UIN SUSKA RIAU

TEACHER BELIEFS ON THE USE OF GAMES IN TEACHING ENGLISH

(A Case Study at Al-Fityah Integrated Islamic Junior High School)

UIN SUSKA RIAU

By :

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FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Thesis
Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

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Certify that this skripsi entitled **"Teacher Beliefs on The Use of Games in Teaching English, A Case Study at Al-Fityah Integrated Islamic Junior High School Pekanbaru"** is certainly my own work and it does not consist of other people's work. I am entirely responsible for the content of this skripsi. Other's opinion findings included in this skripsi are quoted in accordance with ethical standards.

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SUPERVISOR APPROVAL

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ABSTRACK

Dinda Sri Lestari (2024): Teacher Beliefs on The Use of Games in Teaching English, A Case Study at Al-Fityah Integrated Islamic Junior High School Pekanbaru

Games are increasingly being incorporated into English language teaching because of their potential to increase students' engagement, motivation and language skills. This background research aims to summarize the existing literature regarding teachers' beliefs regarding the use of games in English language teaching, highlighting their perspectives regarding the benefits and challenges of incorporating games into their teaching practice. This research will contribute to the understanding of teachers' beliefs and practices regarding the use of games in English language teaching, providing insights for educators and policymakers seeking to improve the effectiveness of English language teaching. This research design uses qualitative research involving classroom observations, interviews with English teachers. This research was conducted in January 2024 at Al-Fityah Integrated Islamic Junior High School Pekanbaru. Using a purposive sampling method, teachers from English subjects were selected based on their experience and interest in using games in their teaching practice. This research highlights the importance of games in teaching English to young learners, emphasizing the potential of games to increase engagement and language skills. Although there are challenges associated with the use of games, teachers generally have positive perceptions and believe that games can be an effective tool in the classroom.

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ABSTRAK

Dinda Sri Lestari (2024): Keyakinan Guru Terhadap Penggunaan Permainan Dalam Pengajaran Bahasa Inggris, Studi Kasus di SMP IT Al-Fityah Pekanbaru

Permainan semakin banyak dimasukkan ke dalam pengajaran bahasa Inggris karena potensinya untuk meningkatkan keterlibatan, motivasi, dan keterampilan bahasa siswa. Penelitian latar belakang ini bertujuan untuk merangkum literatur yang ada mengenai keyakinan guru mengenai penggunaan permainan dalam english language teaching, menyoroti perspektif mereka mengenai manfaat dan tantangan memasukkan permainan ke dalam praktik pengajaran mereka. Penelitian ini akan berkontribusi pada pemahaman keyakinan dan praktik guru mengenai penggunaan permainan dalam pengajaran bahasa Inggris, memberikan wawasan bagi para pendidik dan pembuat kebijakan yang berupaya meningkatkan efektivitas pengajaran bahasa Inggris. Desain penelitian ini menggunakan penelitian kualitatif yang melibatkan observasi kelas, wawancara dengan guru bahasa Inggris. Penelitian ini dilaksanakan pada bulan januari 2024 di SMP IT Al-Fityah Pekanbaru. Dengan menggunakan metode purposive sampling, guru dari mata pelajaran bahasa inggris dipilih berdasarkan pengalaman dan minat mereka dalam menggunakan permainan dalam praktik mengajar mereka. Penelitian ini menyoroti pentingnya permainan dalam pengajaran bahasa Inggris kepada pelajar muda, menekankan potensi permainan untuk meningkatkan keterlibatan dan keterampilan berbahasa. Meskipun ada tantangan yang terkait dengan penggunaan permainan, guru pada umumnya memiliki persepsi positif dan percaya bahwa permainan dapat menjadi alat yang efektif di kelas.

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ملخص

ديندا سري لستاري، (2024): ثقة المعلمين في استخدام الألعاب في تدريس اللغة الإنجليزية، دراسة حالة في مدرسة الفتية المتوسطة الإسلامية المتكاملة بكنبارو

يتم دمج الألعاب بشكل متزايد في تدريس اللغة الإنجليزية بسبب قدرتها على زيادة مشاركة الطلاب وتحفيزهم ومهاراتهم اللغوية. يهدف هذا البحث الأساسي إلى تلخيص الأدبيات الموجودة فيما يتعلق بثقة المعلمين فيما يتعلق باستخدام الألعاب في تدريس اللغة الإنجليزية، وتسليط الضوء على وجهات نظرهم فيما يتعلق بفوائد وتحديات دمج الألعاب في ممارساتهم التعليمية. سيساهم هذا البحث في فهم ثقة المعلمين وممارساتهم فيما يتعلق باستخدام الألعاب في تدريس اللغة الإنجليزية، مما يوفر رؤى للمعلمين وصانعي السياسات الذين يسعون إلى تحسين فعالية تدريس اللغة الإنجليزية. يستخدم تصميم البحث هذا البحث النوعي الذي يتضمن الملاحظات الصفية والمقابلات مع معلمي اللغة الإنجليزية. تم إجراء هذا البحث في يناير 2024 في مدرسة الفتية المتوسطة الإسلامية المتكاملة بكنبارو. وباستخدام طريقة أخذ العينات الهادفة، تم اختيار المعلمين من مواد اللغة الإنجليزية بناءً على خبرتهم واهتمامهم باستخدام الألعاب في ممارساتهم التعليمية. يسلط هذا البحث الضوء على أهمية الألعاب في تدريس اللغة الإنجليزية للمتعلمين الصغار، مع التركيز على إمكانات الألعاب في زيادة المشاركة والمهارات اللغوية. على الرغم من وجود تحديات مرتبطة باستخدام الألعاب، إلا أن المعلمين عمومًا لديهم تصورات إيجابية ويعتقدون أن الألعاب يمكن أن تكون أداة فعالة في الفصل الدراسي.

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CHAPTER I
INTRODUCTION

A. Background of The Research

Competition, which is associated with games plays a crucial role as for the nature of games requires. Learners are excited by competition because the question of who will win or lose remains unanswered until the game is over (Yolageldili & Arikan, 2011). Similarly, the idea that games facilitate learning in a fun way implies that they are entertaining and promote successful learning. The majority of players appreciate teamwork and social contact because many games involve cooperation to complete the objective. Games are fun activities that promote interaction, thinking, learning, and problem-solving strategies (Dembe, 2021). Games frequently offer a feature that enables players to produce information quickly. Some video games demand that the players perform an exercise or beat a mental test. A number of learning theories, including interactionist and experiential theories, have strong foundations in the use of games in educational settings. Encouraged educational opportunities that foster meaningful learning.

The pedagogical possibilities of using digital games such as cloze activities, crossword puzzles, matching tasks, and unscramble sentences for improving the way students learn the target language, especially in writing skills Castillo-cuesta (2020). Some educators exclusively instruct pupils in reading using the traditional methods, which are boring and render their attention spans short. Games can be the media for teaching English vocabulary to young learners Saleh & Althaqafi (2022). The performance of the experimental group improved as a result. Many of the individuals who made good comments expressed how happy they were with this intervention. They were ecstatic about their classes.

Games help and encourage many learners to sustain their interest and work Ergasheva (2021). The teacher can employ games to assist him or her generate meaningful and practical contexts for the language. The students want to participate, but in order to do so, they must comprehend what others are saying or writing and speak or write to convey their own opinions. The games were designed to simulate human living conditions, provide knowledge to future generations, and prepare players for appropriate social behavior. Chess is a fantastic illustration of this since, as a common motivational game, it served to get men ready for battle Bendo & Erbas (2019). There are some ethnographers that are assured that education was the basis for building many other games.

Playing language games may contribute to meet some requirements of second language acquisition such as exposure, use, collaboration and motivation Paginta et al., (2022). Students collaborate while playing games in a fun learning setting. The learning process becomes fascinating and pleasurable. The four linguistic abilities can be honed through games. As they discover opportunities to utilize language in significant circumstances, they maximize learners' motivation and interaction. Arguments against the use of games in the classroom, and especially in language classrooms, center on issues like the competitive nature of the games, the length of the lessons, and many more. As a matter of fact, there are people who oppose using games in the classroom because of its nature of competition Dembe (2021).

Game techniques are intended for the formation of grammatical skills and training in the use of language phenomena at the preparatory, precommunicative stage of mastering a foreign language Sarsenbaevna (2022). Games boost students' enthusiasm and make learning more engaging for them. As students grow more driven to use new terminology, adopting this gamification strategy might inspire them to want

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to be more imaginative and actively generate language for themselves. Games are fun activities that promote interaction, thinking, learning, and problem-solving strategies Dembe (2021). Games frequently have a feature that enables players to produce information quickly. Some video games demand that the players perform an exercise or beat a mental challenge. Playing games offers satisfying tension and challenge as you work toward a fun objective. They can make an uninteresting class thought.

