



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDING

To collect the data, researcher use observation and interview. However, researcher recorded the activity during implementing the game. Based the finding on the research field it was recorded that the teacher implementing:

1. Board Race
2. Scrabble
3. World Jumble Race

The implementation of the games was implemented by three English teacher at Al-Fityah Integrated Junior High School. The observations have conducted in once with three teacher.

1. Teacher beliefs about Pedagogical Value of Games

Table IV.1

The results of observation checklist of pedagogical value of games

No	Statement	Teacher 1		Teacher 2		Teacher 3	
		Yes	No	Yes	No	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	Do you believe the current curriculum allows enough flexibility to incorporate game-based learning?	✓		✓		✓	
4	Is the teacher clear about the specific learning objectives and goals for the tutoring session?	✓		✓			✓
5	Does the teacher assess the student's understanding and progress during game-based activities?	✓			✓	✓	

6	What types of games do you believe are most beneficial for developing tutoring competencies in your students?	✓			✓	✓	
7	Does the teacher manage well the classroom during game-based activities?	✓			✓	✓	
8	Does the teacher demonstrate creativity in integrating games into the curriculum?	✓		✓		✓	
9	What are your beliefs about the effectiveness of games in assessing student competencies?	✓			✓	✓	

From the observation, it has found that three of teacher have implemented specific skill of knowledge outlined in the curriculum. The first teacher using Board Race educational games in the classroom may be a very effective way to get kids interested in learning and working toward the learning objectives. The second teacher used Scrabble game often improved skills such as logic, reasoning, and strategic planning. The games could be matched to the curriculum's specific learning objectives. The last teacher used world jumble race encouraged creativity, spatial thinking, and design thinking as users built and developed their own worlds. Learning activities ought to align with the curriculum's goals.

Moreover, it was obtained that three of teacher have implemented aligned with the specified learning objectives of the curriculum. The first teacher making sure that the learning activities in a curriculum matched the desired learning outcomes was crucial. This made it easier to guarantee that students could meet the objectives set forth in the curriculum and that their educational experiences had meaning and purpose. The second teacher games could be matched to the curriculum's specific learning objectives. To ensure that the game goals supported the learning goals, the design of the games should have center on certain learning objectives, and the challenges, guidelines, and feedback should have been in line with these objectives. The last teacher Using

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educational games in the classroom may be a very effective way to get kids interested in learning and working toward the learning objectives.

From the observation, it has found that two of three teachers have implemented flexibility to incorporate game-based learning. The first teacher said that flexibility to incorporate game-based learning (GBL) is a topic of significant discussion among educators and researchers. The second teacher Game-based learning has been shown to enhance student engagement, motivation, and overall learning outcomes, but its integration into existing curricula can vary widely. The last teacher Many educators feel that existing curricula do not provide enough flexibility to integrate GBL effectively. Traditional assessment methods and rigid curricular structures can hinder the adoption of innovative teaching methods like GBL.

Beside, it was considered that three of teacher have implemented teacher clear about the specific learning objectives and goals for the tutoring session. The first teacher can create an environment that supports student-centered learning, encourages students to take responsibility for their own learning, and gives students opportunities to experience failure and success. Second teacher creating concepts with the learning objective in mind, evaluating these goals both before and after playtime, and developing the game to meet the learning objectives were all steps in the process of aligning game goals with learning objectives. The last teacher guarantee that students could meet the objectives set forth in the curriculum and that their educational experiences had meaning and purpose.

Further more, it appears that three of teacher have implemented the student's understanding and progress during game-based activities. The first teacher assessed the student's understanding and progress during game-based activities with Whiteboard: At

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the end of class, the teacher asked students to write what they learned on a whiteboard.

This allowed the teacher to review all the material at once and see which students may need extra help. The second teacher assessed students' understanding and progress during game-based activities by Pair and talk: Having students discuss the lesson with a partner and act as each other's teachers. The last teacher assess students' understanding and progress during game-based activities with Interactive notebooks: Encourage students to reflect on their learning and demonstrate their understanding of new material through interactive notebooks.

