05/ O / 08- May -2025 .

C. Discussion

1. Analysis of the Application of Game-Based Learning Strategy in English Learning at SMP Islam Al-Ikhlas Karasan Magetan

The implementation structured procedures in line with Game-Based Learning theory. For Act and Guess, the steps included preparation of vocabulary, dividing students into groups, turn taking to act silently, guessing using expressions such as "I think..." and "In my opinion...", and scoring based on correct answers. For Spin and Describe, the procedure involved preparing a spinner with activity images, spinning turns, describing the picture using opinion expressions, and giving feedback. These procedures reflect Djamarah's(2002) learning model consisting of preparation, and reflection, as well as Kapp's(2012) framework on game-based learning mechanics and planning.

First, she analyzed the learning objectives and selected appropriate games that supported those objectives. For the topic of Giving Opinion, she chose "Act and Guess" and "Spin and Describe". because these games encouraged students to express their thoughts, use relevant vocabulary, and practice sentence construction in English.

Second, she prepared learning media, such as flashcards, picture cards, spinners, and help cards containing English expressions like "I think...", "In my opinion...", and "I agree/disagree because...". These media served as scaffolding tools for students who might need language support during the activity.

Third, she explained the game procedures in detail before starting the activity. She modeled how to play the game, showed how to use target phrases, and encouraged students to ask questions if they did not understand the instructions. This preparation step is in line with Syaiful Bahri Djamarah's view that clear explanation and understanding are essential for effective learning³⁷. Mrs. Purwati also grouped students into small teams to encourage collaboration and equal participation. She established class rules to maintain order, such as respecting turns, staying on task, and speaking in English during the game. Time allocation was also planned carefully to ensure the games fit within the lesson schedule.

During the implementation, Mrs. Purwati acted as both a facilitator and a classroom manager. She monitored the progress of the game, supported students who were struggling, and ensured that learning objectives were still being achieved. Her active role made the classroom atmosphere more engaging and inclusive. Students were highly involved, showing excitement, creativity, and confidence while participating in the games. This is in accordance with the theory by Coffey, who emphasized that games can foster deep engagement when students understand both the purpose and the mechanics of the activity.³⁸ In this case, the games became a bridge that connected students' interest with their linguistic development.

³⁷ Syaiful Bahri Djamarah, *Learning and Teaching Strategies*, as cited in the theoretical review of this thesis, pp. 16-18.

³⁸ Coffey, *Game-Based Learning Model*, as cited in the Game-Based Learning section, p. 36.

At the end of each session, Mrs. Purwati invited students to reflect on the games. She provided constructive feedback, corrected language errors, and praised students for their participation. Students were also encouraged to share their thoughts about the activity, which helped them internalize the language structures they had practiced. This reflection step reinforced the key idea from Djamarah, who stated that feedback and follow up are essential components in maximizing learning impact. Through this cycle of preparation, implementation, and reflection, the Game-Based Learning strategy contributed positively to students' motivation, participation, and ability to express opinions in English.

Theoretically, the implementation of Game-Based Learning (GBL) serves as a strategic approach utilized by educators to enhance the effectiveness and efficiency of the teaching process. This idea is supported by Made Wena, who emphasized that an effective learning strategy provides a structured framework that guides teacher in planning and executing each learning session. Through systematic guidelines, educators can manage instructional time more effectively, select suitable teaching methods, choose the right teaching methods, and anticipate potential learning difficulties for students. This directly contributes to the creation of a conducive and directed learning environment.³⁹

³⁹Made Wena, *Current Innovative Learning Strategies* (Jakarta: Bumi Aksara, 2009), 3.

In line with that, Bambang Warsita expanded the understanding of learning strategies by including aspects of materials and their arrangement. He argued that the success of learning does not only depend on how teachers deliver the material, but also on the quality and relevance of the material itself. A comprehensive learning strategy includes selecting materials that are in accordance with learning objectives and student characteristics, as well as organizing the materials so that they are easy to understand and remember. Thus, both teachers and students benefit; teachers have a clear framework, while students get a more structured, interesting learning experience, and ultimately improve their understanding of the subject matter.⁴⁰

In accordance with these theoretical perspectives, Mrs. Purwati the English teacher interviewed in this study implemented a game-based learning strategy to make English lessons more engaging and effective. The use of games in her classroom was not merely for entertainment purposes but was deliberately structured as an integral part of the learning process, aimed at enhancing students' conceptual understanding and language proficiency. She explained that Game-Based Learning was incorporated into her English lessons through a variety of methods. These included the use of modified board games for vocabulary practice, interactive applications or websites to reinforce grammar, and role-playing simulations designed with game elements such as points or challenge-based tasks. Mrs. Purwati

⁴⁰Bambang Warsita, *Learning Technology: Foundations & Applications* (Jakarta: PT. Rineka Cipta, 2008), 267-268.

emphasized that every game she employed was selected with clear learning objectives in mind and was carefully aligned with the lesson material to ensure pedagogical relevance.

Based on the theoretical perspectives and field data discussed above, the researcher concluded that the implementation of Game-Based Learning (GBL) by Mrs. Purwati aligns closely with the learning strategy theories proposed by Made Wena and Bambang Warsita. Wena's theory on the importance of systematic structure in learning is reflected in the clear rules and targeted objectives embedded in the games, which assist the teacher in managing the instructional process more effectively. Likewise, Warsita's perspective on the significance of relevant and well-organized materials is evident in the thoughtful selection of games that are integrated with the goals of English language instructions, such as vocabulary and grammar reinforces the understanding that Game-Based Learning is not merely a form of classroom entertainment, but a well-considered pedagogical approach. exercises through modified board games or interactive applications.

This alignment between theory and practice reinforces the understanding that Game-Based Learning is not merely a form of classroom entertainment, but a well-considered pedagogical approach. Mrs. Purwati's application of Game-Based Learning demonstrates a strong awareness of how game elements can be strategically employed to foster student engagement, strengthen comprehension of English

language concepts, and provide meaningful opportunities for language use in context. Her selection of diverse types of games from simple formats like board games to more advanced activities such as role-playing simulations, illustrates her efforts to address various learning styles and sustain student motivation. Therefore, the integration of Game-Based Learning as a core component of English language learning shows that, when designed with clear objectives and aligned with instructional content, this strategy can serve as an effective means of achieving optimal learning outcomes, as envisioned in modern learning strategy theory.

Based on the analysis above, it is evident that the teacher employs games that are tailored to the specific learning objectives and the students' proficiency levels. This is supported by documented transcripts from game-based activities conducted on 01/D/08-May-2025. These findings are consistent with the researcher's observations, which indicated a clear connections between the games used and the *Giving Opinion* lesson material. The teacher ensured that every student interaction within the game required the use of English opinion expressions. For example, during activities involving movement guessing or image description, students were consistently encouraged to utilize relevant phrases to express opinion in English. These observations also revealed that the repeated use of such expressions within an engaging context helped students not only recall the phrases

more easily but also internalize their usage in a more natural manner compared to traditional grammar-focused exercises.