Based on the preliminary study at Al-Fityah Integrated Junior High School Pekanbaru, it found that students have problem in exhibited a lack of confidence in their performance during certain games, particularly in situations where they were required to demonstrate understanding individually. In group activities like the Guessing Card Game, students tended to follow their peers rather than engage independently, potentially limiting their individual learning and development. Perceived Boredom and Time Consumption: While games were generally viewed positively by teachers for their ability to enhance language skills, build grammar understanding, and engage students, there were concerns about games being perceived as boring or time-consuming. This perception could impact students' motivation and interest in participating in game-based activities.

Furthermore teaching and learning speaking skills have not been primarily concerned by the teachers in Vietnam Ho et al., (2020). There are still numerous obstacles in learning English in general, and particularly at Tra Vinh University. These are some issues that arise when teaching and learning to speak in class. Students were not motivated to practice speaking in the context of the research. At the same time, teachers were not using efficient approaches to teach kids how to speak English. English courses, in particular, are taught in practically all schools and institutions. Students appear hesitant to learn English as a required subject in college.

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Using games is point of what is technically called edutainment, I mean, educate through entertainment Dembe (2021). The significance of educational games demonstrates that they are beneficial and aid in the achievement of greater goals. Students at Padre Builu School, in particular, and Cabinda Secondary Schools in general, are not enthusiastic about learning English. the usefulness of using games in the teaching/learning of English as a Foreign Language. Its goal is to determine whether this teaching style aids in leadership. Students and teachers shared their perspectives on the usage of games in the language classroom.

Concerning the educational process, there are a few questions that need to be answered Shabaneh (2019). First and first, does the traditional style of teaching meet the demands of young pupils, or does creativity need to be present to help children learn as much information as possible? Games are an excellent way to practice the four language skills. They boost learners' motivation and interaction by providing opportunities for them to utilize language in meaningful circumstances. As a result, playing language games may help to meet some second language learning needs such as exposure, use, teamwork, and motivation.

Learning and teaching English is not an easy work, because it is not our mother tongue and has many differences with Indonesian Paginta et al., (2022). It differs in grammar, phonology, spelling, and lexicon. Learning English entails mastering four language skills. They are writing, speaking, reading, and listening at the same time. The fourth fundamental skill is taught in an integrated manner. Thus, speaking and writing are productive skills or abilities, but listening and reading are receptive skills or abilities. Grammar can be used to construct good, intelligible phrases. Knowing how to develop and apply specific structures allows you to successfully communicate typical sorts of meaning. It is difficult to construct understandable sentences without structures.

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Unfortunately, English grammar differs from Indonesian structure. There are so many distinctions that students often struggle to understand, causing them to get bored and even depressed.

English teacher beliefs, manifested as a crucial element that affects teachers' decision-making, directly influence teaching behaviors Reynolds et al (2021). There is a large corpus of research on EFL teacher views, most studies have focused on pre-service and in-service secondary/university English teachers, leaving pre-primary EFL teacher beliefs out. While it is clear that pre-primary EFL teachers' attitudes about learning and teaching English influence their decision-making and hence their potential to modify teaching practice, researchers and teacher educators know little about how or why this occurs at this stage.

The first teacher articulates their beliefs about the teacher's role in different ways from the second teacher (Muliyah & Aminatun, 2020). The initial teacher considered his tasks in the classroom and English language teaching to be presenting material and demonstrating proper language usage for students. The concept of distributing materials is linked with teachers' attitudes about their role in passing on information to their students. Because teachers see themselves as the sole source of information and prefer a teacher-centered approach, these two positions have ramifications for teaching management.

Teacher beliefs are important considerations in conducting teacher education designed to help pre-service and in-service teachers develop their thinking and practices Shinde & Karekatti (2012). As a result, the current study simply seeks to ascertain these pre-service teachers' ideas about teaching English to children and whether they are aligned with known learning concepts or teaching methodologies. Evidence demonstrating the impact of teacher education on teachers' values and beliefs. As a

result, it is widely assumed that teacher education has minimal influence on changing teachers' opinions.

B. Identification of the Problem

As the nature of games requires, the connected with games plays a critical part. Some video games require players to undertake an exercise or pass a mental test. The pedagogical potential of using digital games like cloze activities, crossword puzzles, matching tasks, and unscramble sentences to improve students' learning of the target language, particularly writing skills. Games can be used to teach young children English vocabulary. Grammar, phonology, spelling, and lexicon are all different. Mastering four language skills is required to learn English. While it is obvious that pre-primary EFL teachers' attitudes toward learning and teaching English influence their decision-making and, as a result, their ability to adjust teaching practice, researchers and teacher educators know little about how or why this occurs.

This problem identification will focus on the main challenges faced by teachers in understanding and implementing the use of games in learning English. Although there is evidence showing the positive benefits of using games in increasing students' engagement, motivation, and their English language skills, there are still differences in teachers' beliefs and approaches towards using games in the context of teaching English. The results of identifying these problems can provide a better understanding of teachers' perceptions of the use of games in learning and assist in the development of training strategies or educational approaches that can increase acceptance and adoption of the use of games in classroom contexts.

C. Limitation of the Problem

The writer found a limit to the problems that occurred in the research process, namely due to limited time and resources which stated that not all teachers used games

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to create more effective classes in learning and only a few teachers in schools used games for learning.

D. Formulation of the Research Problem

According to the explanation in background of the study above, several problems have been identified in this research. This research will focus on answering the following question?

1. What are English teacher belief about pedagogical value of using games during teaching and learning process?
2. What are the teacher's attitudes towards using games during teaching and learning process?
3. What do the teachers think about effectiveness of using games while teaching and learning process?

E. Objective of the Research

According to formulation of the research above, the objective of this research are:

1. To find out the perspective of teachers teaching and learning using games
2. To analyze the employment of games while teaching
3. To know important of using games while teaching and learning

F. Significant of the Research

Theoretically playing a game is typically done for enjoyment. However, it is occasionally employed as a teaching aid. Consequently, the value of games should be considered from two angles in this context: as a fun pastime and as a teaching instrument. Games are an important tool that allow language teachers to add color to their sessions by offering exercises and entertainment. Students can learn about a variety of important abilities through games.

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Practically the use of games while teaching and learning process is to give both of teacher and students more effectively in teaching and learning process. Using games can make student interest and more enjoyfull while teaching and learning process so the teacher also in a good mood for teaching in good atmosphere of class teaching.

G. Definition of the Term

1. Teacher Belief

Teacher's belief on teaching and learning are the 'tacit, personally-held practical system of mental constructs' which guide decisions and actions Chu (2014). Teacher beliefs in this study is refers to teacher's tacit knowledge gained through living experience.

2. Games

A "game" is considered a framed and organized play, that is usually initiated for amusement and often serving as an educational tool Bendo & Erbas, (2019). The Games in this study refers to know and find how games can make teaching and learning process in good atmosphere and student can understand the material that teachers give and feel fun teaching and learning with play the games.

3. Teaching English

Teaching English language in the school is to develop the students' language skills Nelli & Hartanti (2018). Teaching English in this study is refers to instruction and teaching are also included teaching of English developing their listening, speaking, reading, and writing skills as these are the four main skills English teachers work with students of all ages, whether it be children, teenagers, or adults.

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CHAPTER II
LITERATURE REVEW

A. Theoritical Framework

1. Teacher Beliefs

Teachers' beliefs is teacher competence are related to their self-efficacy beliefs that is whether a teacher is confident about being able to conduct effective teaching Muliyah & Aminatun, (2020). Teacher beliefs in this study is refers to teacher's tacit knowledge gained through living experience. Pajares (1992) showed that teachers' beliefs were teachers' attitude toward education, teaching, learning and students.

According to Pajares, (1992) defined beliefs is people manipulating knowledge for a particular purpose or under a necessary circumstance. As a result of the range of disciplines in which beliefs have been investigated, it has been difficult for the educational research community to agree on a single workable definition. Studies define beliefs or use them explicitly as a conceptual tool, but most definitions share the following arbitrary distinction between belief and knowledge: Knowledge is based on objective fact, whereas belief is based on assessment and judgment.

Belief in English learning teacher is teacher belief to the aspect of English learning while conducting English lesson Chu (2014). A variety of definitions for teachers' views, including "teaching thoughts," "teachers' viewpoints," "emotional cognition," and "personal practical knowledge," among other categories that have been previously studied. The teachers' beliefs incorporated their own personal experiences, values, and prejudice. Teachers' expectations for classroom management and the procedures they took in their teaching process were reflected in their views. Teachers' beliefs were extremely important to teachers' teaching behavior. Teachers' beliefs significantly facilitated teachers' understanding of

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personal teaching. Beliefs helped individuals understand oneself and environment they were in. No double that teachers' beliefs played an important role in the whole teaching process and decision making in the classroom.