Moreover, it was obtained that three of teacher have implemented believe are most beneficial for developing tutoring competencies in your students. The first teacher Games such as Scrabble, Quiddler, and math-focused card games promote vocabulary development, critical thinking, and problem-solving skills. Second teacher digital games, including educational apps and platforms like Minecraft, offer immersive experiences that foster creativity and collaboration. For instance, Minecraft encourages players to engage in problem-solving and critical thinking as they navigate challenges within the game environment. Last teacher Games that involve competition, such as Jeopardy-style quizzes or Capture the Flag, can motivate students while teaching them about teamwork and sportsmanship.

After that, it was clear that two of teacher have implemented and one teacher not implemented manage well the classroom during game-based activities. The first teacher can show innovation in their use of games in the classroom by combining interactive exercises, streamlining the classroom process, and utilizing games as a supplement or partial replacement for more conventional teaching strategies. The second teacher not manage well the classroom during gamebased activity. The last teacher managed the class well during game-based activities, namely by staying

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focused on learning: Teachers had to ensure that the game was aligned with the learning objectives and students were actively involved in the activity.

However, it was evident that three of teacher have implemented demonstrate creativity in integrating games into the curriculum. The first teacher ought to be knowledgeable, experienced, and conscious of the need to advise pupils on appropriate game play. The teacher played a crucial role in inspiring and involving students to meet learning objectives, and the effectiveness of the teacher or facilitator had a big impact on how happy the students were with their education. Second teacher make classes more engaging and fun for students, they might create instructive board games, employ digital simulations, or integrate game-based learning systems. Teachers could build dynamic learning experiences that accommodated a variety of learning styles and promoted a deeper comprehension of the subject matter. The last teacher can show innovation in their use of games in the classroom by combining interactive exercises, streamlining the classroom process, and utilizing games as a supplement or partial replacement for more conventional teaching strategies.

However, it was evident that three of teacher have implemented beliefs about the effectiveness of games in assessing student competencies. The first teacher (GBL) has emerged as a promising method for assessing student competencies, leveraging the inherent engagement and interactivity of games to enhance educational experiences. Second teacher games promote peer learning and collaboration, creating a more dynamic learning environment compared to traditional methods. Students often report higher enjoyment and motivation when learning through games, which can lead to better retention of knowledge and skills. Last teacher However, further empirical research is essential to fully understand its effectiveness and to refine the methodologies

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used in educational settings. As educational technology continues to evolve, GBL could play a crucial role in shaping future assessment practices.

The data obtained previously was strengthened by data obtained from the results of interviews with three English teachers about pedagogical value of games.

The first teacher 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. games can be one of instrument can be use by the 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.

Second teacher 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. 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.

Last teacher about 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.

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**2. Teacher attitude of using games in teaching English**

Table IV.2

The result of observation checklist teacher attitude

No	Statement	Teacher 1		Teacher 2		Teacher 3	
		Yes	No	Yes	No	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?	✓			✓		✓
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?	✓		✓			✓

From the observation, it has found that three of teacher have implemented promote metacognitive skills by encouraging students to think about their own thinking during and after the game. The first teacher Monitoring students comprehension of the game and their own thought processes. Giving students the chance to discuss their

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learning with classmates and reflect on what they have learned. Second teacher encouraged their students to reflect on their own thinking both during and after the game can help them develop metacognitive skills. Metacognition is a type of self-regulation that includes problem-solving abilities, critical analysis abilities, and self-awareness. Last teacher impart metacognitive skills, educators should encourage students to engage in reflective thinking. Teachers evidenced cultural sensitivity in their selection of games and learning approaches.

