

**MAPPING SCHOOL ASSETS FOR THE APPLICATION OF
DIGITAL GAME-BASED LEARNING IN ELT**

THESIS

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



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ABSTRACT

Athara, S. (2024). *Mapping School Assets for The Application of Digital Game-Based Learning in ELT*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Afida Safriani, M.A., Ph.D and Dr. Siti Asmiyah, M. TESOL

Key Words: School Assets, Digital Game-Based Learning, English Language Teaching

School assets are the resources owned by the school to support the teaching and learning process, including the application of digital game-based learning in ELT. Thus, this study aims to explore the existing school assets used to support the application of digital game-based learning in ELT and to investigate the school assets mobilized to apply digital game-based learning in ELT. This study used a qualitative method with case study design. Data was collected through interviews and open-ended questionnaires. The researcher conducted interviews with the principal, one English teacher, three students and shared open-ended questionnaires to two administrative staffs. The results show that the school assets needed to support the application of digital game-based learning in ELT are students, English teachers, deputy principals for facilities and infrastructure, principals, interactions between teachers and class leaders, classrooms, projector screens, VGA cables, electricity, classrooms, tables, and chairs, APBN funds, classroom environment, social environment, rules for procuring school assets, curriculum goals, special training programs, rules for using smartphones, and a culture of learning using technology. While the English teacher mobilized various assets by engaging students in digital game-based learning, collaborating with the class captain to manage smartphones, organizing physical and technological resources, optimizing the classroom environment, creating a supportive social environment, aligning curriculum goals, participating in specialized training, enforcing smartphone use policies, and fostering a technology-embracing school culture.

ABSTRAK

Athara, Senda. (2024). *Pemetaan Aset Sekolah Untuk Penerapan Pembelajaran Berbasis Permainan Digital Dalam Pengajaran Bahasa Inggris*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Afida Safriani, M.A., Ph.D dan Dr. Siti Asmiyah, M. TESOL

Kata Kunci: Aset Sekolah, Pembelajaran Berbasis Permainan Digital, Pengajaran Bahasa Inggris

Aset sekolah merupakan sumber daya yang dimiliki sekolah untuk menunjang proses belajar mengajar. Guru bahasa Inggris memanfaatkan aset sekolah untuk menerapkan pembelajaran berbasis game digital dalam pengajaran Bahasa Inggris. Jadi, penelitian ini bertujuan untuk mengeksplorasi aset sekolah yang ada yang digunakan untuk mendukung penerapan pembelajaran berbasis game digital dalam pengajaran Bahasa Inggris dan untuk menyelidiki aset sekolah yang dimobilisasi untuk menerapkan pembelajaran berbasis game digital dalam pengajaran Bahasa Inggris. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara dan kuesioner terbuka. Peneliti melakukan wawancara dengan kepala sekolah, satu guru bahasa Inggris, tiga siswa, dan membagikan kuesioner terbuka kepada dua staf tata usaha. Hasil penelitian menunjukkan bahwa aset sekolah yang dibutuhkan untuk mendukung penerapan pembelajaran berbasis game digital dalam pengajaran Bahasa Inggris adalah siswa, guru bahasa Inggris, wakil kepala sekolah bidang sarana dan prasarana, kepala sekolah, interaksi guru dan ketua kelas, ruang kelas, layar proyektor, kabel VGA, listrik, ruang kelas, meja dan kursi, dana APBN, lingkungan kelas, lingkungan sosial, aturan pengadaan asset sekolah, tujuan kurikulum, program pelatihan khusus, aturan penggunaan ponsel pintar, dan budaya belajar menggunakan teknologi. Sedangkan Guru bahasa Inggris memobilisasi berbagai aset dengan melibatkan siswa dalam pembelajaran berbasis permainan digital, berkolaborasi dengan ketua kelas untuk mengelola ponsel pintar, mengatur sumber daya fisik dan teknologi, mengoptimalkan lingkungan kelas, menciptakan lingkungan sosial yang mendukung, menyelaraskan tujuan kurikulum, berpartisipasi dalam pelatihan khusus, menegakkan kebijakan penggunaan ponsel pintar, dan menumbuhkan budaya sekolah yang merangkul teknologi.