The Important of Teacher Belief

The importance of teachers' beliefs is affirmed by some initial theorists of teachers' beliefs. Teachers' beliefs significantly help teachers' understanding of personal teaching. the importance of the study on teachers' beliefs namely: (1) to identify the guiding principles that teachers reflect exclusively in the classroom practice, (2) the teachers' beliefs are going to assist the teachers to see how the teachers understand teachers' pedagogical knowledge and (3) to depict the teachers' perspectives and how the beliefs demonstrated in the practices Muliyah & Aminatun, (2020).

Teacher's belief: It is important for teachers to reflect on their own ideas and beliefs about teaching in order to better manage classroom activities and express their own views. Additionally, the expertise and ideas of the instructors served as the essential framework or model for the classroom activities, which also drew from the learners. The diversity of definitions was trying to prove the importance of teachers' beliefs, which was to assist individuals to understand one's inner side and external world so as to interpret new phenomenon and draft new comprehensive thoughts to explain the teachers' problems while teaching (Chu, 2014).

Belief in English Teaching Teachers' beliefs included messages, facts, principles and thinking toward the educational values, which could be observed based on teaching methods and materials adopted by teachers (Chu, 2014). The main difficulties that English teachers faced were how to acquire and control efficient teaching and learning techniques, how to help students use English confidently and

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fluently in everyday situations, and how to change the traditional "teacher-centered" teaching to a "student-centered" approach. Belief in English Learning Teachers usually implemented their beliefs to the aspect of English learning while conducting English lessons (Chu, 2014). While some teachers concentrated on investigating the elements that affect learning a foreign language and finishing lessons by adhering to teaching objectives, other teachers were more concerned with improving their students' reading and writing skills.

2. The Use of Games in Teaching English

Games are student-focused activities requiring active involvement of learners. The total effects of using games on enhancing young children's English proficiency in terms of motivation, vocabulary acquisition, and anxiety resulting from peer pressure Alnatour & Hijazi, (2018). The atmosphere in the classroom is altered by games. As a result, they inspire the pupils and establish a demanding environment. Games encourage fluency, enjoyment, and relaxation, which is why most students choose this setting in their English sessions.

Main Features of Games There are four main features of games techniques by Sarsenbaevna, (2022): Free developing activity undertaken for the pleasure of the process of activity itself, and not only from its result. Creative, significantly improvisational, very active nature of this activity. The presence of direct or indirect rules reflecting the content of the game technique, the logical and temporal sequence of development. Primary school curriculum for young learners' English lessons should incorporate more games for children Yolageldili & Arikan, (2011).

"By playing games, a child becomes acquainted with his surroundings, learns about life, and receives new instructions." The English Language Curriculum for

Primary Education Grades 4,5,6,7, and 8 of the Ministry of National Education argues that games should be a basic aspect of primary school education since they are motivating, contextualizing, and natural activities that make learning relevant. It should be remembered that language learning is a difficult process that demands consistent effort, especially for young learners. By providing relevant contexts, games enable learners to put their energies toward language learning.

Different scholars, linguists, and teaching approaches support untraditional teaching methods in which novel ways are applied inside and outside the classroom Shabaneh & Farrah, (2019). These methods could include the internet, online games, or online tasks. It should be noted that there is agreement on the benefits of utilizing games as a medium for teaching English: Games offer an engaging and enjoyable learning environment in which students are driven to study and engage in class. Games capture attention and maintain motivation because they are based on actions rather than explanations.

Games are effective at increasing students' interest in subjects, which improves their attentiveness in class. Furthermore, fantasy and imagination often boost learners' thinking. As a result, it is advantageous to employ it and relate it to educational games because if the imagined is thought provoking, the content becomes stimulating. When to use games that a game can be used in any of these three stages while using them as a part of grammar instruction: Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners. After a grammar presentation to see how much the group have grasped. An impact on education because its use has enabled teachers to re-think what they are doing Castillo-cuesta, n.d. (2020).

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Technology has benefited teachers' jobs by allowing more learner-centered activities to be carried out. Teachers and students in the field of language learning can obtain great results by utilizing a variety of technological tools. Among the several advantages of integrating technology in the English language classroom are the development of self-instruction skills and self-confidence. Through the application of current technology, theory and practice in language acquisition can be effectively blended. Recognises that there is a strong link between emerging technology and gamification.

The Advantages of Games

According to Dembe, (2021) advantages of using games in the classroom:

1. Games are welcome break from the usual routine of the language class.
2. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
3. Games are motivating and challenging.
4. Games provide language practice in the various skillsspeaking, writing, listening, and reading.
5. Games encourage students to interact and communicate.
6. Games create a meaningful context for language use.

The Advantages of Games According to McCallum in Alnatour & Hijazi, (2018) state that there are many advantages of games : Focus students' attention on specific structures, grammatical patterns, and vocabulary items. Can function as reinforcement, review and enrichment. Involve equal participation from both slow and fast learners. Can be adjusted to suit the individual age and language levels of the students. Contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation. Can be

used in any language teaching situations and with all skill areas (reading, writing, speaking or listening). Provide immediate feedback for the teacher. Ensure maximum student participation for a minimum of teacher preparation.

Disadvantages of Games

The first disadvantage of applying games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy (Turuta, 2021). They moved and spoke too much at times. Because of this, it was difficult for the teacher to keep them under control. The second advantage of using games in the teaching learning process was that the teacher just had a short time to explain the content and introduce some new vocabulary. As a result, there was no longer time for the teacher to explain further and assist students in memorizing all of the new vocabulary.

The learners may frequently prompt the teacher to play a game whenever possible, and a large number of learners may feel that they are not learning at all. They may feel unhappy if they perceive the classroom as being a place where they are playing too much; they feel that there is time wasted, and it concerns them Dembe, (2021).

Pedagogical Value of Using Games

The rules of the game are of great educational value Yuldoshev (2021). They direct the game's progression, manage children's motor activity, conduct, and interactions, and aid in the development of moral and volitional traits. The rule is written in the game. makes certain conditions. At the same time, the child cannot stand without displaying the qualities that he develops while managing the game. The educational benefits and effectiveness of introducing game-based learning

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methodologies into the teaching and learning process are referred to as the pedagogical value of teaching with games.

Strategy uses game design ideas to engage and motivate learners, improve their grasp of subjects, and encourage active engagement in the learning process. Teachers regarded it essential that they have enough pedagogical competencies in using different game-based approaches in their teaching Nousiainen et al., (2018). Reflections of teachers indicated three sub-areas that correspond to competencies involved in making pedagogical choices throughout the teaching and learning process: 1) Curriculum-based planning, 2) tutoring, and 3) competency evaluation.

Incorporating game-based learning methodologies should be done with care, with clear learning objectives and curricular alignment. instructional games that are effective are well-designed, interactive, and purposeful, combining game mechanics with instructional information to give a complete and enjoyable learning experience.

Teachers Attitudes of Using Games

In Game Based Pedagogy context, the teacher needs knowledge about the subject matter, methods of teaching and how to integrate different game approaches into teaching and learning Nousiainen et al., (2018). Teachers' knowledge and experience with curriculum-relevant games is especially important in the following teacher roles associated to Game Based Pedagogy : instructor, playmaker, guide, and evaluator. The instructor is responsible for planning and communication; the playmaker is responsible for communicating duties, roles, goals, and game dynamics. The guide assists or scaffolds students

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during gameplay, and the evaluator comprehends, investigates, and responds dialogically to students' gameplay experiences.

Implementing Game Based Pedagogy (GBP) in widely ranging ways necessitates varied competencies. The teachers reported that they had used all four GBP approaches:

1. Pedagogical Area
2. Analysis games and Technological Area
3. Collaborative Area
4. Creative Area
5. Concluding Example Area

The Effectiveness of Using Games

Technological tools can enhance the classroom learning environment; nevertheless, concrete pedagogical bases, such as introducing gamification in the classroom, must be considered. Gamification is a learning strategy that applies gaming mechanics to educational settings. Arguments that go against the use of games in the classroom, and particularly in the language classroom relate to such aspects as the games' competitive nature, the time span and many others Dembe, (2021). In fact, some people are opposed to employing games in the classroom due to the nature of competitiveness.

According to Bendo & Erbas (2019), games should meet some criteria in order to achieve their purposes. Some of these criteria are as follows:

1. A game must be more than just fun
2. A game should involve "friendly" competition
3. A game should keep all of the students involved and interested

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4. A game should encourage students to focus on the use of language rather than on the language itself
5. A game should give students a chance to learn, practice, or review specific language material

They believe that video games foster a hostile learning environment. When playing games, learners are attempting to win or defeat other teams on behalf of their team. This, however, causes a negative emotion on the part of the losing team. For example, in the whispers game, students are fiercely competitive to be the first to finish. The teacher's responsibility here is to regularly remind the students how to respect one other in class, as well as to clarify the specific aim of the game.