This practice aligns with the theoretical perspectives on Game-Based Learning, which is increasingly recognized as an innovative approach in the field of education. Torrente explained that Game-Based Learning goes beyond mere play by involving games that are purposefully designed with specific learning objectives, making it an effective instructional tool for supporting students' understanding of academic content.⁴¹ Similarly, Coffey defines Game-Based Learning as an instructional model that strategically embeds subject matter into engaging, game like activities. Through active participation in these games, students are not only encouraged to learn individually but also to collaborate with their peers, fostering a more dynamic and enjoyable learning environment. This method is believed to enhance student motivation, deepen conceptual understanding, and make learning experiences more meaningful and memorable⁴²

Drawing upon both the empirical findings and theoretical frameworks, the researcher concluded that the implementation of Game-Based learning (GBL) observed in the "Giving Opinion" game activity on May 8, 2025, effectively bridged the theories put proposed by Torrente and Coffey. The game was carefully aligned with

⁴¹Vivi Vinika Elita Putri and Muhamad Abdul Roziq Asrori, "Utilization of Digital Game-Based Learning with Kahoot.It Application Media to Improve Learning Interaction," *INSPIRASI: Journal of Social Sciences* 16, no. 2 (2019): 141–50, <https://jurnal.stkipggritlungagung.ac.id/index.php/inspirasi/article/view/1430>.

⁴²Firosa Nur“Aini, “The Influence of Game Based Learning on Interest and Learning Outcomes of Economic Subjects of Grade XI IPS Students,” *JUPE: Journal of Economic Education* 6, no. 3 (2018): 249–55.

instructional objectives and adapted to match the students' language proficiency, demonstrating that Game-Based Learning is not simply a form of recreational play, but a deliberate pedagogical approach. By embedding key content such as opinion expressions into structured and interactive gameplay, the teacher provided meaningful opportunities for students to apply language concepts directly. The frequent repetition of target phrases within this enjoyable context supported deeper understanding and more natural language acquisition. Thus, the implementation confirmed that Game-Based Learning can create a dynamic and motivating educational experience while reinforcing essential language skills, solidifying its value as a powerful teaching tool.

The successful integration of theory and practice in the implementation of Game-Based Learning in this context highlights the importance of designing purposeful and relevant instructional activities. The teacher did not simply employ games as supplementary tools but instead carefully selected and adapted them to align with specific learning objectives particularly in the lesson on "Giving Opinion." The clear connection between the game mechanics (such as movement guessing and image description) and the linguistic demands of expressing opinions in English ensured that each student interaction during the games directly contributed to their mastery of the targeted material. Observations indicated that the repetition of phrases within a playful and meaningful context enabled students to internalize the

language more naturally and effectively than through traditional grammar-based methods. This case study thus offers empirical support for the partial application of Game-Based Learning principles, grounded in theory, as a means to enhance the effectiveness of English language learning.

In support of this, interview data from a student named Zalfa revealed that the use of games in English classes made learning more enjoyable and less monotonous. She noted that games encouraged making mistakes. Likewise, another student, Azizah, shared that the inclusion of games made the learning process more fun and engaging, which in turn boosted their motivation and enthusiasm to learn.

These student perspectives are consistent with the broader theoretical benefits of Game-Based Learning. Game-Based Learning is widely recognized for its ability to boost student motivation and engagement through the use of visually stimulating and interactive components. Moreover, Game-Based group activities naturally foster students' collaboration skills as they work together to achieve shared goals. The structured feedback mechanisms such as levels and point systems provide both students and teachers with immediate insight into progress and learning achievements. In addition, the challenges embedded in games enhance students' problem solving abilities to learn from mistakes, thereby encouraging risk-taking and resilience.⁴³

⁴³Gina Dewi and Lestari Nur, "Gina Dewi Lestari Nur, 2014 Group Vocal Learning in Independent Learning Activities at SMPN 1 Panumbangan Ciamis Indonesian University of Education | Repository.Upi.Edu | *Perpustakaan.Upi.Edu*," Yoanda Amallya, 2014, 2008–10.

Based on the field data and the supporting theories,, the researcher concluded that the insights provided by students Zalfa and Azizah align with the core principles of Game-Based Learning. Their testimonies reinforce the notion that incorporating games into English language instruction not only increases motivation and enjoyment but also creates a more dynamic and student centered learning enviornment. Furthermore, their experiences reflect the wider pedagogical benefits of Game-Based Learning as described in the literature: hightened engagement, collaboration, immediate feedback, enhanced problem-solving and creative thinking, and the development of confidence in language use. These findings affirm the role of Game-Based Learning as a valuable educational strategy that supports both cognitive and affective aspects of learning.

The alignment between the students' interview responses and theoretical foundation of Game-Based Learning demonstrates the effectiveness of this approach in fostering a positive and engaging learning environment. For example, Zalfa stated that games make learning English feel less monotonous and more enjoyable, helping students become more active and less afraid of making mistakes. This clearly illustrates how the fun and interactive barriers in language learning. Similarly, Azizah mentioned that games make learning more enjoyable and motivating, reinforcing the idea that the playful elements in learning can significantly enhance student engagement. These insights support theoretical claims that Game-Based Learning

not only facilitates the acquisition of knowledge but also boosts students' intrinsic motivation. In this way, the integration of games into English language teaching both as perceived by students and supported by educational theory holds great promise for improving the overall quality of the teaching and learning process.

These conclusions are further supported by the results of classroom observations, which indicated a strong alignment between the games used and the learning objectives, appropriate levels of challenge, and active student participation. Observational data showed that the teacher did more than just implement games; she designed them with clear instructional goals and a structured framework. In the *Act and Guess* activity, students enthusiastically acted out various phrases while their classmates actively responded with relevant opinions, demonstrating an understanding of both the language and the game's structure. Likewise, in *Spin and Describe* game, the spinning moment created excitement, encouraging students to respond to images with appropriate expressions of opinion. This structured approach ensured that all students had equal opportunities to participate and practice their English skills.

The implementation of Game-Based Learning in the classroom followed a systematic process. It began with preparation, during which the teacher designed learning materials, selected appropriate media, and chose suitable games. This was followed by an introductory phase, where students were given a brief overview of the topic and the game

rules were explained clearly. During gameplay, the teacher observed and assisted students who needed help. The session concluded with a reflection, during which students discussed any difficulties they encountered.⁴⁴

Each stage of Game-Based Learning was carefully designed to maximize student involvement and understanding. The teacher's preparation ensured that the chosen game aligned with the learning objectives and supported the material being taught. Providing an initial overview of the content served as a bridge between students' prior knowledge and the new concepts explored through the game, while also sparking curiosity. A thorough explanation of the rules helped prevent confusion and ensured consistent participation. During the games, the teacher functioned as both a facilitator and an observer, offering timely support and maintaining engagement. Finally, the closing reflection provided space for students to share their experiences, express challenges they faced, and relate the activity to broader learning goals thereby deepening their comprehension and retention of material.

