THE IMPLEMENTATION OF GAMES-BASED LEARNING IN IMPROVING THE MOTIVATION FOR ENGLISH LEARNING AT SMPN 5 SATAP TAMAKO

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Abstract: This research is entitled "Implementation of Game-Based Learning in Improving English Learning at SMPN 5 Satap Tamako Students." The purpose of this study is to describe the implementation of game-based learning in SMPN 5 Satap Tamako students and analyze how the implementation of game-based learning is applied at SMPN 5 Satap Tamako. The research method used is a classroom action research method in accordance with Kemmis and McTaggarts in Burn (2010), the research was carried out in two cycles, the first cycle was carried out twice a meeting with the name of the game guess the meaning of objects in the classroom and did not experience an increase in motivation to learn English so that the second cycle method was carried out with two meetings of the game called the game guess the profession in the second cycle experienced an increase in motivation to learn Englsh at SMPN 5 Satap Tamako.

Keywords*: game-based learning, motivation, action research, English learning, SMPN 5 SATAP Tamako*

INTRODUCTION

Education has a very important, which is one of the keys that has been proven to be able to educate people, change human personality, mature thinking, thinking skills, feelings, and character, and develop creativity. Education plays a crucial role in shaping individuals. One of the prerequisites that must be met during the learning process is the teacher's ability to increase or strengthen the active participation of students. Interest or interest has a close relationship with the learning process, because interest is a factor that determines student activeness in learning. Students' enthusiasm will arise when they feel interested in fun teaching and learning activities. Conversely, if learning is less interesting or unpleasant, student interest in participating in learning will be low. An unsuccessful learning process can cause students to

lack interest in learning. The lack of student interest in learning can be seen from the lack of learning activities, interact According to Warouw and Claudia (2023), children's education can be said to be one of the lessons that requires us to be more creative in delivering teaching materials due to the attitude and behavior of children who are easily bored with something, this is what underlies the idea of this study where the teacher carries out the English language learning process by using folklore with the serialized picture method to attract children's learning interest in the learning process, and student preparation in participating in teaching and learning activities.

The process of implementing enjoyable learning at school is a learning experience that can foster and develop student potential to the fullest. Increasing the potential and quality of students is also one of the efforts to improve the quality of education, which is an integral part of efforts to improve the quality of Indonesian human beings as a whole. Education is important for Indonesian society. Game-based learning, also known as Games Based-Learning, is a learning method that uses game applications that have been specifically designed to support the learning process. With characteristics that can motivate and delight students, the use of games in learning can increase students' interest in the subject matter. Game-based-learning is a teaching method in which students have a dominant role by using games to achieve learning objectives. With characteristics that can motivate and delight students, the use of games in learning can increase students' interest in the subject matter.

This approach incorporates game elements into learning, which makes the learning process more interesting, interactive, and fun for students. By using appropriate techniques, teachers can help increase students' potential and create meaningful learning experiences.

Therefore, choosing the right learning method is very important. The method is one of the ways teachers in the teaching and learning process to achieve learning objectives in delivering material. Subject matter is sometimes difficult for students to understand due to inappropriate methods. Therefore, the method in this case used by the teacher, should be able to make students easily understand the material. Motivation is the key to success in the learning process. There are several definitions of motivation from several experts. As mentioned by Hayikaleng *et al.* (2016), motivation is considered as an important component to make students successful in their English learning. Motivation can also be defined as the direction of one's behavior or what causes one to want to repeat a behavior and vice versa

(Alizadeh, 2016). From the overall explanation above, it can be illustrated that motivation is a combination of effort plus desire that provides reasons for people's actions, desires, and needs to obtain learning objectives towards a goal.

According to Lai (2011), motivation refers to the reasons that underlie the behavior that we are characterized by volition. Motivation includes a constellation of beliefs, perceptions, values, interests, and actions that are closely related, by getting motivation students will be excited in learning, so they will be motivated to learn English well. In the spirit of learning, motivation is necessary, because someone who has no motivation in learning, it will not be possible to implement learning activities.

Motivation is needed in determining the intensity of learning efforts for students. Lai (2011) states that one factor that affects student motivation is reward. Rewards can turn on or reduce motivation, suspending the type of rewards and circumstances given to them. There is a need for further study on how to increase motivation so that students have the will to learn English. This method can come from within the students individually or from external factors such as students, teachers, schools, parents, environment and friends.

