TEACHERS' PERCEPTION OF
THE USE OF GAMIFICATION IN EFL CLASS
AT SMK 10 NOPEMBER SIDOARJO
THESIS

Submitted in partial fulfillment of the requirement for degree of
Sarjana Pendidikan (S.Pd) in Teaching English

UIN SUNAN AMPEL
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ABSTRACT

Paramita,Ayuningtyas Febri. (2023). Teachers' Perception of The Use of Gamification In EFL Class At SMK 10 Nopember Sidoarjo. Supervisors **Rizka Safriyani, M.Pd and Drs. Muhtarom, M.Ed. Grad.Dipl. TESOL.**

Keywords: EFL, Gamification, Teachers' Perception

EFL (English as Foreign Language) is an English course for those who do not reside in an English-speaking area or who have never used English as their primary mode of communication. With the rapid advancement of science and technology, the development of multimedia technology, and its application to education, teaching English has taken on a new era. It is possible to establish any supportive platform to enhance the contemporary teaching model of English. One of the methods is by using gamification in EFL class. Gamification is a relatively recent phrase that describes the use of game aspects in non-game environments to produce interesting, enjoyable, and inspiring learning experiences for students. Teachers' perception is also important in the teaching activity because it is the process of observing, sensing, remembering, and experiencing the world around them. Therefore, this study is aimed to research the types of Game apps and analyze the teachers' perception of gamification in EFL Class. This research is qualitative research. The data were collected through interview, observation and documentation. The process of this research consists of finding questions, collecting data from the English teachers of SMK 10 Nopember Sidoarjo, analyzing data, and making interpretations of data. The subjects in this research were two English teachers in SMK 10 Nopember who used gamification in EFL class. The finding of this study showed that teachers use educational games such as Quizizz, Moodle, Kahoot! and Educandy starting from the pandemic era until now. It is applied from X to XII grades. The teacher explained the reason the teacher is using the gamification method is it makes the learning process more fun and lively. For the effectiveness of gamification, the teacher said it is quite effective because it was so practical and the students could absorb the material quickly. But also there were some problems, like blackouts, internet connection, and supportive gadgets. The teacher assessed the students by evaluating their score after finishing the quiz. The application of gamification in EFL class, it is concluded that the use of gamification in EFL Class based on teacher perception, could help the students easily absorb the learning material and also achieve the learning objectives successfully.

ABSTRAK

Paramita,Ayuningtyas Febri. (2023). Teachers' Perception of The Use of Gamification In EFL Class At SMK 10 Nopember Sidoarjo. Supervisors **Rizka Safriyani,M.Pd and Drs. Muhtarom, M.Ed. Grad. Dipl. TESOL.**

Kata Kunci : EFL, Gamification, Teachers' Perception

EFL (Bahasa Inggris sebagai bahasa asing) adalah Kursus Bahasa Inggris bagi mereka yang tidak tinggal di daerah berbahasa Inggris atau yang tidak pernah menggunakan bahasa Inggris sebagai model komunikasi utama mereka. Dengan pesatnya kemajuan ilmu pengetahuan dan teknologi, perkembangan teknologi multimedia, dan penerapannya dalam pendidikan, pengajaran bahasa Inggris telah mengambil era baru. Dimungkinkan untuk membangun platform yang mendukung untuk meningkatkan model pengajaran bahasa Inggris kontemporer. Salah satu caranya adalah dengan menggunakan gamification di kelas EFL. Penggunaan elemen game dalam konteks non-game untuk menciptakan pengalaman belajar yang menarik, menyenangkan, dan memotivasi bagi siswa dikenal sebagai gamifikasi, istilah yang relatif baru. Persepsi guru juga penting dalam kegiatan mengajar karena merupakan proses mengamati, merasakan, mengingat, dan mengalami dunia di sekitar mereka. Maka dari itu, penelitian ini memiliki tujuan untuk menyelidiki jenis-jenis gamifikasi dan menganalisis persepsi guru tentang gamifikasi di Kelas EFL. Penelitian ini merupakan jenis penelitian kualitatif. Wawancara, observasi dan dokumentasi dilakukan sebagai metode pengumpulan data. Proses penelitian ini terdiri dari menemukan pertanyaan, mengumpulkan data dari guru bahasa Inggris SMK 10 Nopember Sidoarjo, menganalisis data, dan membuat interpretasi data. Subyek dalam penelitian ini adalah bersubjek dua orang guru bahasa Inggris di SMKN 10 Nopember yang menggunakan gamifikasi di kelas EFL. Hasil penelitian ini menunjukkan bahwa guru menggunakan permainan edukatif seperti Quizizz,Moodle,Kahoot! dan Educandy mulai dari masa pandemi hingga sekarang. Ini diterapkan dari kelas X hingga XII. Guru menjelaskan alasan guru menggunakan metode gamifikasi adalah membuat proses pembelajaran menjadi lebih menyenangkan dan hidup. Untuk keefektifan gamifikasi, guru mengatakan cukup efektif karena sangat praktis dan siswa dapat menyerap materi dengan cepat. Namun juga ada beberapa kendala, seperti mati listrik, koneksi internet, dan gadget yang mendukung. Guru menilai siswa dengan mengevaluasi skor mereka setelah menyelesaikan kuis. Disimpulkan bahwa penggunaan gamifikasi di Kelas EFL berdasarkan persepsi guru dapat membantu siswa dengan mudah menyerap materi pembelajaran dan juga mencapai tujuan pembelajaran dengan sukses.
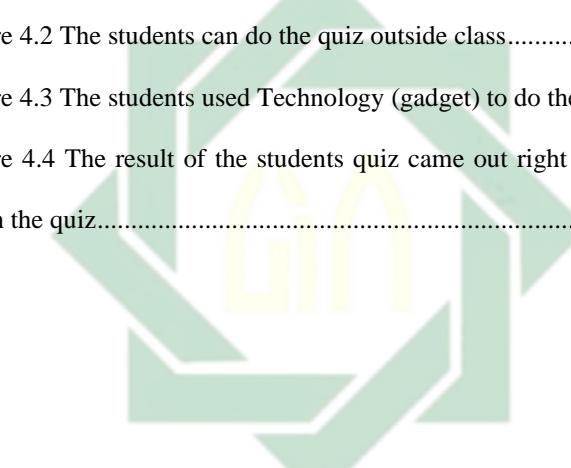
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