Based on the field data and the relevant theoretical framework, the researcher concluded that the implementation of the *Game-Based Learning* (GBL) strategy in English learning at SMP Islam Al-Ikhlâs Karasan Magetan was conducted in a structured and well-planned manner. This conclusion is supported by is observation findings that

⁴⁴Rahmat Hidayat, "Game-Based Learning: Academic Games as a Supporting Method for Entrepreneurship Learning," *Psychology Bulletin* 26, no. 2 (2018): 71, <https://doi.org/10.22146/buletinpsikologi.30988>.

indicate a strong alignment between the games used and the learning material, appropriate levels of difficulty, and high levels of student engagement during the activities. Furthermore, classroom observations revealed that the teacher did not merely present games as entertainment, but thoughtfully designed them with a clear structure and targeted pedagogical goals. Concrete examples from the "Act and Guess" and "Spin and Describe" activities demonstrate how a well-organized game sequence can foster student involvement and provide opportunities to actively practice English. The alignment between the observed practices and the theoretical stages of Game-Based Learning including preparation of materials and games, the orientation session where rules and content were explained to students, the implementation phase with teacher guidance, and the final reflection shows that the strategy was carried out systematically to enhance student engagement and comprehension.

The observations also revealed that the teaching and learning process using games produced very positive outcomes. The game were well-chosen, appropriately challenging, and successfully engaged students in active participation. The explanation of game concepts was delivered clearly, enabling students to understand the objectives and participate in classroom discussions. Game rules were easy to follow and aligned with the learning goals, and the teacher demonstrated flexibility in adjusting the rules if necessary to maintain the learning flow. Group formation was conducted effectively, taking into account

group size, diversity of members, and fair task distribution. Time management during the activities was efficient and ensured that the games progressed smoothly. Throughout the game sessions, student involvement remained high, facilitated by the teacher's active role in guiding and supporting the learning process. Awards were distributed fairly and in a way that motivated students, who responded positively to the recognition they received.

The conclusion or reflection phase was also well executed, involving students in summarizing the lesson content and assessing their own understanding. Specifically, during the "Act and Guess" game, students demonstrated an ability to perform and interpret vocabulary correctly, work collaboratively, use meaningful gestures, and explain their answers confidently. Likewise, in the "Spin and Describe" game, students were able to follow directions, describe the selected image or word using English sentences, express simple opinions, demonstrate basic fluency and apply vocabulary relevant to the context. The summary, the use of games in this learning process proved effective in enhancing student participation, comprehension of the material, and development of English language skills through engaging and interactive activities.

2. Analysis of Types of Games Used in English Language Teaching and Games that Support Language Learning

Based on the interview data, the researcher identified two primary types of games used in the English learning process: *Act and Guess* and *Spin and Describe*. Both games were used to teach the topic of Giving Opinion, which requires students to express their thoughts, preferences, and reasons in English. The implementation of these games aimed to help students practice using opinion expressions such as “I think...”, “In my opinion...”, and “I agree because...” in a more interactive and engaging context.⁴⁵

The game *Act and Guess* was used to support students' vocabulary development and improve their speaking and listening skills. In this game, students acted out certain expressions or phrases silently, while their classmates guessed the correct words or sentences. The visual and kinesthetic nature of this game helped students associate movements with language, making vocabulary easier to remember and use. The teacher prepared a list of target vocabulary related to daily expressions and ensured that each word could be used in the context of expressing opinions. For example, when a student acted out an activity like brushing teeth, their classmate might respond with, “I think she is brushing her teeth because she wants to keep them clean.”⁴⁶

⁴⁵ Interview with Mrs. Purwati, May 2025, as documented in Appendix 1, Transcript of Interview.

⁴⁶ Classroom Observation, Grade VIII-D, May 2025, as documented in Appendix 2, Observation Notes.

Similarly, the Spin and Describe game was designed to enhance students' ability to describe objects or situations spontaneously and to build structured English sentences. The spinner contained images or prompts related to Giving Opinion topic such as actions, hobbies, or daily habits. Students were asked to describe the image and express their opinion about it. For instance, if the spinner pointed to an image of someone wearing perfume, a student might say, "In my opinion, wearing perfume is important because it makes you smell nice and feel confident."⁴⁷

These games were not only chosen for their entertainment value but also for their strong alignment with the learning objectives. By incorporating opinion based expressions in the game mechanics, the teacher ensured that students could actively practice the target language within a meaningful context. The integration of these games into the Giving Opinion lesson demonstrated how Game-Based Learning can transform a potentially abstract topic into dynamic and student centered learning experience.

Consistent with this, "Act and Guess" is designed to enhance both speaking and listening skills while simultaneously enriching vocabulary knowledge. In this game, students take turns acting out a word or phrase silently, while their group members attempt to guess the correct expression.⁴⁸

⁴⁷ Karl M. Kapp, *The Gamification of Learning and Instruction*, as cited in this thesis.

⁴⁸ Marzuki, AG, Iftitah, A., & Kuliñana, A. Developing Vocabulary Mastery Through Guessing Words Game for the Seventh Grade Students of SMP Negeri 10 Palu. *Journal of English Language Education*, (2022). 7(1), 46-52.

The implementation of this game involves several structured steps. First, the teacher prepares a list of vocabulary items or phrases that align with the learning objectives. Then, students are divided into small groups. Next, in turns, one student from each group randomly selects a word or phrase and performs it without speaking, while the rest of the group guesses the meaning. Points are awarded for correct guesses, and the turns rotate until all members have participated.⁴⁹

From the data gathered, the researcher analyzed that "Act and Guess" is one of the most prominent game types applied in English instruction at SMP Islam Al-Ikhlas Karasan Magetan. The teacher emphasized that the game had a meaningful impact on vocabulary learning, demonstrating a clear advantage over conventional techniques. Its effectiveness is strongly attributed to the multisensory (visual and physical) involvement it offers, which helps learners associate words with actions more easily. As mentioned, students showed increased fluency in applying specific vocabulary items in context after engaging in the game.

This observation aligns well with the theoretical framework of "Act and Guess", which describes it as a Game-Based Learning activity aimed at strengthening students' listening and speaking abilities while expanding their vocabulary. The game's interactive

⁴⁹ Marzuki, AG, Ifitah, A., & Kuliñana, A. Developing Vocabulary Mastery Through Guessing Words Game for the Seventh Grade Students of SMP Negeri 10 Palu. *Journal of English Language Education*, (2022). 7(1), 46-52.

structure comprising word list preparation, group division, turn taking, silent acting, guessing, and scoring ensures a comprehensive and engaging learning experience. Therefore the teacher's testimony not only validates the theoretical benefits of "Act and Guess" but also provides practical evidence of its effectiveness in supporting students' mastery of English vocabulary.