According to the author's experience teaching English at "SDN 3 MANADO", the characteristics of students who achieve high motivation when learning takes place students listen, understand and ask if students do not understand in learning and thus instill a desire to know, Students who have low motivation such as not realizing learning or intending fun in school itself, is likely to make other classmates quickly bored with learning activities, lack of learning, attention is not focused on learning and things that make yourself feel problematic coping with problems, delaying schoolwork. The author took this title, observing that students in the Mahumu islands specifically primary schools have not had basic English studies, so the author took the GBL application method, which allows students to relatively understand and understand English, in addition to wanting students in SATAP Tamako to be interested and to increase motivation in learning English. Without having motivation, learning goals are difficult to achieve because student effort and desire affect the learner in carrying out learning objectives. By getting motivated students will be excited in the learning process, so they will be encouraged to understand English well.

In this study, the authors used game-based learning (GBL) theory. Game-based learning (GBL) refers to the use of games or related elements, concepts, or designs to facilitate the

learning process (Deterding *et al*., 2011). According to de Freitas (2006), here are some steps to implementing learning games;

1. Determine learning outcomes (also known as learning objectives). Learning objectives are essential for effective learning. They support the development of more successful lesson plans, activities and assessments by assisting in the formulation of what students should be able to do as a result of the learning instructions (Gronlund, 2000).

2. Selecting a simulation, activity, set of activities or game to support these required learning outcomes with appropriate forms of assessment. To avoid students feeling bored, teachers should pay attention when selecting an appropriate game that relates to an appropriate assessment outline. According to Carrier (1990) as cited in Ramadhaniarti (2016), when selecting games for students, the first thing teachers should consider is the level of play that matches their learning skills. Then, select games that match the content objectives.

3. Conduct the session with appropriate consideration given to outlining the session, learning outcomes strived for and reflection on the post (debriefing) session. Evaluate the effectiveness of the session using feedback from learners and other participants. Evaluation is the most effective approach to the use of games in formal settings (assessment, instruction, selection, pedagogy, learner characteristics) (de Freitas, 2006), Here are some steps to implementing learning games; Evaluation can measure whether a strategy is effective or not.

Reorganize or design sessions according to the feedback provided. According to Derakhshan and Khatir (2015), to effectively promote learning, games should include ways for students to think about and explain what happened. In fact, learning cannot be done without reflection time.

METHOD

This research was conducted as classroom action research as Wallace (1998) stated that action research is a systematic process of collecting and analyzing data to investigate practical problems arising in a particular context in order to make decisions about what future practice should be. Classroom action research is a method to find out what works best in teaching in the classroom to improve student learning. The study used descriptive qualitative research. Descriptive qualitative research is a type of research that uses methods of collecting,

describing, grouping and analyzing data and drawing conclusions (Pamungkas, 2011). From the definition given, the researcher concluded that action research is a suitable type for this research. In this study, the researcher will teach in class VII of SMPN 5 Satap Tamako.

Classroom Action Research (CAR) is a research activity conducted in the classroom. Classroom research aims to improve and develop teacher professionalism in carrying out their duties. The research procedure is based on the action research method. The procedure consists of four steps, namely planning, action, observation, and reflection. The research procedure is in accordance with Kemmis and McTaggarts in Burns (2010).

Cycle Implementation

1. Planning

   a. The plan made by the researcher before taking action is as follows:

   b. Researchers prepare games that will be played in game-based learning (GBL).

   c. Researchers prepare the necessary tools such as laptops, markers, and notebooks.

2. Action

   a. Saying greetings and introductions between students and teachers

   b. Researchers checked the attendance list of students and students who were present

   c. Explaining the learning material

   d. The researcher checked students' understanding by throwing questions

   e. Dividing students into groups randomly

   f. Explaining the game instructions that will be implemented as learning material

3. Observation

   At this stage the researcher observes and records what happens during the learning process. Researchers will use observation sheets to help facilitate the observation process during the study.

4. Reflection

   At this stage the researcher evaluates the results of the implementation of the cycle and before implementing the next cycle. Make improvements to overcome problems or shortcomings from the application of the previous cycle. Thus it can get the results as expected.