Meanwhile, it was clear that one of three teacher have implemented evidence of cultural sensitivity in the selection of games and instructional approaches. The first teacher the importance of integrating cultural elements into game-based learning (GBL) design to enhance the learning experiences of culturally diverse student groups was emphasized. It highlighted the significance of fostering cultural equity through participatory workshops and integrating cultural capital into GBL design to create a respectful and mutually understanding environment. Second teacher cultural detective games with social emotional learning (SEL) to foster cultural sensitivity and intercultural empathy among bilingual kindergarten teachers highlights the importance of cultural sensitivity in the selection of games and instructional approaches. Last teacher can ensure that their selection of games and instructional approaches is culturally sensitive and effective in promoting cultural understanding and empathy among students.

Move over, it was obtained that three of teacher have implemented creative ways in which technology is integrated into the game-based activities. The first teacher highlighted the significance of fostering cultural equity through participatory workshops and integrating cultural capital into GBL design to create a respectful and

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mutually understanding environment between school culture and gaming culture.

**Second teacher** Technology is integrated into game-based activities in unique and creative ways to enhance the learning experience. An example is Gamified learning: This involves adding game elements, such as points or badges, to a non-game context to make it more engaging. Last teacher revolutionized the way we interact with games, making them more immersive, interactive, and accessible. One example is creating digital content: Developing digital content related to the curriculum can improve learning and give students a voice in their education.

Futhermore, it was considered that three of teacher have implemented built-in feedback mechanisms within the technological components of the games. The first teacher Games often use visual and auditory cues to provide players with feedback on their actions and decisions. For example, a game might display a visual indicator when a player successfully completes a task or play an audio cue when a player receives a reward. Second teacher the user interface of a game can also serve as a feedback mechanism, providing players with information about their progress, the state of the game, and available options. A well-designed user interface can help players understand the game's rules and mechanics, making the gameplay experience more enjoyable and satisfying. Last teacher built-in feedback mechanisms within the technological components of the games. Game Mechanics: Game mechanics, such as challenges, chance, competition, cooperation, and feedback, were used to create a sense of progression and reward players for their actions.

Beside, it appears that two of three teacher have implemented to provide guidance without dominating the collaborative process. The first teacher could indeed provide guidance without dominating the collaborative process. The importance of teachers supporting and guiding collaborative learning activities without

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overshadowing the students' contributions was emphasized. Teachers were encouraged to act as facilitators, focusing on supporting and guiding the collaboration process rather than dominating it as knowledge experts. Second teacher can offer direction without taking control of the collaborative process. This entails taking a backseat and letting students speak for themselves, encouraging them to defend and explain their work, and posing queries that encourage more equitable participation and thoughtful consideration of one another's viewpoints. Last teacher involves standing back and allowing students to take center stage, encouraging them to explain and justify their work, and asking questions that stimulate students to participate more equitably and consider each other's ideas.

Meanwhile, it was evidenced that three of teacher have implemented opportunities for students to take on leadership roles within their groups. The first teacher give students were encouraged to propose and experiment with modifications to game rules in various contexts, such as in game design, education, and research. In game design, students may be encouraged to create their own game rules or modify existing ones to create unique gaming experiences. Second teacher Students can take on leadership roles within their groups through various opportunities provided by schools and extracurricular activities. Group projects: Assign students to work in small groups on a project. Have each group elect a leader to oversee the project and delegate tasks. Last teacher Teachers could provide students with opportunities to integrate multimedia elements into their creative solutions. Multimedia presentations could challenge students to think creatively and allow them to demonstrate a high level of content mastery without relying solely on writing skills. Teachers could also use multimedia presentations to encourage creativity, reflection, and confidence in language skills.

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Next, it seems that two of three teacher have implemented students encouraged to propose and experiment with modifications to game rules. First teacher Teachers could also use multimedia presentations to encourage creativity, reflection, and confidence in language skills. Additionally, multimedia tools could facilitate the acquisition and synthesis of information, which was crucial for developing higher-level thinking skills. Second teacher Encouraging students to propose and experiment with modifications to game rules can enhance their learning experience, foster creativity and critical thinking skills, and promote active engagement in game-based activities. It's a valuable opportunity for students to explore their interests, express their ideas, and collaborate with their peers in a fun and meaningful way. Last teacher not implemented students encouraged to propose and experiment with modifications to game rules.