3. Teaching English

According to Seli (2015) state that teaching means showing or helping someone how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand. Teaching can be tailored to assist students gain knowledge and provide information. Thus, teaching English is the transfer of linguistic knowledge from teachers to learners in order for them to be able to use English as a language. Education in English is spreading around the world, not only as a foreign language subject, but increasingly as a language of learning as both local and international schools implement English medium teaching across the curriculum Mwalongo, (2016). Although the English language was acknowledged as an important tool for engaging in economic, commercial, technological, and cultural exchange with the rest of the world and thus facilitating the modernization process, it was first and foremost a vehicle for international class struggle and revolutionary diplomacy.

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Teachers pay too much attention to the “admission rate” and “excellent rate”, so most of the junior high school English teachers’ teaching methods are exam oriented teaching and infusing teaching Huifang & Xian (2022). Teachers pay more attention to “teaching” and ignore students’ “learning”, resulting in students’ lack of reading skills and methods. Teachers also failed to fully explore students’ learning needs and stimulate students’ autonomy and initiative in learning. Students may not easily understand the value of foreign culture and the significance of foreign culture in reading comprehension due to the cultural differences between countries. In addition, teachers do not attach too much importance to students’ cultural knowledge input and lack of certain context for reading teaching. Therefore, it is difficult for students to empathize with foreign culture and lack a certain cultural awareness

English subjects are really needed for every level of education. Language learning lessons in schools are expected to not only focus on theory, but students are also required to be able to use language as a function, namely as a tool for communication Jaelani & Zabidi (2020). Teaching is more than just imparting subject matter; it is also the act of shaping student behavior to conform to desired goals. As a result, a teacher must be able to create and apply a variety of learning methodologies. English is a foreign language that is only taught in schools as subjects, in secondary education students are only given the exercises to make some sentences, then make paragraphs to manipulate the words grammatically Amalia et al., (2021). Writing is taught at many levels in Indonesian educational institutions. Meanwhile, the instructor is the focus of attention of students in the classroom, which is known as teacher-centered, teachers become more active, and pupils are less likely to develop their ideas in writing abilities.

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English is considered a lingua franca in our globalized world, teaching as a foreign language is becoming increasingly important nowadays Castillo-cuesta, n.d (2020). EFL teaching comprises a number of issues that affect both teachers and students. These variables include the context, students' and teachers' expectations, preparation, materials, learner competence, and resource availability. Listening, speaking, reading, and writing are the four abilities for a language learner and hence play an important part in EFL teaching. Teaching English, in the country whose language is not English as the first language, is not an easy thing (Seli, 2015). A language instructor, like an English teacher, should always have a bright idea to think of new approaches to teach language. They must use strategies that are always up to date for the kids. A language teacher should always strive to keep the class under control.

Teacher feedback English is the classroom English to evaluate students' answers to the questions and to correct students' errors Zheng & Zhou (2014). Feedback from teachers There are two types of feedback in English: positive feedback and negative feedback. Giving feedback is an important skill for English teachers because it can serve several purposes in the classroom. Approval of students' replies and comments for pupils are examples of positive feedback. In terms of negative feedback, it looks to be a form of direct correction of students' errors. Positive feedback, such as affirmative evaluation, can help students increase their interest in learning English and establish their self-confidence, which is normally regarded as a critical factor contributing to successful learning, whereas negative feedback, such as criticism directed at the learners, can depress them.

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B. Relevant Research

A study by Sarsenbaevna (2022) deals with the methodology of teaching foreign languages. The article briefly describes the techniques that have a teaching and developing character in the formation of grammatical skills, expanding the horizons of students. The main task of game exercises for working with grammatical material is to manage the educational and cognitive activity of students and the formation of their grammatical skills, as well as the organization of intensive independent work in the classroom in order to master the rules of using specific language units. The result, a number of problems arise when teaching grammar, which are caused by various factors. Therefore, it is necessary to use game techniques when working on grammatical material to avoid monotonous mechanical training.

According to Yolageldili & Arikan, (2011) conducted this study was to explore the effectiveness of using games in teaching grammar to young learners from the view points of Turkish EFL teachers working in primary schools. . English language teachers' opinions were collected through a questionnaire and the results of this study demonstrated that Turkish EFL teachers have a range of conceptions about using games in grammar teaching similar to those reported in the current literature. The study suggests that while Turkish EFL teachers accept the effectiveness of using games in grammar teaching, they do not use games as frequently as expected in their classrooms.

According to Paginta et al., (2022) The objectives of the study To find out whether there is the effect of using games in teaching passive voice on simple past tense. The objectives of the study to find out whether there is the effect of using games in teaching passive voice on simple past tense. There is a significant difference on students' ability in understanding and constructing passive voice on simple past tense who are taught by using games and without using games. concluded that using games

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is effective to help students in understanding and constructing passive voice on simple past.

According to (Saleh & Althaqafi, 2022) this quasi-experimental study is to investigate the effect of using educational games on the vocabulary learning of young children. The research was conducted at a kindergarten in Saudi Arabia, in which the participants were 40 Arab young learners. The study revealed that applying educational games as a learning technique with young learners, increased learner engagement, improved knowledge absorption and retention, and gave learners the opportunity to see real word application. Accordingly, this study recommends using educational games in teaching vocabulary more creatively with young learners.

According to (Alnatour & Hijazi, 2018) The aim of this study is to investigate the impact of using electronic games on teaching English vocabulary to kindergarten students to find out if these selected games could facilitate the competences of English language learners. The sample of the study consisted of 100 kindergarten students in private kindergartens in Irbid during the first semester 2016-2017. The results of the study indicated that there were statistically significant differences in the post-test between the control and the experimental groups in favor of the experimental group.

According to (Ho et al., 2020) Investigated the effects of employing games on students' speaking performances in the classroom. 74 non-English major students, 36 students from the Tourism and Travel Management and 38 from the Office Management major from Tra Vinh University. Data collection was from the pre- vs. post-tests, questionnaire and interviews for analysis. The findings revealed that using games in the speaking classrooms, the students were motivated in the learning process and their speaking skills improve remarkably.

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According to (Chu, 2014) Purpose of this study was to explore the changes in teachers' beliefs before and after teachings among four students from the Department of Applied English at Hungkuang University, who were conducting English teaching at a kindergarten. The study results revealed that before and after teachings, there were no significant differences in teachers' beliefs between the aspects of English teaching (e.g. teaching resources and the preparation of lesson plan) and English learning. Inconsistent viewpoints in the beliefs of teacher-student interaction in class and curriculum planning were reported.

According to (Pajares, 1992) The article argues that teachers' beliefs can and should become an important focus of educational inquiry but that this will require clear conceptualizations, careful examination of key assumptions, consistent understandings and adherence to precise meanings, and proper assessment and investigation of specific belief constructs. Implications of findings and directions for future research are offered.

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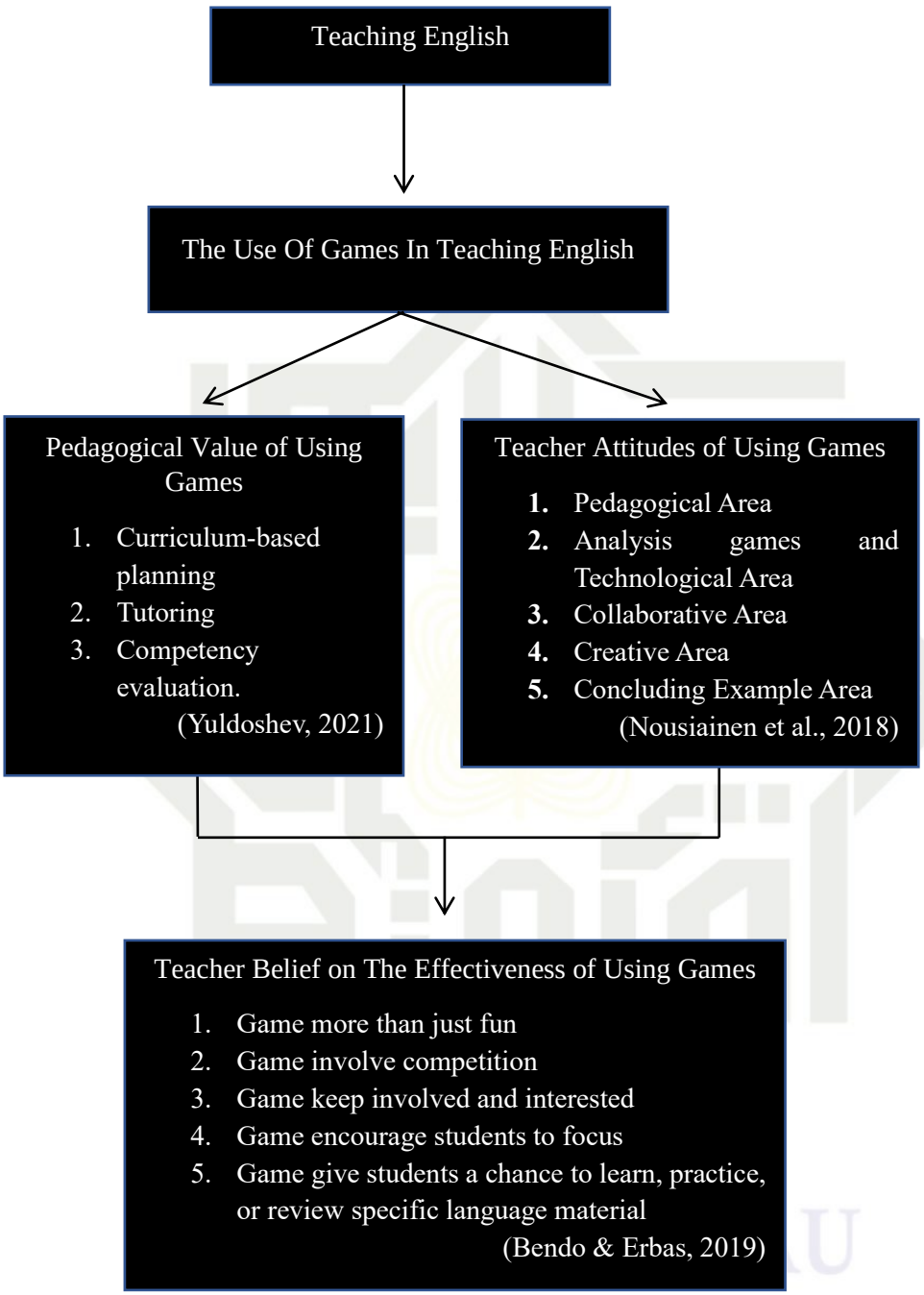
C. Operational Concept