In line with this, students responses regarding the use of games indicated a preference for Act and Guess games activities. Several students mentioned that they particularly enjoyed games. These types of games are effective in enhancing vocabulary, promoting contextual understanding, and fostering critical thinking skills. They are especially beneficial for vocabulary practice. Based on classroom observations, the researcher found that the teachers demonstrated strong adaptive classroom management during game-based learning. The rules established before game play such as taking turns to speak, avoiding interruptions, and using English were generally followed by students. The teacher actively monitored the flow of the game, provided gentle reminders when rules were overlooked, and ensured that each group was functioning effectively. Dividing students into small groups proved to be a successful strategy in maximizing individual student participation and speaking opportunities. This supported by documentation transcrip No. 01/ D / 08- Mei -2025, which records these classroom dynamics.

According to the teacher's observations during the "Act and Guess" activity, some students experienced challenges such as shyness or difficulty in representing abstract concepts through gestures. To overcome this, the teacher offered encouragement, gave simplified examples, and occasionally invited peers to suggest ideas that could help the student express the intended word or phrase. The challenges they usually face and the strategies applied to help students overcome these challenges are shyness or difficulty showing abstract concepts. The teacher provides encouragement and simple examples, or asks other friends to provide ideas.

This is in line with game-based learning has advantages and disadvantages. The disadvantage of game-based learning is that it takes a long time to learn.⁵⁰ Not all educators have the skills to create games. An overly active classroom atmosphere can cause chaos and become uncondusive. And requires more tools and instruments.⁵¹ It can be concluded that the use of game-based learning has disadvantages, namely that not all learning materials can be used. In addition, game-based learning takes a long time, so educators must be able to understand and package it in the form of interesting and effective games.

Based on the data above, the researcher concluded that students responded positively to the implementation of games in English

⁵⁰Hidayat, "Game-Based Learning: Academic Games as a Supporting Method for Entrepreneurship Learning."

⁵¹Wibawa et al., "Game-Based Learning (Gbl) as an Innovation and Solution to Accelerate Learning Adaptation in the New Normal Era."

language learning, particularly Act and Guess activities. These games were perceived as effective tools for enhancing vocabulary, contextual comprehension, and critical thinking skills. The researcher's observations also highlighted the teacher's adaptability in managing the classroom during game-based activities, including consistent enforcement of rules and active supervision to ensure equal participation among students in small groups. The teacher's experience further revealed that challenges such as students' shyness or difficulties in performing abstract concepts could be addressed through encouragement, the use of simple examples, and peer support. These findings align with theoretical perspectives on the benefits of game-based learning, which emphasize its potential to boost student motivation and foster social interaction. While existing literature also notes several limitations, including time constraints, the need for teacher expertise in game design, the risk of classroom disruption, and limited applicability across all topics, the observations in this study suggest that such challenges can be mitigated through effective classroom management. Therefore, the integration of guessing games and role-playing emerges as a promising strategy in English language instruction.

The teacher shared insights regarding the effectiveness of the *Spin and Describe* game in enhancing students' speaking skills, particularly in encouraging spontaneous descriptions and the construction of English sentences. She noted that the game was

effective in fostering students' confidence to speak and in helping them formulate simple sentences quickly. Similarly, students reported that the game supported their learning of new vocabulary and grammar. Some also mentioned that it helped them recognize the English names of objects they had previously been unfamiliar with.

Theoretically, *Spin and Describe* is a game designed to enhance students' speaking abilities, particularly in describing objects or concepts and expanding their vocabulary. The gameplay involves spinning a wheel that contains various pictures or words; the student whose turn it is must then describe the image or word indicated by the spinner.⁵²

The implementation of this game involves several stages. First, the teacher prepares a spinning wheel that contains pictures or words relevant to the lesson topic. Then, students are divided into small groups. Each student takes turns spinning the wheel and describing the image or word that appears. After the description is given, classmates are encouraged to ask questions related to the description. The evaluation criteria for this activity include the completeness of the description, the accuracy and appropriateness of vocabulary usage, and the student's ability to respond to the questions posed by their peers.⁵³

⁵² Defianty, M., Eviyuliwati, I., & Hasanah, R. The Effect of Guessing Game on Students' Vocabulary Knowledge. *Journal of English Language and Education* , (2022). 7(1), 46-52.

⁵³ Defianty, M., Eviyuliwati, I., & Hasanah, R. The Effect of Guessing Game on Students' Vocabulary Knowledge. *Journal of English Language and Education* , (2022). 7(1), 46-52.

The analysis of field data from the teacher's perspective indicates that the *Spin and Describe* game is effective in developing students' speaking skills and their ability to construct simple English sentences rapidly, particularly in the context of spontaneous descriptions. This finding is supported by students' feedback, in which they expressed that the game helped them acquire new vocabulary and grammar, as well as identify the English names of objects previously unfamiliar to them. From a theoretical standpoint, *Spin and Describe* is indeed designed to enhance speaking proficiency, descriptive ability, and vocabulary enrichment through the use of a spinning wheel containing images or words that students are required to describe. The procedure of the game which includes teacher preparation of materials, group division, individual turns to describe, peer question-and-answer sessions, and assessment based on the completeness of descriptions and the use of appropriate vocabulary aligns with the intended goals of language skill development. These findings from classroom practice confirm the theoretical advantages of the method. Therefore, both the empirical evidence and theoretical framework consistently support the conclusion that *Spin and Describe* is an effective strategy for fostering students' language development, particularly in improving speaking fluency, sentence construction, and vocabulary mastery.

These findings are further supported by interview transcript documentation with Student Number 02/D/08-May-2025. One of the common challenges students face while playing *Spin and Describe* is

their limited vocabulary and difficulty in constructing sentences. To address this, the teacher provides assistance by offering guidance or suggesting simpler alternative words. According to the teacher, beyond speaking skills, the game also supports the development of other English language competencies, such as pronunciation and the use of contextually appropriate vocabulary. This aligns with broader language learning objectives. Student interviews also reinforce this view, with several students expressing that participating in game-based activities helped them improve their ability to understand and use English in conversation. One student noted a noticeable improvement in their skills, particularly due to the game's requirement for quick and accurate responses in English. This aspect of the activity encourages students to think and communicate more spontaneously, resembling natural, everyday conversation.