From the observation, it was apparentted that two of three teacher have implemented there summative assessments or other evaluation methods used to gauge overall understanding. First teacher Summative assessments were used to gauge overall understanding and measure learning at the end of a learning module, unit, or an entire course. Examples of summative assessments included unit tests, written assignments (such as papers or authentic assessments like projects or portfolios of creative work), mid-term exams, final exams, and performances. Second teacher Summative assessment techniques that teachers can employ include comprehensive reports, cumulative individual projects, and personal evaluation papers. On the other hand, formative evaluations are meant to track students' progress throughout the learning process and give teachers and students continuous feedback. Last teacher Providing students with clear expectations and guidelines for the assessment can help reduce anxiety and promote optimal performance. Summative assessments should be used in

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conjunction with other assessment types, such as formative assessments, to provide a comprehensive evaluation of student learning and growth.

From the observation, it was obvious that two of three teacher have implemented resources or materials provided for students interested in deeper exploration. First teacher even though it could be difficult to provide more resources for in-depth investigation, many educators worked hard to design engaging lessons that met the various needs and interests of their pupils. Teachers could overcome obstacles and better serve their students' needs with the assistance of school administration, colleagues, and continual professional development. Second teacher Additional resources and materials are available for students interested in deeper exploration of various topics. These resources include a. Oceans of Data Institute (ODI) resources for educators using data in the classroom b. Selecting Instructional Materials: Finding materials that meet the needs of the course and engage learners. Last teacher Providing additional resources or materials for students interested in deeper exploration was a great way to support their curiosity and foster independent learning. Here are some ways to offer additional resources: Library Resources, online Resources and Educational Apps and Software.

The data obtained previously was strengthened by data obtained from the results of interviews with three English teachers about teacher attitudes of using games.

The first teacher have to allocated our teaching times as good as possible because 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 consuming 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 dont.

The second teacher 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. Thoughtfully chosen and well-structured games can be time-efficient and contribute to learning, but excessive or poorly planned game use may pose challenges.

The last teacher 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. When used thoughtfully, games can enhance the learning experience and contribute to a positive classroom environment.

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### 3. The Effectiveness of Using Games in Teaching English

Table IV.3  
The Result of The Effectiveness of Using Games

No	Statement	Teacher 1		Teacher 2		Teacher 3	
		Yes	No	Yes	No	Yes	No
	Does the teacher express a belief in the effectiveness of using games for educational purposes?	✓		✓		✓	
	Does the teacher articulate the additional educational benefits beyond enjoyment in using games?	✓		✓		✓	
	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?	✓		✓		✓	
	Does the teacher believe that games encourage students to focus on the learning material?	✓		✓		✓	
	Does the teacher articulate the role of games in promoting concentration and attention among students?	✓		✓			✓
	Does the teacher believe that games provide students with meaningful opportunities to learn, practice, or review specific language material?	✓		✓		✓	
	How does the teacher perceive the effectiveness of games in reinforcing language concepts and skills?	✓		✓		✓	

From the observation, it has found that three of teacher have implemented teacher express a belief in the effectiveness of using games for educational purposes. The first teacher affirm that they think games are a useful tool for teaching. Students' motivation, engagement, and pleasure with their education can all be enhanced via

game-based learning. Games can support information acquisition, material comprehension, and concept learning just as well as more conventional learning methods. Second teacher confidence in utilizing games for instruction might differ based on a number of factors, such as their personal values, their experience as a teacher, and their knowledge with the concepts of game-based learning. Instructors who are well-versed in instructional techniques and pedagogical ideas may feel more comfortable utilizing games as a teaching tool. Last teacher confidence in using games for educational purposes can vary depending on several factors, including their personal beliefs, teaching experience, and familiarity with game-based learning principles. Teachers who have a strong understanding of pedagogical principles and instructional strategies may feel more confident in using games as a tool for learning.