TABLE OF CONTENTS

JUDUL	i
PERNYATAAN KEASLIAN TULISAN	ii
ADVISOR APPROVAL SHEET	iii
APPROVAL SHEET	iv
PERNYATAAN PERSETUJUAN PUBLIKASI	v
MOTTO	vi
DEDICATION SHEET	vii
ABSTRACT	viii
ABSTRAK	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	ix
LIST OF APPENDICES	xi
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. Research Questions	6
C. Objectives of the Study	6
D. Significance of the Study	6
E. Scope and Limitation of the Study	8
F. Definition of Key Terms	8
CHAPTER II	11
REVIEW OF RELATED LITERATURE	11
A. Review of Related Theories	11
1. Community Assets for EFL Learning	11
2. Digital Game-Based Learning	14
3. Mobilizing School Assets for Digital Game-Based Learning	18
B. Previous Studies	22
CHAPTER III	26
RESEARCH METHOD	26
A. Approach and Research Design	26
B. Research Setting and Research Subject	26

C. Data and Source of Data.....	27
D. Research Instrument.....	27
E. Data Collection Technique.....	29
F. Data Analysis Technique	30
G. Trustworthiness	31
CHAPTER IV	32
RESEARCH FINDINGS AND DISCUSSION	32
A. Research Findings	32
1. The existing school assets are used to support the application of digital game-based learning in ELT	32
2. The school assets mobilized to apply digital game-based learning in ELT	52
B. Research Discussion.....	77
1. The existing school assets are used to support the application of digital game-based learning in ELT	78
2. The school assets mobilized to apply digital game-based learning in ELT ...	107
CHAPTER V	125
CONCLUSION AND SUGGESTION	125
A. Conclusion	125
B. Suggestion.....	126
REFERENCES.....	128

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LIST OF APPENDICES

Appendix 1: Research Instrument

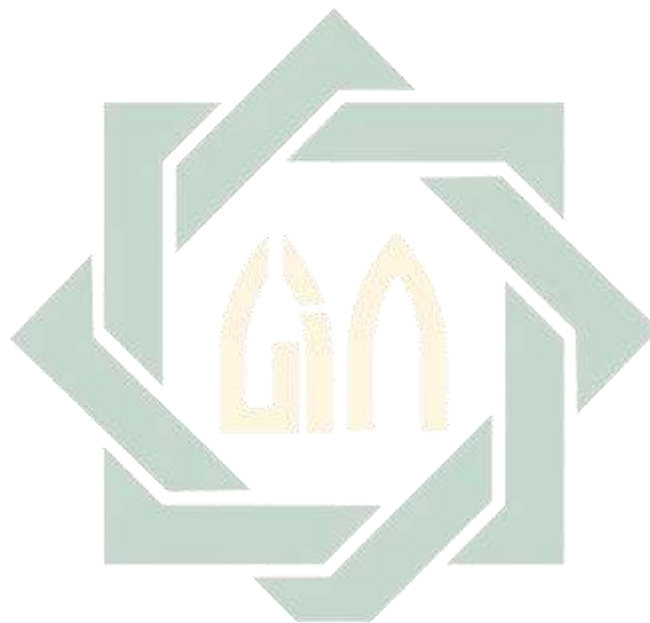
Appendix 2: Result of Data Collection

Appendix 3: Surat Tugas Dosen Pembimbing

Appendix 4: Surat Validasi Instrument Penelitian

Appendix 5: Surat Persetujuan Ujian Proposal Skripsi

Appendix 6: Surat Persetujuan Ujian Skripsi



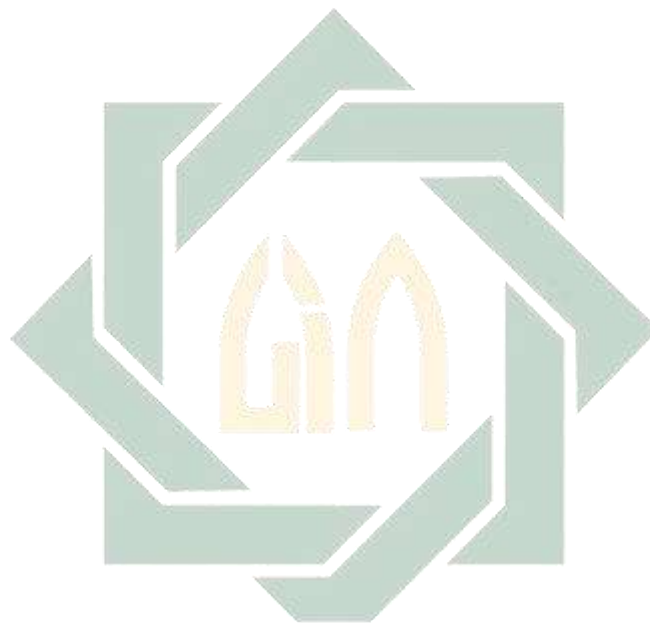
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