According to Ajzen, attitudes toward an object or issue are shaped by three interrelated components. The **cognitive component** refers to an individual's knowledge and beliefs that serve as the foundation for their evaluations. These beliefs then influence the **affective component**, which encompasses the feelings and emotions associated with the object. Following this, the **conative component** represents the behavioral tendencies, intentions, and actual actions exhibited by the individual. For instance, positive beliefs about the advantages of learning English (cognitive) may lead to feelings of enthusiasm (affective), which in turn promote active engagement in

learning activities (conative). On the other hand, negative beliefs can result in aversion or disengagement. Understanding these three components is essential, as attitudes significantly influence behavior and decision-making. This framework is particularly relevant in educational settings, as well as in fields such as marketing and social change, where efforts to shape or alter attitudes are frequently undertaken.⁵⁴

Field data obtained from student interviews revealed that the primary challenges encountered during the *Spin and Describe* game were limited vocabulary and difficulties in constructing sentences. In response to these challenges, the teacher actively provided support in the form of hints or by offering simpler alternative words. Beyond speaking practice, the teacher also viewed the game as effective for enhancing students' pronunciation and their ability to use contextually appropriate vocabulary. Moreover, the game was seen as compatible with broader instructional goals. Students reported that engaging in game-based activities improved their ability to comprehend and use English in conversation. They also noted that the game trained them to respond quickly and accurately, thereby fostering more spontaneous language use an ability closely resembling authentic, everyday communication.

This analysis can be linked to Ajzen's theory of attitude, which posits that attitudes are composed of three interconnected components:

⁵⁴ Ajzen Icek, *Attitudes, Personality and Behavior*, 2nd ed. (New York: Open University Press, 2005), 45,

cognitive (beliefs), affective (emotions), and conative (behavioral tendencies). In the context of the *Spin and Describe* game, students' positive experiences—such as acquiring new vocabulary and perceiving improvements in their language skills (affective) can reinforce their beliefs about the game's effectiveness (cognitive). Additionally, the teacher's active role in assisting students during moments of difficulty (teacher conation) contributes to shaping students' positive attitudes toward learning English through games. Moreover, students' ability to respond quickly and appropriately during the activity (student conation) serves to validate their beliefs and enhance their emotional engagement. This positive cycle can further motivate students to participate more actively in future learning activities involving English communication.

Overall, these types of games have demonstrated their value as effective tools in English language teaching by enhancing multiple language skills, boosting student motivation, and fostering a positive learning environment. To achieve optimal results, it is essential to select games that align with the specific learning objectives and the characteristics of the students.

Before discussing students' perceptions, it is important to compare the findings of this study with relevant previous research. For example, Nurul Hidayah, Sabarun, and Hesty Widiastuty (2023) found that implementing Game-Based Learning (GBL) methods could

effectively enhance vocabulary mastery among EFL students.⁵⁵ Similarly, Merta and Sueca (2024) reported that the use of the Wordwall language game significantly improved students' motivation and vocabulary retention.⁵⁶ Although both studies focused more on vocabulary acquisition, they support the current findings that game-based learning can create an engaging and effective learning environment. Furthermore, Rochmawan (2023) emphasized the importance of GBL in early childhood education, noting its impact on motivation and social interaction.⁵⁷ These studies strengthen the conclusion that game-based strategies are effective in increasing student engagement and supporting language learning across different levels and contexts.

3. Analysis of Student Perceptions of the Use of Game-Based Learning Strategies in English Learning

Based on interview data with teachers, it was revealed that the implementation of Game-Based Learning (GBL) strategies significantly enhanced students' engagement and enthusiasm in learning English. Students demonstrated increased excitement, greater focus, and more positive attitudes toward the subject. This improvement was evident from teachers' observations, who noted a marked change in student participation and enthusiasm since

⁵⁵ Nurul Hidayah, Sabarun, and Hesty Widiastuty, *The Implementation of Game-Based Learning Method to Improve EFL Students' Vocabulary Mastery*, 2023.

⁵⁶ Ni Putu Oktha Wahyunia Merta and I Nengah Sueca, *Implementation of Wordwall Language Game in Vocabulary Mastery*, 2024.

⁵⁷ Mochammad Rizal Rochmawan, *Game-Based English Learning for Early Childhood: Literature Study*, 2023.

incorporating games into their teaching. As a result, students appeared more eager to engage in learning activities, maintained better concentration during lessons, and generally exhibited a more favorable disposition toward learning English.

In line with this, students expressed their preference for incorporating games into English lessons, noting that games make learning less monotonous and more engaging. They also mentioned that games encourage them to be more active and reduce their fear of making mistakes. One student specifically stated that he enjoys games during English classes because they make the learning process more enjoyable and far from boring.

Consistent with these findings, the predominance of traditional teaching methods in English instruction often falls short in addressing the diverse learning needs of students. Consequently, student participation tends to be passive, comprehension of the material remains superficial, and the overall development of language skills is impeded. This condition highlights the need for innovative teaching strategies that can effectively overcome the limitations of conventional approaches.⁵⁸

In response to these challenges, various innovations in English language learning have continually emerged. One promising approach is the incorporation of games into the teaching and learning process, known as Game-Based Learning (GBL). GBL is considered to have

⁵⁸ Natasya Azzahra and Mega Febriani Sya, "Review of English Language Learning Methods: Traditional and Innovative Approaches," *Karimah Tauhid* 3 (2024): 5673.

great potential in enhancing student motivation, promoting active engagement, and fostering a more enjoyable and meaningful learning environment. Key elements commonly found in games such as challenges, competition, collaboration, and immediate feedback effectively capture students' interest and support implicit learning.⁵⁹

Analysis of field data obtained from interviews with teachers and students consistently indicated that the implementation of Game-Based Learning (GBL) significantly enhanced students' engagement and enthusiasm in learning English. Teachers reported observable improvements in students' participation, concentration, and attitudes toward the lessons. Likewise, students expressed that games made learning more enjoyable, less monotonous, encouraged greater activeness, and reduced their fear of making mistakes. These findings provide empirical evidence supporting the effectiveness of Game-Based Learning in fostering a more engaging and motivating learning environment.

There is a strong alignment between the field data and the principles of Game-Based Learning (GBL) theory. According to GBL theory, incorporating games can address the shortcomings of traditional teaching methods that often do not meet students' diverse needs and result in low engagement. Game elements such as challenges, competition, and collaboration effectively stimulate students' interest and support implicit learning. This is evidenced by

⁵⁹Putra, YM, & Febriyanto, R. Analysis of English learning difficulties of junior high school students. *Journal of Education and Learning* , 29 (1), (2020). 1-10.

the increased enthusiasm and participation observed among students during the implementation of Game-Based Learning in the classroom. Therefore, the field data corroborate the potential of Game-Based Learning as a valuable innovation for enhancing the quality of English language learning.

This is further supported by the researcher's observation transcript, which revealed that students' responses to game-based learning were overwhelmingly positive. They demonstrated enthusiasm, strong motivation to "win" within the learning context, and increased confidence in using English. The classroom atmosphere became more lively and interactive, which helped reduce students' fear of making mistakes. However, the observations also highlighted potential challenges, such as increased noise levels that required effective management, and the necessity of varying game types to sustain student interest over time. Several students also expressed the importance of balancing game frequency to prevent repetition, ensuring that games remain engaging and challenging. These findings are corroborated by documentation from game activity number 01/D/08-May-2025, which shows that students were enthusiastic and joyful during the implementation of game-based learning.