Beside, it was evidenced that two of three teacher have implemented articulate the additional educational benefits beyond enjoyment in using games. First teacher The teacher articulates extra educational benefits beyond delight in using games. The teacher emphasizes that games in the classroom can provide a variety of sensory experiences, capture students' attention, actively engage them, and help to reinforce important social-emotional learning components such as listening and empathy. Second teacher explains the advantages of gaming for learning that go beyond just having fun. The teacher emphasizes how games may offer a range of sensory experiences, capture students' interest, keep them actively involved, and support the reinforcement of critical social-emotional learning skills like empathy and listening. Last teacher often articulate additional educational benefits beyond just fun when using games in the classroom such as Enhanced Learning Engagement, Skill Development, Differentiated Instruction, Immediate Feedback, Collaboration and Communication. By highlighting these

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additional educational benefits, teachers can demonstrate the value of using games as effective teaching tools beyond just providing enjoyment.

Moreover, it clear that two of three teacher have implemented believe that incorporating competition into games enhances the learning experience. First teacher games are highlighted as a method for strengthening student focus, aiding in classroom management, increasing intrinsic motivation, and making learning more interesting and approachable for kids. Second teacher using games in education offers numerous other advantages. Games can improve learning by encouraging curiosity and experimentation through open exploration, allowing users to learn through experiential play. When compared to traditional methods of learning, this can result in improved performance. Last teacher Teachers' beliefs about whether introducing competition into games improves the learning experience vary. Some instructors see competition as an effective motivator that can boost student engagement and achievement. They claim that healthy competition creates a sense of excitement and urgency, motivating pupils to actively participate and strive for success.

Furthermore, it was obvious that two of three teacher have implemented teacher perceive the role of competition in motivating students during game-based activities. First teacher an excessive focus on competitiveness may have unfavorable effects, such elevated stress levels or inferiority complexes in certain pupils. For this reason, educators frequently work to foster a supportive, competitive environment where students feel inspired and challenged while also acknowledging and applauding both individual and group accomplishments. Second teacher urgency and accountability that comes from competition can also motivate students to apply themselves more diligently and concentrate more intently in order to attain their goals. Additionally, when students cooperate to surpass their friends or work toward shared objectives, healthy competition

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can promote a sense of camaraderie and teamwork. Last teacher Students might become more engaged and excited about competition, which motivates them to work hard and participate in class. Through the implementation of competitive components like leaderboards, point systems, or timed challenges, educators can establish a dynamic classroom setting that inspires students to give their best effort.

Meanwhile, it seems that two of three teacher have implemented express the importance of maintaining student interest through game-based learning. First teacher Teachers believe that educational games can help students stay actively involved in the learning process because they are naturally able to hold students' attention and involve them in worthwhile activities that advance learning. In general, educators understand how important games are for keeping students engaged and invested in their education, which makes them useful resources. Second teacher Games are innately able to hold students' interest and involve them in worthwhile activities that advance learning. Generally speaking, educators understand how important games are for keeping students engaged and invested in their education, which makes them useful resources for raising student achievement and engagement. Last teacher excessive focus on competitiveness may have unfavorable effects, such elevated stress levels or inferiority complexes in certain pupils. For this reason, educators frequently work to foster a supportive, competitive environment where students feel inspired and challenged while also acknowledging and applauding both individual and group.