Chart II.1



The operational concept is to investigate how teachers feel about using games in the classroom to teach English. The idea will look into how teachers perceive, behave, and interact with games while integrating them into their lesson plans. The idea is to understand instructors' attitudes in order to pinpoint the elements that affect their

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choice of game-based instruction and how it affects students' acquisition of the English language. The operational concept is to investigate instructors' attitudes toward the use of games in junior high school education. Understanding their viewpoints, attitudes, and practices can allow teachers to assist students' learning experiences and academic outcomes by effectively incorporating games into the curriculum.

Based on the findings, strategies for assisting instructors in efficiently incorporating games into junior high school instruction can be devised. Professional development programs, resources, and guidelines for building game-based learning experiences may be included in these recommendations. The operational idea will throw light on teachers' pedagogical techniques when incorporating games into their instruction. It will uncover effective methods and ideas for facilitating meaningful learning experiences.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study used qualitative research. According to Cresswell (2017) a qualitative researcher could collect data using questionnaires and interviews. This study employed case study to obtain data. According to Baškarada (2014) the case study method was the most widely used method in academia for researchers interested in qualitative research. Research students selected the case study as a method without understanding the array of factors that could affect the outcome of their study.

This study aimed to investigate teachers' beliefs about the use of games in teaching students at the junior high school level. Games had the potential to increase student motivation, engagement, and understanding in the learning process. The purpose of the research design was to learn more about how teachers felt about using games as a pedagogical tool when teaching English.

B. Setting of the Research

This research was conducted from November- Desember 2023 at Al-Fityah Integrated Islamic Junior High School.

C. The Participant of the Research

To select the participants for the study, the writer employed the purposive sampling technique. According to Lodico et al., (2006) the purposive sampling technique was a common procedure used in qualitative research to identify key informants or individuals who possessed specific knowledge about the topic under study. The specific type of purposive sampling chosen by the researcher depended on

the purpose of the study. In this research, the subjects were selected based on the specific needs and objectives of the research.

The participants of the research were English teachers at Al-Fityah Integrated Islamic Junior High School, who were selected based on their qualifications, experience, and interest. This selection was based on the study's goals and the requirement for data saturation in qualitative research.

D. Technique of Data Collection

The writer used questionnaires and interviews to gather information about teachers' beliefs on using games in teaching English. With communication media and Google forms, the researcher made it easier to find data through questionnaires. Then, from the data, the researcher found out the factors, pedagogical value, teachers' attitudes, and the importance of using games in teaching English through questions given by the researcher. Types of teachers' beliefs were also explored, and interviews were used to gather deeper information.

1. Observation

The observation approach was a way to gather information about human behavior by watching and recording without direct interaction. Guided by Marshall & Guan, (1995), the researcher found out about conduct and the meaning attached to those behaviors through statements. Statements were used to gather information about human behavior as it truly was. To collect data, the researcher employed non-participant observation. In non-participant observation, the researcher only had one function: that of an observer. The researcher asked permission to join the class and then observed the class. During the observation, the researcher recorded the teachers' utterances using a voice recorder.

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2. Interview

Interviews were more like natural conversations than written questionnaires Robinson (2023). The interview was a collection tool for information by asking a number of questions orally to be answered orally also. Furthermore, it was a direct face-to-face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents.

An interview was a conversational method used for gathering information. In a research interview, there was an interviewer who led the conversation by asking questions, and an interviewee who responded to those questions. In this particular study, the researcher conducted interviews with English teachers, specifically focusing on teacher beliefs on the use of games in teaching English. The purpose of the interview was to complement the questionnaire data.

E. Technique of Data Analysis

According to Miles & Huberman (1984) described that there are four ways of analyzing the qualitative data. The scheme above is the techniques in analyzing data by :

1. Data Reduction

Data reduction means the process of selecting, focusing, simplifying, abstracting, identifying, and transforming the data appear in written-up transcripts interview and questionnaire result. In conducting research, the research gets much data. The research must select data that give valuable information in research. Thus, the research has to do a reduction to analyze the data First, the mass of the data to be organized and some how meaningfully reduced or reconfigured. This case, the researcher selected the data that contain of questionnaire and interview to the students. Then, this summary analyze to see the important information, group the

data, and selected the data are need and arrange the data to the proper format, so it can give meaningful result and conclusion.

2. Data Display

Data display is the second phase in Miles model of qualitative data analysis. This phase provides an organized and compos assembly of information that permits for conclusion drawing. The researcher displayed the data that have been reduced in older to facilitate for data interpretation. It displayed in a table with the basic categories such as factors contribute to language anxiety.

3. Conclusion Drawing and Verification

Conclusion drawing involves stepping back to consider what analysis data mean and to assess their implication for the research question. In this phase, the writer drew meaning from the data in a display. Verification is linked to conclusion drawing, entails revising the data as many times as a necessary to cross-check verifies these emergent conclusion. Verification refers to the process which is able to explain the answer of research questions and research objectives.

Furthermore, the data have to be check for their sturdiness and confirmability. The researcher checked the validation of the data using triangulation strategy. According to Miles (1994) triangulating is a tratic for verifying or confirming findings by using multiple sources and modes of evidence. The researcher examined multiple sources such as interview responses and observational data as many times as necessary to obtain the valid findings of this study.

F. Triangulation

The researcher used triangulation technique. According to Lincoln (Casey & Murphy, 2009) triangulation was defined as the use of two or more methods of data collection in the study of some aspect of human behavior. Thus, triangulation technique

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meant that the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation was to increase the credibility and validity of the findings. From those types of triangulation the researcher used methodological triangulation to get validity of data. Besides, the researcher collected the data by using an interview and observation.

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The aims of this study is to find out the perspective of teacher teaching and learning of using games, to analyze the employment of games while teaching, to know important of using games in teaching and learning. The study was conducted at Al-Fityah Integrated Islamis Junior High School Pekanbaru. The participants of this study were three English teachers. Based the research it was found that teachers' perceptions, pedagogical value, teacher attitude and the effectiveness of using games in English teaching.

1. Teachers recognize the pedagogical value of games, using games to deliver materials in a fun and interactive way, which can improve students' language skills such as speaking, listening, reading, and writing. Games are seen as a means to provide concrete practice for students, helping them internalize new language more effectively.
2. Teachers generally have a positive perception towards using games in English teaching. They believe games can develop students' language skills, improve grammar understanding, and expand vocabulary. Many teachers find games motivating and challenging, which can enhance students' learning experiences. While there are some challenges associated with using games in teaching English, the majority of teachers have a positive attitude towards their effectiveness in enhancing student learning and engagement
3. Teachers perceived games as beneficial for improving language skills, building grammar understanding, engaging students, expanding vocabulary, and assessing students' abilities. Games were seen as creating a fun and active learning

atmosphere, where students were motivated to use the target language effectively. Games helped students feel comfortable making mistakes and naturally develop various language skills.

B. Suggestion

1. Researcher suggested solutions to problems arising from the use of games in English language instruction. Choose games based on the linguistic proficiency of your students. before to installing games, make sure everything is ready. Give students precise directions to follow. In order to keep students under control during games, enforce regulations consistently and strictly. By following these guidelines, educational content can be delivered more successfully and games can be implemented more smoothly.
2. For the further researchers, this thesis hoped can be a reference for those who want to continue this research or conduct research with different method of analysis to get more accurate finding and could be the basis for starting new research with different sight.