According to Allport, attitude can be understood as an internal disposition that influences a person's behavior based on past experiences. Similarly, Evin and Saracaloglu emphasize that attitude is closely related to one's feelings and plays a significant role in shaping

how individuals behave in learning contexts. Therefore, attitude is not merely about observable actions; it encompasses emotions, personal perspectives, and habitual tendencies in behavior.⁶⁰ In line with this, Evin and Saracaloglu argue that attitude is closely linked to an individual's emotions and significantly influences how one behaves in a learning context. Thus, attitude is not merely reflected through actions; it also encompasses emotional responses, personal perceptions, and behavioral tendencies.⁶¹ Research by Chen and Goh indicates that many students tend to remain passive during speaking activities. This tendency is influenced by individual differences in character, varying levels of language proficiency, and diverse learning styles among students.⁶²

In line with this, the researcher's analysis of students' positive responses to game-based learning evidenced by their enthusiasm, high motivation, and increased willingness to speak English is strongly supported by the concept of attitude as proposed by Allport as well as Evin and Saracaloglu. According to their view, attitude refers to a mental and emotional readiness shaped by experience that influences behavior. In this context, the enjoyable and interactive learning experiences provided through games appear to foster students' positive attitudes toward learning English. The more dynamic classroom environment and the observed reduction in students' fear of making

⁶⁰ {Quote}

⁶¹ Teuku Zulfikar, Syarifa Dahliana, and Riska Amelia Sari, "Exploration of English Language Students' Attitudes towards English Language Learning," *Journal of English Language Education* 2, no. 1 (2019): 1.

⁶² Fithriyah, 162.

mistakes suggest a shift in their mental and emotional disposition in a more favorable direction. This contrasts with the findings of Chen and Goh, who highlighted students' passivity in speaking activities due to internal factors such as differences in personality and language ability. The implementation of game-based learning offers a potential solution to this issue by creating a more engaging and motivating learning environment, thereby encouraging the development of positive attitudes and enhancing student participation in language learning.

Students responded positively to game-based learning activities by actively asking questions, engaging in discussions, and participating enthusiastically driven by the competitive and enjoyable elements of the games, which fostered deeper engagement with the material. In follow-up interviews, the researcher asked whether students felt that these activities improved their ability to understand and use English in conversation. The students affirmed that there had been noticeable improvement, noting that the nature of the games required them to respond quickly and accurately in English. As a result, they were trained to think and speak in English more spontaneously, which closely resembles real-life conversational use.

Jean Piaget, a prominent developmental psychologist, argued that children's intelligence is not simply the result of biological inheritance or the passive accumulation of experiences from their environment. Instead, he emphasized that intelligence develops through the child's active engagement with their surroundings.

Learning and understanding occur as children interact directly with their environment, assimilating new information and adapting their existing cognitive frameworks. Within this perspective, play is not viewed as a mere recreational activity, but rather as a fundamental component of every stage of cognitive development. According to Piaget, through various forms of play, children engage in exploration, experimentation, problem-solving, and the construction of conceptual understanding about the world around them. Therefore, active play is not merely an addition to the learning process, but a central mechanism through which increasingly complex and mature cognitive structures are formed making it essential to both early and continued intellectual development.⁶³

In line with this, the researcher's analysis of field data indicated that students responded positively to game-based learning. This was evident through their active participation, high levels of motivation stimulated by elements of competition and enjoyment, and their perception of improved English language skills particularly in terms of quick and accurate responses. These findings are consistent with Piaget's theory, which emphasizes that intelligence develops through active engagement and interaction with the environment. According to Piaget, play is not merely a recreational activity, but a critical foundation for cognitive development. In this context, game-based learning whether digital or non-digital encourages students to actively

⁶³Annas Nur Aziz, "*Digital Game-Based Learning (DGBL) as a Learning Media for Arabic Reading for Grade VII*," 2017.

explore and experiment with the English language. This process enhances their ability to think and respond spontaneously, thereby supporting the development of more complex linguistic structures and contributing to the improvement of their overall language proficiency, in alignment with Piaget's principles of cognitive growth.

In line with this, students expressed that teacher feedback following game-based activities was instrumental in enhancing their English skills. Several students highlighted the importance of feedback, stating that it helped them identify which aspects of their performance were effective and which required improvement. This is supported by observation transcripts indicating that the feedback session after the game was a crucial component of the learning process. During this session, the teacher not only addressed grammatical or pronunciation errors but also praised students for correctly using opinion expressions. Additionally, the teacher encouraged students to reflect on their experiences in expressing opinions, inviting them to share their feelings and linking the activity back to the day's learning objectives. Observations also noted that the feedback process involved two-way interactions, with students confidently asking questions and seeking clarification to deepen their understanding.

According to Syaiful Bahri Djamarah, a learning strategy serves as a general framework that guides interactions between teachers and students in achieving educational objectives. In its

implementation, four fundamental components should be considered. First, identifying specific behavioral and personality changes expected from students. Second, selecting an instructional approach that aligns with societal values and perspectives. Third, determining the most effective teaching procedures, methods, and techniques to guide educators. Fourth, establishing minimum success criteria to evaluate learning outcomes, which in turn serve as feedback for refining the overall instructional system.⁶⁴

Game-based learning provides several important benefits, such as promoting active learning, enhancing student engagement and participation, and delivering immediate feedback. Additionally, the problem-solving aspects embedded in games effectively develop students' critical thinking skills while simultaneously boosting their motivation to learn. In essence, the primary strength of this approach is its capacity to reduce learning boredom by creating an interactive and enjoyable learning environment.⁶⁵

Consistent with this, the researcher's analysis of the field data revealed that students perceived teacher feedback following Students highlighted the value of such feedback in helping them recognize both their strengths and areas requiring improvement. Classroom observations corroborated this finding, showing that the feedback

⁶⁴Syaiful Bahri Djamarah, *Teaching and Learning Strategies* (Jakarta: Rineka Cipta, 2006), 5-6.

⁶⁵Aisyah Cinta Putri Wibawa et al., "Game-Based Learning (Gbl) as an Innovation and Solution to Accelerate Learning Adaptation in the New Normal Era," *INTEGRATED (Journal of Information Technology and Vocational Education)* 3, no. 1 (2021): 17–22, <https://ejournal.upi.edu/index.php/integrated/article/view/32729>.

phase was a pivotal moment in the learning process, during which the teacher not only addressed linguistic errors but also acknowledged correct language use. Furthermore, the teacher encouraged students to reflect on their language experiences and relate them to the lesson's learning objectives. The interactive nature of the feedback session, characterized by two-way communication, demonstrated students' active participation in clarifying their understanding.