Next, it was appear that three of teacher have implemented the importance of maintaining student interest through game-based learning. First teacher feels that playing games gives pupils worthwhile opportunities to study, rehearse, or review particular language skills. Nevertheless, they do indicate that a variety of factors, including the subject matter they teach, their degree of expertise, and the quality of their

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education, may have an impact on the attitudes that educators have regarding digital game-based learning (DGBL). Second teacher assist kids in developing critical abilities like perseverance, resourcefulness, and problem-solving, which are critical for both academic and future professional success, by carefully choosing and incorporating educational games into their curricula. It's important to remember, though, that game-based learning shouldn't be used just for fun. Teachers are beginning to recognize that game-based learning can improve student engagement and learning outcomes. Instructors frequently stress how crucial it is to keep students engaged using a variety of strategies, such as game-based learning. Teachers may give students a more engaging and entertaining learning experience by introducing gaming aspects into their lesson plans.

The observation, it seems that three of teacher have implemented teacher believe that games encourage students to focus on the learning material. First teacher Teachers frequently discuss the benefit of games for helping children focus and pay attention. They understand that games may hold kids' attention and help them concentrate for longer periods of time. Teachers use the intrinsic interest, challenge, interactivity, and motivation that games offer to explain how games may be useful tools for helping kids focus and pay attention. Second teacher A lot of educators think that playing games might help pupils concentrate on the lessons they are studying. Games are useful instruments for fostering focus and engagement in educational settings because of a number of their features. Overall, by utilizing the motivational and engagement advantages of game-based learning, educators frequently discover that integrating games into their lesson plans may be a successful tactic for motivating students to pay attention to the content. Last teacher Enhancing mental abilities: Playing games can assist pupils improve their mental rotation in visual processing, higher

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spatial resolution, and faster and more precise attention allocation. Students gain from these abilities not only in the setting of the game but also in other spatial activities that they may perform outside of it.

In observation, it was clear that three of teacher have implemented articulate the role of games in promoting concentration and attention among students. The first teachers often articulate the role of games in promoting concentration and attention among students. They recognize that games have the potential to captivate students' interest and sustain their focus for extended periods. Teachers articulate the role of games as effective tools for promoting concentration and attention among students by leveraging the inherent engagement, challenge, interactivity, and motivation that games provide. Second teacher The instructor feels that playing games gives pupils worthwhile opportunities to study, rehearse, or review particular language skills. Nevertheless, they do indicate that a variety of factors, including the subject matter they teach, their degree of expertise, and the quality of their education, may have an impact on the attitudes that educators have regarding digital game-based learning (DGBL). Last teacher Teachers think that playing games gives kids worthwhile opportunities to study, rehearse, or review language skills. Games can be very useful for language acquisition and reinforcement because of their interactive features, captivating gameplay, and instantaneous feedback system.

After that, it was obvious that three of teacher have implemented games provide students with meaningful opportunities to learn, practice, or review specific language material. First teacher can develop engaging learning experiences that accommodate a variety of learners' interests and styles by incorporating games into language training. It seems that the instructor's viewpoint on the application of games to language learning is not made clear. Second teacher Language learners can benefit from games by feeling

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excited and engaged, which motivates them to engage fully and persevere despite difficulties. Encourage the use of authentic language in conversation, Boost critical thinking and active learning, Give prompt feedback, Encourage social interaction and teamwork, Make Education Interesting and Fun. Last teacher Games can help language learners by getting them enthused and involved, which encourages them to participate completely and keep going when things get tough. Promote the use of real language in discussions. Encourage active learning and critical thinking, Provide timely feedback, Promote collaboration and social engagement, Make Learning Engaging and Enjoyable.

The last, it seems that three of teacher believe that games provide students with meaningful opportunities to learn, practice, or review specific language material. The first teachers perceive games as an effective tool for reinforcing language concepts and skills. Games provide language practice in all four skills: listening, speaking, reading, and writing. They encourage students to interact and communicate, creating a meaningful context for language use. Games can also help in making the teaching-learning process more effective if properly designed. Second teacher Through increased engagement and participation, improved retention and recall, a positive attitude toward learning, practical application and contextual learning, encouragement of critical thinking and problem-solving, observation of progress and development, adaptability to different learning styles, and the development of social and communication skills, teachers perceive the effectiveness of games in reinforcing language concepts and skills. Last teacher Teachers perceive the effectiveness of games in reinforcing language concepts and skills through enhanced Engagement and Participation, Improved Retention and Recall, Positive Attitude Towards Learning, Practical Application and Contextual Learning, Encouragement of Critical Thinking and

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Problem-Solving, Observation of Progress and Development, Adaptability to Different Learning Styles, Development of Social and Communication Skills.