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APPENDIX 1
INSTRUMENT

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RESULT OF INTERVIEW

Interviewer : Dinda Sri Lestari

interviewee : Zumri, S.Pd.I

Day, Date : Monday, 08 January 2024

Time : 09.00 WIB-09.30 WIB

Interviewer : Do you believe that games are both fun and full of pedagogical value? Why?

Interviewee : Yes I Do, First one every single games it has function for inforcement to act the students knowladge in other side game also more fun and happy activity.

Interviewer : Do you believe that games should be given a special role in a foreign language teaching program? Why?

Interviewee : Yes, I believe that games should be given a special role in a foreign language teaching program. Games can significantly enhance student engagement and motivation in language learning. Games can be tailored to individual students' needs and learning styles, providing a more personalized and effective learning experience.

Interviewer : Do you believe that games present many opportunities for learners to demonstrate their skills not only in grammar but also in many language areas? Why?

Interviewee : Yes ofcourse, because games can be one of instument can be use by the

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teachers in process of teaching and learning. So thats why especially for teaching english as a foreign language game has very big contribution to our students because by having games in process of teaching and learning will encourage students motivation.

Interviewer : Do you think teachers must use games for fun only to break down boredom? Why?

Interviewee : Ofcourse i do, because right now there are so many games those are provided in internet it can be use by students. So thats why not only for grammar aspect but also every of aspect language it can be carried out such as for speaking, listening, reading and writting. There are so many games can be apply by the teachers in teaching and learning can motivate the students knowladge.

Interviewer : Do you believe that you cannot measure students' knowledge of English when you use games in your classroom? Why?

Interviewee : Yes i believe that games can measure the students knowladge of english. For example the games is about listening activity. The teachers can use games as alternative instument to measure the skill in listening.

Interviewer : Do you believe that using games to teach English may distract students' attention during instruction? Why?

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Interviewee : First of all we have make sure that every single games that we apply to the students it should be based on the instruction and learning objective. So when they are playing the game they know what to do and even though little chance the games may distract students attention but as the teachers we must control students well in order to focus on their activity doing the tes/task through games.

Interviewer : Do you believe that using games in your English class can be time-consuming and distract students' attention during instruction? Why?

Interviewee : First of all as a teacher we have to alocated our teaching times as good as possible becauce every single step should be taken into consideration how much this activity will take time. So it should be prepared well by the teacher this game consumming time its depends on the difficulties or provided by the teacher to students about time. What time is provided to finish and complete the games. Sometimes in my experience playing game consume more time. Because there are some students easy to play the game but others do’nt.

Interviewer : Do you feel uncomfortable when you don't give the exact rules for every English subject? Why?

Interviewee : Yes ofcourse. Because if there is no exact rules we will feel uncomfortable if we want to use game as our teaching process. We have make the exact rules and information to the students about the games in teaching english.

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Interviewer : Do you find it difficult to find a game for every aspect of English? Why?

Interviewee : So far i just find any difficulty of games in teaching english especially the four language skills. So we apply teaching listening activity game and than speaking, reading and writting so far i can handle it well. Because as english teacher right now i feel so happy because the students are allowed to use smartphone in their school and than the teacher may provide game. I am being greatfull because i can use apply digital activity in learning.

Interviewer : Do you believe that using games can lower students' anxiety towards English learning? Why?

Interviewee : Yes i believe. Because in my experience games is one of instrument that can make students happy and enjoy the lessons.

Interviewer : Do you believe that games are not very effective in English teaching? Why?

Interviewee : I belive that games are effective as long as it is well prepared and it based on the learning objective or it has reinforcement or enrichment to our students. I believe that games is one of even though not only the only effective way one of the most effective way in teaching english it is my oppinion.

Interviewer : Do you believe that English games encourage, entertain, teach, and promote fluency? Why?

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Interviewee : Yes the english game can encourage, intertaint, on way of teaching and promote fluency.

Interviewer : Do you believe that games are a highly motivating and entertaining way of teaching English, especially for weak students? Why?

Interviewee : Yes. As we know that english is our foreign languange not all students have good motivation in learning english. But through games as far as i know accoarding to my experience during teaching english applying games in our teaching activity can encourage students even though students who are low in english.

Interviewer : Do you believe that while playing a game, learners are not concerned about focusing on the structures but learn them unconsciously? Why?

Interviewee : Yes i believe that applying games in our teaching and learning process in my oppinion its one of the way hoe to make our students learn language naturally. They can memorize number of words and the others. So games in my oppinion is one way of teaching where the students can understand or can learn language especially english naturally or unconsiously.

Interviewer : Do you use games in your English class as much as possible? Why?

Interviewee : Yes every single time i come to the class i always using this games like kahoot, quiziz and many others

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RESULT OF INTERVIEW

Interviewer : Dinda Sri Lestari

interviewee : Fadhilatunnisa, S.Py

Day, Date : Monday, 08 January 2024

Time : 10.20 WIB-10.40 WIB

Interviewer : Do you believe that games are both fun and full of pedagogical value? Why?

Interviewee : Yes, I believe games can be both fun and have pedagogical value. Games have the potential to engage learners and create an enjoyable learning experience, while also reinforcing educational concepts and skills.

Interviewer : Do you believe that games should be given a special role in a foreign language teaching program? Why?

Interviewee : Yes, games should be given a special role in a foreign language teaching program. They offer an interactive and immersive way for students to practice language skills in a context that mirrors real-life situations, enhancing both linguistic and cultural understanding.

Interviewer : Do you believe that games present many opportunities for learners to demonstrate their skills not only in grammar but also in many language areas? Why?

Interviewee : Yes, games provide numerous opportunities for learners to demonstrate their skills in various language areas, not just grammar. They can involve vocabulary acquisition, pronunciation, listening comprehension, and communication skills, offering a well-rounded language learning experience.

Interviewer : Do you think teachers must use games for fun only to break down boredom? Why?

Interviewee	: No, games can serve multiple purposes in the classroom, including breaking down boredom, but they are not limited to that. Games can be valuable tools for active learning, promoting engagement, and reinforcing language concepts in an enjoyable way.
Interviewer	: Do you believe that you cannot measure students' knowledge of English when you use games in your classroom? Why?
Interviewee	: No, you can measure students' knowledge of English when using games. Assessment methods can be incorporated into game-based activities, allowing teachers to evaluate language proficiency and understanding.
Interviewer	: Do you believe that using games to teach English may distract students' attention during instruction? Why?
Interviewee	: It depends on the design and implementation of the games. Well-designed games that align with educational goals can enhance attention and learning, but poorly implemented ones may lead to distractions.
Interviewer	: Do you believe that using games in your English class can be time-consuming and distract students' attention during instruction? Why?
Interviewee	: It depends on the nature of the games and how they are integrated into the instruction. Thoughtfully chosen and well-structured games can be time-efficient and contribute to learning, but excessive or poorly planned game use may pose challenges.
Interviewer	: Do you feel uncomfortable when you don't give the exact rules for every English subject? Why?
Interviewee	: No, flexibility in teaching methods, including using games, can be beneficial. Providing a variety of instructional approaches accommodates different learning styles and enhances the overall learning experience.
Interviewer	: Do you find it difficult to find a game for every aspect of English? Why?

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Interviewee	: It may be challenging to find a game for every specific aspect of English, but a diverse range of games can be curated to cover various language skills and areas.
Interviewer	: Do you believe that using games can lower students' anxiety towards English learning? Why?
Interviewee	: Yes, using games can help lower students' anxiety towards English learning by creating a more relaxed and enjoyable atmosphere, fostering positive associations with language acquisition.
Interviewer	: Do you believe that games are not very effective in English teaching? Why?
Interviewee	: No, when appropriately implemented, games can be highly effective in English teaching. They offer a dynamic and engaging way for students to practice and apply language skills in context.
Interviewer	: Do you believe that English games encourage, entertain, teach, and promote fluency? Why?
Interviewee	: Yes, English games can encourage, entertain, teach, and promote fluency. They create a positive learning environment, making language acquisition a more enjoyable and effective process.
Interviewer	: Do you believe that games are a highly motivating and entertaining way of teaching English, especially for weak students? Why?
Interviewee	: Yes, games are a highly motivating and entertaining way of teaching English, especially for weak students. They can provide a non-threatening environment for language practice and build confidence.
Interviewer	: Do you believe that while playing a game, learners are not concerned about focusing on the structures but learn them unconsciously? Why?

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Interviewee	: Yes, while playing a game, learners may focus more on the content and context rather than the explicit structures, allowing them to learn language elements unconsciously.
Interviewer	: Do you use games in your English class as much as possible? Why?
Interviewee	: It depends on the teaching context and goals, but incorporating games into the English class as much as possible can enhance engagement, motivation, and overall language learning outcomes.

