IMPLEMENTATION OF DIGITAL GAME-BASED LEARNING IN EFL CLASSROOMS AT SECONDARY SCHOOLS

THESIS

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



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ABSTRACT

Wahyu Dewi Kusuma, (2025), IMPLEMENTATION OF DIGITAL GAME-BASED LEARNING IN EFL CLASSROOMS AT SECONDARY SCHOOLS. Thesis English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Prof. Dr. Mohamad Salik, M. Ag. Supervisor II: Fitriah, Ph. D.

Key words: Digital Game-Based Learning (DGBL), English as a Foreign Language (EFL), English Language Teaching (ELT), Motivation

Technological developments have driven changes in learning approaches, including the use of Digital Game-Based Learning (DGBL) in English language learning at secondary schools. DGBL offers an interactive learning environment relevant to the digital lives of students. This research aims to explore teachers' implementation of DGBL in English learning and its impacts on students' learning motivation. The research problems are: (1) how do EFL teachers implement digital game-based learning in their English classrooms and (2) what are the effects of digital game-based learning implementation on students' motivation in learning English? This study used a qualitative approach through semi-structured interviews and classroom observations of two secondary schools (SMPN 2 Kota Mojokerto and SMAN 1 Balongpanggang). The results showed that teachers implemented DGBL systematically through three main learning stages: Pre Activity by explaining the material and preparing the application, main activity by having students play digital games using codes or links, either individually or in groups, and closing by providing feedback and reflecting on the learning outcomes. Teachers selected applications such as Quizziz, Kahoot, and Word Wall, and applied features like leaderboards and simple rewards to enhance engagement. The use of DGBL had a positive effect on students' learning motivation with increased enjoyment and enthusiasm, enhanced participation and confidence, encouragement to learn independently outside the classrooms and improved understanding and retention. These outcomes were supported by classroom observations and student-teacher interviews. Improved understanding through repetition and immediate feedback also contributed to students' intrinsic motivation. This research implies that the implementation of DGBL is an effective learning strategy, providing not only a more meaningful and enjoyable learning experience for students who are familiar with technology but also enhanced learning outcomes. Hence, it is recommended that English teachers incorporate DGBL into their instructional practices to foster student motivation and support a more active and student-centered learning environment.

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ABSTRAK

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Key words: Digital Game-Based Learning (DGBL), English as a Foreign Language (EFL), English Language Teaching (ELT), Motivation

Perkembangan teknologi telah mendorong perubahan dalam pendekatan pembelajaran, termasuk penggunaan Digital Game-Based Learning (DGBL) dalam pembelajaran bahasa inggris di sekolah menengah. DGBL menawarkan lingkungan belajar interaktif yang relevan dengan kehidupan digital siswa. Penelitian ini bertujuan untuk mengeksplorasi implementasi DGBL dalam pembelajaran bahasa Inggris dan dampaknya terhadap motivasi belajar siswa. Masalah penelitian ini adalah: (1) bagaimana guru EFL mengimplementasikan pembelajaran berbasis permainan digital di kelas bahasa Inggris mereka dan (2) apa saja dampak dari implementasi pembelajaran berbasis permainan digital terhadap motivasi siswa dalam belajar bahasa Inggris? Penelitian ini menggunakan pendekatan kualitatif melalui wawancara semi-terstruktur dan observasi kelas di dua sekolah menengah (SMPN 2 Kota Mojokerto dan SMAN 1 Balongpanggang). Hasil penelitian menunjukkan bahwa guru menerapkan DGBL secara sistematis melalui tiga tahap pembelajaran utama: Kegiatan Awal dengan menjelaskan materi dan mempersiapkan aplikasi, Kegiatan Inti dengan meminta siswa memainkan permainan digital menggunakan kode atau tautan, baik secara individu maupun kelompok, dan Kegiatan Akhir dengan memberikan umpan balik dan merefleksikan hasil pembelajaran. Para guru memilih aplikasi seperti Kuis, Kahoot, dan Word Wall, serta menerapkan fitur-fitur seperti papan peringkat dan penghargaan sederhana untuk meningkatkan keterlibatan siswa. Penggunaan DGBL memiliki efek positif pada motivasi belajar siswa dengan meningkatnya kesenangan dan antusiasme, peningkatan partisipasi dan kepercayaan diri, dorongan untuk belajar secara mandiri di luar kelas, serta peningkatan pemahaman dan retensi. Hasil ini didukung oleh observasi kelas dan wawancara siswa-guru. Peningkatan pemahaman melalui pengulangan dan umpan balik langsung juga berkontribusi terhadap motivasi intrinsik siswa. Penelitian ini menyiratkan bahwa penerapan DGBL merupakan strategi pembelajaran yang efektif, tidak hanya memberikan pengalaman belajar yang lebih bermakna dan menyenangkan bagi siswa yang terbiasa dengan teknologi, tetapi juga meningkatkan hasil belajar. Oleh karena itu, disarankan agar guru bahasa Inggris memasukkan DGBL ke dalam praktik instruksional mereka untuk menumbuhkan motivasi siswa dan mendukung lingkungan belajar yang lebih aktif dan berpusat pada siswa.

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LIST OF ABBREVIATIONS

DGBL	Digital Game-Based Learning
EFL	English as a Foreign Language
ELT	English Language Teaching
KD	Kopetensi Dasar
TP	Tujuan Pembelajaran

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