The data obtained previously was strengthened by data obtained from the results of interviews with three English teachers about the effectiveness of using games.

The first teacher believe 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 opinion. As we know that English is our foreign language not all students have good motivation in learning English. But through games as far as i know according to my experience during teaching English applying games in our teaching activity can encourage students even though students who are low in English.

The second teacher 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. 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. English games can encourage, entertain, teach, and promote fluency. They create a positive learning environment, making language acquisition a more enjoyable and effective process.

The last teacher 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. Therefore, when properly implemented, games can be a valuable tool in teaching English. Games

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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. Therefore, incorporating games into English teaching can be an effective strategy to motivate and engage students, particularly those who find the language challenging.

## B. Discussion

This research was aimed for knowing and describe teacher beliefs on the use of games in teaching english at Al-Fityah Integrated Junior High School. This section discusses about the findings of the previous section. It discusses the findings from the study questions with reference to findings from previous and existing research relevant literature how teacher beliefs on the use of games in teaching english.

### 1. Teacher beliefs about pedagogical value of games

The pedagogical value of using digital games in educational settings lies in their ability to engage and motivate students, enhance creativity, develop thinking and problem-solving skills, and promote teamwork and collaboration (Beavis, Rowan, & Dezuanni, 2014). It is crucial to remember that teachers' roles in facilitating learning, conducting efficient debriefing, and comprehending the contextual complexities of game-based learning. Therefore, understanding the importance of context, the influence of teachers, and the sociocultural relationships between games, education, and learning is necessary for determining the pedagogical value of digital games in learning environments.

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,

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n.d.). 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).

Games can be used by the teacher to help them create relevant and useful situations for the language. The children want to contribute, but in order to do so, they need to be able to understand what other people are writing or saying and express their own thoughts through speaking or writing. The purpose of the games is to imitate human living conditions, educate future generations, and get players ready for proper social behavior.

## 2. Teacher attitudes of using games

Teachers' beliefs and attitudes influence their teaching practices. By understanding these beliefs, educational institutions can provide targeted support and professional development to improve teaching effectiveness (Kane, Sandretto, & Heath, 2002). Although the significance of teacher attitudes and beliefs is acknowledged, more study is required to examine the connection between these attitudes and actual teaching practices. Gaining an understanding of this link can help educators receive more specialized support and interventions. It is important to comprehend teachers' attitudes and beliefs about teaching in order to improve professional development, align with constructivist learning theories, raise the standard of university instruction, and establish the connection between beliefs and practice.

Attitude Scale towards Educational Play regarding the attitudes of primary-school teachers towards educational game, it is observed that the results of the scale's positive attitude sub-dimension are high, while the negative attitude sub-dimensions are low. In addition, when the scores obtained from the overall scale are examined, it can be said that the general attitude is high (Kane, Sandretto, & Heath,



2002). Teachers reported that when they arrange their activities, they take the age and class levels into account. They also modify the length of the educational games based on the indicators of weariness. the value of age-appropriate instructional games for their academic work

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.

### 3. The Effectiveness of Using Games

When playing most games participants are almost forced into communicating with each other in order for the game to work. The need for communication during games, and the informal setting games provide encourages students to be unafraid to talk, which practices their fluency, a valuable communication skill (siguroardottir, 2010). It is crucial for teachers to foster a favorable learning atmosphere and to work toward piqueing students' interest in the foreign language and culture, as these factors are critical to the effectiveness of language learning. Games assist in achieving these objectives because they fulfill the national curriculum's mandate that language instruction be entertaining for students.

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.

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 to be more imaginative and actively generate language for themselves.

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