This finding aligns with Syaiful Bahri Djamarah's theory of learning strategies, which highlights the significance of establishing success criteria and utilizing evaluation as feedback to enhance the overall learning system. Furthermore, the data supports the advantages of game-based learning as outlined by Aisyah Cinta Putri Wibawa and colleagues, particularly the benefit of immediate feedback. The integration of game-based learning with structured feedback sessions conducted by teachers fosters an active learning environment, boosts student engagement, and provides clear guidance for the improvement of their English language skills.

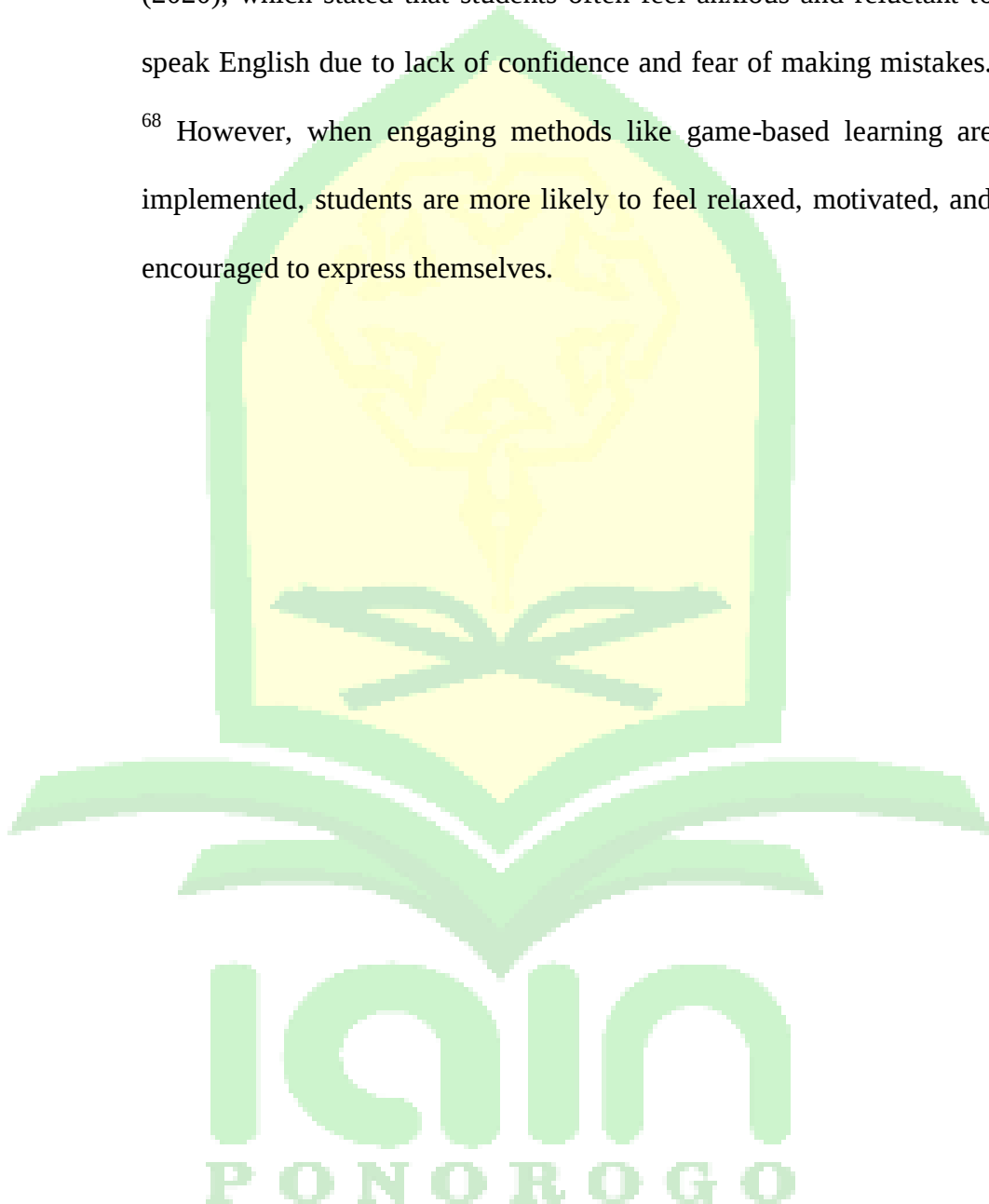
These findings are in line with previous research. For instance, a study by Fitria, Baharudin, and Wahyuni (2022) revealed that students tend to respond positively when English learning is presented in a more fun and interactive way, increasing their enthusiasm and reducing anxiety.⁶⁶ Furthermore, research conducted by Berutu et al. (2025) emphasized that game-based learning significantly improves

⁶⁶ Fitria, F., Baharudin, B., & Wahyuni, A. (2022). An Analysis of Students' Attitude in Learning English at Eleventh Grade of SMA Negeri 2 GU. *English Education Journal*, 58-68.

students' activeness and participation in the classroom, especially when combined with group collaboration and challenges.⁶⁷

This present study also aligns with Chen and Goh's findings (2020), which stated that students often feel anxious and reluctant to speak English due to lack of confidence and fear of making mistakes.

⁶⁸ However, when engaging methods like game-based learning are implemented, students are more likely to feel relaxed, motivated, and encouraged to express themselves.



⁶⁷ Berutu, S. N., Widiastuti, M., Anakampun, R., Waruwu, T., & Simamora, D. T. (2025). The Influence of Games-Based Learning Model on the Learning Activeness of PAK Class XI Students of SMA Negeri 1 Purba, Simalungun Regency. *Journal of Evangelical Theology and Religious Education*, 2(4), 299-317.

⁶⁸ Chen, W., & Goh, C. (2020). *Teaching Speaking: Ahostilic Approach*. Cambridge University Press.

CHAPTER V

CLOSING

A. Conclusion

1. The implementation of the Game-Based Learning (GBL) strategy in English instruction at SMP Islam Al-Ikhlas Karasan Magetan is conducted in a structured and well planned manner, consistent with learning strategy theories that highlight the importance of a clear framework and relevant content. Teachers incorporate games as a key component of the learning process to reinforce conceptual understanding and language skills by carefully selecting and designing games aligned with specific learning objectives and pertinent to the material. This is evident in the use of guessing and movement games, as well as games involving random elements and descriptive tasks within the *Giving Opinion* topic. The Game-Based Learning implementation follows a systematic sequence, starting with the preparation of materials and games, followed by orientation and explanation of game rules, guided gameplay, and concluding with reflection sessions. These steps are intended to maximize student engagement, deepen comprehension of the subject matter, and foster a more meaningful and effective learning experience.
2. The types of games used were *Act and Guess* and *Spin and Describe*, both of which proved to be effective tools in teaching English. These games not only enhanced students' vocabulary comprehension,

speaking and listening skills, and grammar mastery, but also increased motivation and fostered a positive learning environment. The successful implementation of these games was supported by the teacher's adaptive classroom management and ability to address student challenges. Students' positive responses to the games, along with the alignment of the findings with attitude theory, suggest that the appropriate integration of games in English learning can significantly contribute to the development of various language skills.