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RESULT OF INTERVIEW

Interviewer : Dinda Sri Lestari

interviewee : Tunjiatin, S.Pd

Day, Date : Monday, 08 January 2024

Time : 09.40 WIB-10.10 WIB

Interviewer : Do you believe that games are both fun and full of pedagogical value? Why?

Interviewee : Yes i believe. Because the pedagogical value of games in education has been increasingly acknowledged. They can be used to teach academic subjects, foster important cognitive and social skills, and serve as an effective assessment tool. Therefore, the evidence supports the idea that games are both fun and full of pedagogical value, making them an important tool in educational settings.

Interviewer : Do you believe that games should be given a special role in a foreign language teaching program? Why?

Interviewee : Yes, Games should be given a special role in a foreign language teaching program due to their ability to engage and motivate students, foster important cognitive and social skills, and provide an interactive learning experience. Games also help in developing

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practical language skills and can be used at different levels of language teaching, from elementary to advanced.

Interviewer : Do you believe that games present many opportunities for learners to demonstrate their skills not only in grammar but also in many language areas? Why?

Interviewee : As a teacher, I believe that games present many opportunities for learners to demonstrate their skills not only in grammar but also in many language areas. Games provide an engaging and interactive learning experience, fostering important cognitive and social skills, and can be an effective assessment tool.

Interviewer : Do you think teachers must use games for fun only to break down boredom? Why?

Interviewee : I believe that games should not be used only to break down boredom. While games can certainly make learning more enjoyable and help alleviate boredom, their value in education goes beyond this. Therefore, games should be used not just to address boredom, but as valuable tools to enhance learning, promote skill demonstration, and improve overall educational outcomes.

Interviewer : Do you believe that you cannot measure students' knowledge of English when you use games in your classroom? Why?

Interviewee : In fact, games have been found to be an effective tool for language learning, including improving vocabulary, speaking, grammar, and

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reading skills. Games can provide relevant contexts for language learning and create a stimulating and motivating environment for students.

Interviewer : Do you believe that using games to teach English may distract students' attention during instruction? Why?

Interviewee : Using games to teach English may not necessarily distract students' attention during instruction. In fact, games can be used to engage and motivate students in the learning process. game-based activities can positively affect students' engagement and motivation. Additionally, experienced gamers were shown to be able to pay attention to more than six things at once without being distracted, which is more than what most people can normally keep in mind.

Interviewer : Do you believe that using games in your English class can be time-consuming and distract students' attention during instruction? Why?

Interviewee : Using games in an English class can be a valuable and engaging tool for students. While some may argue that games can be time-consuming and distract students' attention during instruction, it's important to consider the benefits. Games can reinforce learning, increase motivation, and provide a welcome break from traditional instruction.

Interviewer : Do you feel uncomfortable when you don't give the exact rules for every English subject? Why?

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Interviewee : As a teacher, it is important to communicate expectations clearly to students, including rules and procedures for the classroom and consequences for infractions. However, it is not necessary to give exact rules for every English subject. Instead, teachers should focus on facilitating classroom discussion and critical thinking by allowing students to give their opinions and interact with the subject matter.

Interviewer : Do you find it difficult to find a game for every aspect of English? Why?

Interviewee : Finding games for every aspect of English can be a challenge, but it is possible. There are various games and activities available to teach different aspects of the English language, such as verb games for practicing tenses and speaking activities for improving oral skills. As a teacher, it's important to identify the specific needs of the students and tailor the game selection to address those needs

Interviewer : Do you believe that using games can lower students' anxiety towards English learning? Why?

Interviewee : As a teacher, I believe that using games can lower students' anxiety towards English learning. By incorporating games into the curriculum, students can develop their language abilities in a stress-free environment, which can help to reduce anxiety and increase motivation.

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Interviewer : Do you believe that games are not very effective in English teaching? Why?

Interviewee : Games can be effective in English teaching as they can enhance memorable learning and sustain students' interest in learning. However, it is important to ensure that games are used in a way that provides opportunities for students to focus on and explain what's happening in order to effectively facilitate learning.

Interviewer : Do you believe that English games encourage, entertain, teach, and promote fluency? Why?

Interviewee : As a teacher, I believe that English games can encourage, entertain, teach, and promote fluency. Games offer a refreshing break from traditional language learning methods by letting students engage with the language in a fun and interactive way. They can help students improve their English speaking skills, vocabulary, grammar, and comprehension while keeping boredom away

Interviewer : Do you believe that games are a highly motivating and entertaining way of teaching English, especially for weak students? Why?

Interviewee : Games can be a highly motivating and entertaining way of teaching English, especially for weak students. For weak students who may struggle with traditional teaching methods, games can provide a more engaging and less intimidating way to practice and improve their English skills.

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Interviewer : Do you believe that while playing a game, learners are not concerned about focusing on the structures but learn them unconsciously? Why?

Interviewee : Additionally, the gamification of learning is known to motivate learners, making them more likely to learn from it. In the context of video games, studies have discussed the integration of playing into more serious aspects of life and the role of unconsciousness in the player's experience

Interviewer : Do you use games in your English class as much as possible? Why?

Interviewee : As an English teacher, I use games in my class as much as possible because they make the class more fun and engaging for students. Games can be used to warm up the class before the lesson begins, during the lesson to give students a break when tackling a tough subject, or at the end of class when there are a few minutes left to kill

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TEACHER BELIEFS ON THE USE OF GAMES IN TEACHING ENGLISH

(A Case Study at Integrated Islamic Junior High School)

(Observation Checklist of Pedagogical Value of Games)

Name : Zumri, S.Pd.I

Day, Date : Thursday, 11 July 2024

Time : 09.30 WIB – 11.00 WIB

NO	Question	Yes	No
1	Do the games address specific skills or knowledge outlined in the curriculum?	✓	
2	Are the games aligned with the specified learning objectives of the curriculum?	✓	
3	Is the teacher clear about the specific learning objectives and goals for the tutoring session?	✓	
4	Does the teacher assess the student's understanding and progress during game-based activities?	✓	
5	Does the teacher manage well the classroom during game-based activities?	✓	
6	Does the teacher demonstrate creativity in integrating games into the curriculum?	✓	

(Observation Checklist of Teachers Attitudes of Games)

NO	Question	Yes	No
1	Does the teacher promote metacognitive skills by encouraging students to think about their own thinking during and after the game?	✓	
2	Is there evidence of cultural sensitivity in the selection of games and instructional approaches?	✓	

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3	Are there unique or creative ways in which technology is integrated into the game-based activities?	✓	
4	Are there built-in feedback mechanisms within the technological components of the games?	✓	
5	Is the teacher able to provide guidance without dominating the collaborative process?	✓	
6	Are there opportunities for students to take on leadership roles within their groups?	✓	
7	Are students encouraged to propose and experiment with modifications to game rules?	✓	
8	Are students given opportunities to integrate multimedia elements into their creative solutions?	✓	
9	Are there summative assessments or other evaluation methods used to gauge overall understanding?	✓	
10	Are additional resources or materials provided for students interested in deeper exploration?	✓	

(Observation Checklist of The Effectiveness of Games)

NO	Question	Yes	No
1	Does the teacher express a belief in the effectiveness of using games for educational purposes?	✓	
2	Does the teacher articulate the additional educational benefits beyond enjoyment in using games?	✓	
3	Does the teacher believe that incorporating competition into games enhances the learning experience?	✓	
4	Does the teacher perceive the role of competition in motivating students during game-based activities?	✓	

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5	Does the teacher believe that games can keep students actively involved in the learning process?	✓	
6	Does the teacher express the importance of maintaining student interest through game-based learning?	✓	
7	Does the teacher believe that games encourage students to focus on the learning material?	✓	
8	Does the teacher articulate the role of games in promoting concentration and attention among students?	✓	
9	Does the teacher believe that games provide students with meaningful opportunities to learn, practice, or review specific language material?	✓	
10	How does the teacher perceive the effectiveness of games in reinforcing language concepts and skills?	✓	

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TEACHER BELIEFS ON THE USE OF GAMES IN TEACHING ENGLISH

(A Case Study at Integrated Islamic Junior High School)

(Observation Checklist of Pedagogical Value of Games)

Name : Tunjiati, S.Pd

Day, Date : Monday, 15 July 2024

Time : 10.15 WIB – 11.45 WIB

NO	Question	Yes	No
1	Do the games address specific skills or knowledge outlined in the curriculum?	✓	
2	Are the games aligned with the specified learning objectives of the curriculum?	✓	
3	Is the teacher clear about the specific learning objectives and goals for the tutoring session?	✓	
4	Does the teacher assess the student's understanding and progress during game-based activities?		✓
5	Does the teacher manage well the classroom during game-based activities?		✓
6	Does the teacher demonstrate creativity in integrating games into the curriculum?	✓	