FINDINGS AND DISCUSSION

1. Pre-cycle

At this stage the researcher measured students' learning motivation in learning English at the beginning before applying a game-based implementation strategy in increasing students' learning motivation in English. This research was conducted at SMPN 5 SATAP Tamako, especially class VII in Mahumu village, Tamako District, Sangihe Islands Regency. Class VII has a total of 21 students, 10 boys and 11 girls respectively, before carrying out game-based learning strategies the researcher identifies the Pre-cycle is carried out with several stages as follows:

　　a. Self-introduction of students

At the first meeting the researcher at 09:00 made self-introductions to students in class VII SMPN 5 SATAP Tamako and vice versa and before conducting a game-based learning strategy the researcher made an introduction first by explaining the name of the researcher, the origin of the researcher from students who did not know the researcher or already knew, the researcher's family background, the researcher's education, hobbies and interests, then the researcher explained some of the material that the researcher would provide to students in class VII SMPN 5 SATAP Tamako. After the introduction of the researcher, followed by self-introduction from students in class VII SMPN 5 SATAP Tamako, this introduction was carried out freely which meant that the researcher was free to introduce himself in English or Indonesian. In the introductions that had taken place there was only one student who introduced himself in English, the researcher asked why there was only one student who introduced himself in English, one of the students said that ignorance in introducing himself in English.

The need for self-introduction from researchers is the most important thing in the scope of student learning and researchers are teachers, teachers are not only to teach materially but teachers must also approach students so that there will be good communication in identifying students in increasing learning motivation and knowing students' benchmarks in learning English in class VII at SMPN 5 SATAP Tamako. Self-introduction also makes students more able to control all behavior in themselves, as well as when dealing with other people, self-introduction of researchers is also one way of approaching themselves to class VII students of

SMPN 5 SATAP Tamako, learning is student-centered, and learning becomes fun. Fun in the sense of providing a comfortable and happy or learning place. Guiding the growth and development of all students' interests and potential through fun learning. In the introduction, the researcher identified several students who were not interested in learning English, this identification was seen from one of the researcher's questions to students in class VII, namely with the following question: "WHO LIKES ENGLISH LESSONS"? and there were several students who said they did not like English learning, so at the next stage the researcher would conduct a pre-cycle interview stage.

b. Pre-cycle interview

At this stage of the interview was carried out at 11:30 after recess before carrying out the learning strategy of the material that the researcher provided, the researcher conducted an interview. This interview was conducted by the researcher seeing the results of the identification at the previous stage, namely in the introductory session that students in class VII were not interested in learning English. At this stage, the researcher will identify the reasons for students who are not interested in learning English through the oral interview stage. The following is a description of the conversation and the researcher only presents the student's initials.

Conversation 1

Researcher: Hello, what's your name?
JB: My name is JB.
Researcher: Do you like learning English?
JB : I don't like it, because English is difficult.
Researcher: Difficult?
JB: Yes, miss, it's hard because I don't understand English in my elementary school there is no English learning.
Researcher: Okay, but can you count numbers one to ten?
JB: I can, miss.
Researcher: Okay, now write down how to write the number three
JB : Don't know, miss.

Conversation 2

Researcher: If I may know, why don't you like learning English?
BM : It's hard to tell stories using English, the way of writing is also different and confusing.

Researcher: Oh so it's hard to tell stories and how to read, is that it?
BM: Yes, miss.
Researcher: But you still want to learn English, right?
BM : Yes Miss
Researcher : Well, miss will do English learning that can make you understand and feel easy in learning.
BM : Thank you Miss

The description above is a conversation between researchers and students in class VII SMPN 5 satap Tamako. The conversation above shows that students' lack of interest in learning English is due to students' lack of ability in basic knowledge and students' lack of interest in learning English so that there is a need for the most important strategies and strategies that do not make boredom feel the need for an approach and the class feels alive throughout the learning that takes place so that researchers try to hold maximum strategies and researchers will implement game-based learning strategies (GBL). Learning begins with the most basic thing this basic learning identifies again the extent to which basic learning they know and in the conversation that took place the researcher identified and the results of the ability of class VII students in writing numbers and almost all students in the class were wrong in writing how to write numbers, this proves that there needs to be maximum effort to increase learning motivation and even increase the basic knowledge of students in class VII at SMPN 5 satap Tamako. At the interview stage, the researchers conducted the need for the next stage, namely ways to increase student learning motivation in learning English at SMPN 5 satap Tamako in class VII. This interview research was conducted for approximately 30 minutes, namely until 12.00 during the third hour.

