GAME-BASED LEARNING FOR DIVERSE LEARNING STYLES: EXPLORING TEACHERS EXPERIENCES AT SECONDARY SCHOOL

THESIS

Submitted in fulfillment of the requirements for the Bachelor's degree of Education (S. Pd.) in English Teaching



UIN SUNAN AMPEL
S U R A B A Y A

By:
Meilani Fara Atika (06040521093)

Supervisor:
Drs. Muhtarom, M.Ed, Gred, Dip.Tesol
Fitriah, Ph.D

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

UIN SUNAN AMPEL SURABAYA

2025

PERNYATAAN KEASLIAN PENULISAN

Dengan penulisan surat pernyataan ini, tertanda:

Nama	: Meilani Fara Atika
Nim	: 06040521093
Jurusan/ program studi	: Pendidikan Bahasa inggris
Fakultas	: Tarbiyah dan Keguruan

Dengan ini saya menyatakan bahwa skripsi yang berjudul **"Game-based Learning for Diverse Learning Styles: Exploring Experiences at Secondary School"** sepenuhnya hasil karya saya sendiri. Skripsi ini bukan merupakan hasil pengambilan, pengalihan maupun peniruan tulisan atau pemikiran orang lain yang saya akui sebagai hasil tulisan saya. Demikin pernyataan ini saya buat dengan sebenar- benarnya. Apabila pernyataan tersebut tidak sesuai fakta yang ada, dimana terbukti atau dapat dibuktikan bahwa skripsi saya hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut

Surabaya, 08 November 2026

Pembuat penyataan



Meilani Fara Atika

06040521093

ADVISOR APPROVAL SHEET

The Final Project by Meilani Fara Atika, entitled "The Use Types of Games to Accommodate the Diverse Learning Styles," has received a confirmed from the final project advisors and currently being submitted for consideration by the examination board.

Surabaya, 5 June 2025

Advisor I,

Drs. Muhtarom, M.Ed, Gred, Dip.Tesol
NIP. 196512201992031005

Advisor II

Fitriah, PhD
NIP. 197610042009122001

EXAMINER APPROVAL SHEET

The Final Project from Meilani Fara Atika, within the title "The Use Types of Games to Accommodate the Diverse Learning Styles," was examined on 05, June, 2025, and has been received an admirer by examiner.

Dean,

Prof. Dr. H. Ahmad Muhibin Zuhri, M. Ag
NIP. 197207111996031001

Examiner I,

Drs. Muhtarom, M.Ed, Gred, Dip.Tesol
NIP. 196512201992031005

Examiner II,

Fitriah, PhD
NIP. 197610042009122001

Examiner III,

Dr. Rizka Safriyani, M. Pd
NIP. 198409142009122005

Examiner IV,

Hilda Izzati Madjid, MA
NIP. 198602102011012012

LEMBAR PERSETUJUAN PUBLIKASI

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN
Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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Nama	: Meilani Fara Atika
NIM	: 06040521093
Fakultas/Jurusan	: Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address	: meilanifara@gmail.com

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Penulis

(Meilani Fara Atika)

ABSTRACT

Atika, M. F. (2025). Game-Based Learning For Diverse Learning Style: Exploring Teachers Experiences At Secondary School. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol, Fitriah, Ph.D

Keywords: Game-Based Learning (GBL), Diverse Learning Styles, Teacher Challenges, Teacher Experiences, Secondary School

Game-Based Learning (GBL) has become a learning approach to encourage students' interests and address their learning styles. It is also believed that GBL can create an enjoyable learning atmosphere. This study aims to explore teachers' experiences in implementing GBL to accommodate the diverse learning style and identify the challenges that they may face. This study interviewed three English teachers and observed their classes at SMPN 35 Surabaya. The results showed that teachers utilized seven types of games to address different learners' needs, such as: Jumbled Words and Quizizz for visual learners, Guess Me and Spelling Bee for auditory learners, and physical activities (e.g. Team-Tournament Games (TGT), Mime Games, and Clap hands) for kinesthetic. In addition, this study found six main challenges that teachers faced when implementing GBL, namely: game selection and relevance, adjusting to students' diverse abilities, time constraints, technology limitations, managing students' focus, and the lack of teacher training. These findings highlight the need to strengthen teachers' pedagogical capacity through continuous training and institutional support to further optimize the implementation of GBL in differentiated learning.

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ABSTRAK

Atika, M. F. (2025).Game-Based Learning For Diverse Learning Style: Exploring Teachers' Experiences At Secondary School. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol, Fitriah, Ph.D

Kata kunci: Game-Based Learning (GBL), Perbedaan Gaya Belajar Siswa, Tantangan Guru, Pengalaman Guru, Sekolah Menengah

Game-Based Learning (GBL) telah menjadi pendekatan pembelajaran untuk mendorong minat siswa dan memenuhi gaya belajar mereka. Penelitian ini bertujuan untuk mengeksplorasi praktik guru dalam menerapkan GBL untuk mengakomodasi perbedaan gaya belajar siswa dan mengidentifikasi tantangan yang mungkin mereka hadapi. Penelitian ini mewawancarai tiga guru bahasa Inggris dan mengamati kelas mereka yang ada di SMPN 35 Surabaya. Hasil penelitian menunjukkan bahwa para guru menggunakan tujuh jenis permainan untuk memenuhi kebutuhan gaya belajar siswa yang berbeda, seperti: Jumbled Words dan Quizizz untuk siswa dengan gaya belajar visual, Guess Me dan Spelling Bee untuk siswa dengan gaya belajar auditori, dan aktivitas fisik (seperti Team-Tournament Games (TGT), Mime Games, dan Clap Hands) untuk siswa dengan gaya belajar kinestetik. Selain itu, penelitian ini menemukan enam tantangan utama yang dihadapi guru ketika menerapkan GBL, yaitu: pemilihan dan relevansi permainan, menyesuaikan dengan kemampuan siswa yang beragam, keterbatasan waktu, keterbatasan teknologi, mengelola fokus siswa, dan kurangnya pelatihan guru. Temuan ini menyoroti perlunya memperkuat kapasitas pedagogis guru melalui pelatihan berkelanjutan dan dukungan institusional untuk lebih mengoptimalkan implementasi GBL dalam pembelajaran berdiferensiasi.

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LIST OF ABBREVIATIONS

GBL	: Game-Based Learning
ELT	: English Language Teaching
DGBL	: Digital Game-Based Learning
TGT	: Team-Games Tournament
RPGs	: Role-playing Games
JP	: Jam Pelajaran
UINSA	: Universitas Islam Negeri Sunan Ampel Surabaya
AR	: Augmented Reality
VR	: Virtual Reality
ESP	: English for Specific Purpose
VAK	: Visual, Auditory, Kinesthetic

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