3. Based on the analysis of field data, including teacher and student interviews as well as classroom observations, it can be concluded that students' perceptions of the use of Game-Based Learning (GBL) strategies in English learning are highly positive. Students consistently reported significant increases in their engagement and enthusiasm throughout the learning process. They expressed that games made learning English more enjoyable and less monotonous, encouraged active participation, and reduced their fear of making mistakes. Furthermore, students perceived that the feedback provided by the teacher after the game sessions was very helpful in identifying areas of strength and aspects that required improvement. Overall, Game-Based Learning contributed to creating a more engaging, motivating, and effective learning environment for students in their English learning journey.

B. Suggestions

1. Suggestions for School

Schools need to provide comprehensive support for the implementation of Game-Based Learning (GBL) in English language learning, including the provision of adequate resources, ongoing teacher training, systematic integration of GBL into the curriculum, and opportunities for teachers to share experiences and best practices.

2. Suggestions for English Teachers

Teachers need to be creative in developing and implementing relevant and well structured game variations in English language teaching. They should also provide constructive feedback and conduct regular reflection and evaluation to continuously improve the effectiveness of Game-Based Learning (GBL).

3. Advice for Students

Students are expected to participate actively and positively in game-based learning by prioritizing communication and cooperation within groups, as well as providing honest and constructive feedback to teachers to maximize learning outcomes.

4. Suggestions for Other Researchers

Further research on the effectiveness of Game-Based Learning (GBL) in English language learning can be conducted by replicating the study in diverse contexts and educational levels, exploring moderating and mediating variables, developing improved

measurement instruments, conducting longitudinal studies, and evaluating the integration of technology in Game-Based Learning.



BIBLIOGRAPHY

- Berutu, Silvia Ningsih, Maria Widiastuti, Ridsen Anakampun, Tahadodo Waruwu, and Dame Taruli Simamora. "The Influence of Games Based Learning Model on the Learning Activeness of PAK Class XI Students of SMA Negeri 1 Purba, Simalungun Regency in the 2024/2025 Academic Year." *Journal of Evangelical Theology and Religious Education* 2, no. 4 (2025): 299–317.
- Creswell, John W, and J David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* . SAGE Publications, 2018.
- Faiza Maisyura. "Implementation of School Management as a Mover in Improving the Learning Process of Students at SDN 1 Trienggadeng Pidie Jaya." *Ar-Raniry State Islamic University Banda Aceh* . Ar-Raniry State Islamic University Banda Aceh, 2024.
- Fithriyah, Fithriyah. "Students' Experiences in Learning Language Skills." *Intellectuality* 13, no. 1 (June 30, 2024).
<https://doi.org/10.22373/ji.v13i1.25216>.
- Fitria, Fitria, Baharudin Baharudin, and Asti Wahyuni B. "An Analysis of Students' Attitude in Learning English at Eleventh Grade of SMA NEGERI 2 GU." *English Education Journal* , November 15, 2022, 58–68.
<https://doi.org/10.55340/e2j.v8i2.1074>.
- Icek, Ajzen. *Attitudes, Personality and Behavior* . 2nd ed. New York: Open University Press, 2005.

- Kapp, Karl M. *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education* . San Francisco, CA: Pfeiffer, 2012.
- Lubis, Mayang Sari. *Research Methodology* . Deepublish, 2018.
- Maulida, Nabila Nur, Sukadi Sukadi, and Sri Rahayu. “Effectiveness of The Implementation Game-Based-Learning in Increasing Student Learning Outcomes.” *Journal of Educational Research* 22, no. 3 (December 2, 2022): 252–65. <https://doi.org/10.17509/jpp.v22i3.50977>.
- Merta, Ni Putu Oktha Wahyunia, and I Nengah Sueca. “Implementation of Wordwall Language Game in Vocabulary Mastery.” *Journal on Education* 07, no. 01 (2024): 7101–9.
- Moleong, Lexy J. *Qualitative Research Methods* . Bandung: PT. Remaja Rosdakarya, 2015.
- Natasya Azzahra, and Mega Febriani Sya. “Review of English Language Learning Methods: Traditional and Innovative Approaches.” *Karimah Tauhid* 3 (2024): 5671–84.
- Noor, Juliansyah. *Research Methodology* . Jakarta: Kencana Prenada Media Group, 2011.
- Nurhayati. “Language and Literature Learning Innovation: Utilization of Digital Applications that Prioritize Ethics.” *Sandibasa II* 2, no. 1 (2024): 12–22.
- Pahleviannur, Muhammad Rizal. *Qualitative Research Methodology* . Surakarta: Pradina Pustaka, 2022.
- Rochmawan, M R. “Game-Based English Learning for Early Childhood: Literature Study.” *Sentra Cendekia* 4, no. 2 (2023): 100–108.

Sri Rahayu, Rian. "Literature Study: The Role of English for Business and Marketing Purposes." *Competitive Marketing Management* 1, no. 4 (2018): 149.

Sugiyono. *Quantitative, Qualitative and R & D Research Methods* . Bandung: Alfabeta, 2014. *Educational Research Methods (Quantitative, Qualitative, and R&D Approaches)* . Bandung: Alfabeta, 2010.

Suharsimi, Arikunto. "Research Procedures: A Practical Approach." *Jakarta: Rineka Cipta* , 2013.

Sujarweni, Wiratna. *Research Methodology* . Yogyakarta: Pustaka Baru Press, 2020.

Sukmadinata, Nana Syaodih. *Educational Research Methods* . Jakarta: PT Rineka Cipta, 2018.

Tanzeh, Ahmad. *Practical Research Methodology* . Central Jakarta: PT Bina Imu, 2004.

Usmayani. "The Use of Word Square Game to Improve Student's Vocabulary Mastery at the Second Year of SMPN 4 Model Parepare." IAIN Parepare, 2020.

Wibowo, Sapto. *Information Literacy: Internet SNIPER for Netizens* . Lampung: CV Perahu LiteraGroup, 2018.

Wright, Andrew, David Betteridge, and Michael Buckby. *Games for Language Learning* . Third edition. Cambridge Handbooks for Language Teachers. Cambridge: Cambridge University Press, 2006.

<https://doi.org/10.1017/CBO9780511667145>.

Zulfikar, Teuku, Syarifa Dahliana, and Riska Amelia Sari. "An Exploration of English Students' Attitude towards English Learning." *English Language Teaching Educational Journal* 2, no. 1 (2019): 1–12.