(Observation Checklist of Teachers Attitudes of Games)

NO	Question	Yes	No
1	Does the teacher promote metacognitive skills by encouraging students to think about their own thinking during and after the game?	✓	
2	Is there evidence of cultural sensitivity in the selection of games and instructional approaches?		✓

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3	Are there unique or creative ways in which technology is integrated into the game-based activities?	✓	
4	Are there built-in feedback mechanisms within the technological components of the games?	✓	
5	Is the teacher able to provide guidance without dominating the collaborative process?	✓	
6	Are there opportunities for students to take on leadership roles within their groups?	✓	
7	Are students encouraged to propose and experiment with modifications to game rules?	✓	
8	Are students given opportunities to integrate multimedia elements into their creative solutions?	✓	
9	Are there summative assessments or other evaluation methods used to gauge overall understanding?		✓
10	Are additional resources or materials provided for students interested in deeper exploration?	✓	

(Observation Checklist of The Effectiveness of Games)

NO	Question	Yes	No
1	Does the teacher express a belief in the effectiveness of using games for educational purposes?	✓	
2	Does the teacher articulate the additional educational benefits beyond enjoyment in using games?	✓	
3	Does the teacher believe that incorporating competition into games enhances the learning experience?	✓	
4	Does the teacher perceive the role of competition in motivating students during game-based activities?	✓	

5	Does the teacher believe that games can keep students actively involved in the learning process?	✓	
6	Does the teacher express the importance of maintaining student interest through game-based learning?	✓	
7	Does the teacher believe that games encourage students to focus on the learning material?	✓	
8	Does the teacher articulate the role of games in promoting concentration and attention among students?	✓	
9	Does the teacher believe that games provide students with meaningful opportunities to learn, practice, or review specific language material?	✓	
10	How does the teacher perceive the effectiveness of games in reinforcing language concepts and skills?	✓	

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TEACHER BELIEFS ON THE USE OF GAMES IN TEACHING ENGLISH

(A Case Study at Integrated Islamic Junior High School)

(Observation Checklist of Pedagogical Value of Games)

Name : Fadhilatunnisa, S.PSy

Day, Date : Wednesday, 15 July 2024

Time : 08.00 WIB – 09.20 WIB

NO	Question	Yes	No
1	Do the games address specific skills or knowledge outlined in the curriculum?	✓	
2	Are the games aligned with the specified learning objectives of the curriculum?	✓	
3	Is the teacher clear about the specific learning objectives and goals for the tutoring session?		✓
4	Does the teacher assess the student's understanding and progress during game-based activities?	✓	
5	Does the teacher manage well the classroom during game-based activities?	✓	
6	Does the teacher demonstrate creativity in integrating games into the curriculum?	✓	

(Observation Checklist of Teachers Attitudes of Games)

NO	Question	Yes	No
1	Does the teacher promote metacognitive skills by encouraging students to think about their own thinking during and after the game?	✓	
2	Is there evidence of cultural sensitivity in the selection of games and instructional approaches?		✓

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3	Are there unique or creative ways in which technology is integrated into the game-based activities?		✓
4	Are there built-in feedback mechanisms within the technological components of the games?	✓	
5	Is the teacher able to provide guidance without dominating the collaborative process?		✓
6	Are there opportunities for students to take on leadership roles within their groups?	✓	
7	Are students encouraged to propose and experiment with modifications to game rules?		✓
8	Are students given opportunities to integrate multimedia elements into their creative solutions?	✓	
9	Are there summative assessments or other evaluation methods used to gauge overall understanding?	✓	
10	Are additional resources or materials provided for students interested in deeper exploration?		✓

(Observation Checklist of The Effectiveness of Games)

NO	Question	Yes	No
1	Does the teacher express a belief in the effectiveness of using games for educational purposes?	✓	
2	Does the teacher articulate the additional educational benefits beyond enjoyment in using games?	✓	
3	Does the teacher believe that incorporating competition into games enhances the learning experience?	✓	
4	Does the teacher perceive the role of competition in motivating students during game-based activities?		✓

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5	Does the teacher believe that games can keep students actively involved in the learning process?		✓
6	Does the teacher express the importance of maintaining student interest through game-based learning?	✓	
7	Does the teacher believe that games encourage students to focus on the learning material?	✓	
8	Does the teacher articulate the role of games in promoting concentration and attention among students?		✓
9	Does the teacher believe that games provide students with meaningful opportunities to learn, practice, or review specific language material?	✓	
10	How does the teacher perceive the effectiveness of games in reinforcing language concepts and skills?	✓	

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Nomor : Un.04/F.II.4/PP.00.9/11729/2024 Pekanbaru,03 Juli 2024
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Kepada
Yth. Dr. Nur Aisyah Zulkifli, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : DINDA SRI LESTARI
NIM : 11910421245
Jurusan : Pendidikan Bahasa Inggris
Judul : TEACHER BELIEFS ON THE USE OF GAMES IN TEACHING ENGLISH (A Case Study at Al-Fityah Integrated Islamisc Junior High School)
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Nomor : Un.04/F.II.3/PP.00.9/21662/2023 Pekanbaru, 28 November 2023
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMA IT Al-Fityah Pekanbaru
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Dinda Sri Lestari
NIM	: 11910421245
Semester/Tahun	: IX (Sembilan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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Pekanbaru - Riau
Telp. (0761)6704442 AKREDITASI A
Web : www.smaitalfityah.sch.id E-Mail : smait_alfityah@yahoo.com

Nomor : 242/SMAIT-FTY/SB/2023
hal : balasan izin PraRiset

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau
di
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh,

Berkenaan dengan surat izin PraRiset nomor : Un.04/F.II.3/PP.00.9/21662/2023 Tanggal 28 November 2023 perihal Permohonan Izin PraRiset , maka melalui surat ini disampaikan bahwa :

Nama	: Dinda Sri Lestari
NIM	: 11910421245
Semester	: IX (Sembilan)
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Telah diterima untuk melakukan Pra Riset di SMA IT Al Fityah Pekanbaru guna mendapatkan data yang berhubungan dengan penelitiannya tersebut.

Demikian kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Pekanbaru, 30 November 2023
Kepala Sekolah,

Asmara Dewi, M.Sy
NIY 2014.01.1.2.01

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M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Dinda Sri Lestari
NIM	: 11910421245
Semester/Tahun	: IX (Sembilan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Teacher Beliefs On The Use Of Games In Teaching English At SMA IT Al-Fityah Pekanbaru
Lokasi Penelitian : SMA IT Al- Fityah Pekanbaru
Waktu Penelitian : 3 Bulan (05 Desember 2023 s.d 05 Maret 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Nur Aisyah Zulkifli , M.Pd
   a. Nomor Induk Pegawai (NIP) : 198506192009122008
3. Nama Mahasiswa : Dinda Sri Lestari
4. Nomor Induk Mahasiswa : 11910421245
5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	29/5/2024	Bimbingan Instrumen		
2.	05/6/2024	Acc Instrumen		
3.	13/6/2024	Bimbingan Bab 4		
4.	19/6/2024	Bimbingan Bab 5		
5.	26/6/2024	Revisi Bab 4 dan Bab 5		
6.	03/7/2024	Acc Skripsi		

Pekanbaru, 04 Juli 2024
Pembimbing,

Dr. Nur Aisyah Zulkifli , M.Pd
NIP. 198506192009122008

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APPENDIX 3
DOCUMENTATION

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Documentation of first teacher Observation

Documentation of Second Teacher Observation

Documentation of Third Teacher observation

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CURRICULUM VITAE

Dinda Sri Lestari was born on Juli 11nd 2001 in Sukamaju, Kuantan Singingi. She is the eldest daughter of Mr. Kabul Santoso and Mrs. Supriyati. She has two younger Sisters, Abidah Khasanah and Ismi Layla Mufida. She lives at Sukamaju Singingi Hilir, Riau. She completed her primary education at SDN 013 Sukamaju (2013), Followed by her secondary education at SMP IT Al-Ihsan Boarding School (2016), and then continued at MAS Syafa'aturrasul Boarding School (2019).

In september 2019, she eccepted at the State Islamic University of Sultan Syarif Kasim Riau, majoring in English Education at the Faculty of Education and Teacher Training. From July-August 2022, she participated in Student Community Servicce Program (Kuliah Kerja Nyata) in Kepayang sari Village in Batang cenaku in Indragiri Hulu Regency. From October-Desember 2022, she undertook Teaching Practice (Praktik Pengalaman Lapangan) at SMA Nurul Falah Pekanbaru. She succesfully completed her thesis entitled "Teacher Beliefs on The Use of Games, at Al-Fityah Integrated Islamic Junior High School Pekanbaru" and partipated in the final examination on July 15th, 2024. She passed the examination and earned her Bachelor's Degree (S.Pd) in English Education Department from the State Islamic University of Sultan Syarif Kasin Riau.

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