c. Pre-cycle observation

In the observation of the first meeting at 12.00 the fourth hour took place, the researcher conducted a basic lesson, namely learning to find out the meaning of objects in the classroom and learning was carried out in groups. This grouping was divided by the researcher, each group had six and seven group members respectively since there was also one person who was absent from school and students at the time of learning were a total of 20 students, after the explanation was made by the researcher, considering that students were not allowed to hold cellphones and considering that not all students had cellphones, the researcher took the initiative to do or try to borrow English books or dictionaries in the library as well as the

teachers' room and administration. When it is done or finished students find out the meaning of objects in the classroom, the researcher gives an explanation or information to students to study again at home the learning that has been done at school, if they can memorize the meaning of objects in the classroom in English that the next meeting will be held English language learning in the form of a game, before English language learning ends the researcher divides the group leaders in total there are 3 (three) group leaders. The division has been carried out then the researcher explains or instructs each group leader to be given the authority to organize the duties of each member in charge of each member's part, after that the researcher conducts a game experiment that will be carried out at the next meeting so that at the next meeting there is sufficient time in the application of Game-Based learning.

Through observations made by researchers in the pre-cycle, researchers found that there was conducive learning atmosphere with the application of GBL. The students were lively, excited and some students said they could not wait for the next meeting and do English learning in the form of games. Therefore, according to the description of the observations that have been presented by the researcher, the results of observations in the pre-cycle or before the application of game-based learning strategies are still lacking and improvement is needed so that the learning process can be improved can go well as expected. So researchers try to improve the application of game-based learning strategies at the second or next meeting.

Given that the learning will end, before the time goes home, the researcher takes the initiative to memorize the prayer before learning and after learning can even be done when going home too, considering that class VII researchers can be informed that they do not have a prayer before learning and after learning this is also an opportunity given to researchers from English teachers at SMPN 5 SATAP Tamako to researchers, after writing a prayer on the blackboard, the researcher prepares the class with a prayer that the researcher has taught to students in class VII in particular, although with the state of reading but this is also an opportunity for students to learn to read for reading methods will also be corrected by researchers when the next meeting, the class ends at 13.20, this homecoming time is also not the actual homecoming time because the next subject the teacher concerned cannot be present or is absent, so the principal allows students especially class VII to go home, before leaving the classroom the students greeted and saluted the researcher.

2. Cycle 1

In contrast to the pre-cycle which had not yet applied the teaching strategy of implementing game-based student learning, in this first cycle the researcher began to use teaching strategies in the form of games. The type of game used is the guess the meaning game. The researcher took on the role of teacher and supervisor so that all game-based learning activities were under the control of the researcher. The first cycle was conducted in two meetings, namely the second and third meetings. In the implementation of the first cycle, four stages were selected, namely planning, implementation, observation, and reflection.

a. Charades Object in Class - Second Meeting

The game procedure begins with the researcher giving the students a task to find the name and meaning of objects in the classroom in English or reversed with the meaning of objects in English, after that the game continues by recalling the meaning of the object and the researcher divides the students into groups, this game not only involves individuals but in groups, the purpose of this group is to see how the cohesiveness of students at SMPN 5 SATAP Tamako in each group, after being given instructions the game begins with guessing for students representing their group who will guess by raising one hand and writing the meaning of the object in English or Indonesian. researchers also see how to write them whether they match the way of writing in Indonesian or English correctly or not, if the representative of the group is wrong in writing the meaning of the object in English or English, Researchers also see how to write them whether in accordance with the way of writing in Indonesian or English correctly or not, if the representative of the group incorrectly writes the meaning of the object in English or Indonesian, it is assessed that there is no added value of points but is assessed as a reduction in the group and must be replaced by the addition of the next pound if after that the group can answer and replaced with another group that will replace to answer If the other group answers correctly, the points will be given to the previous group with a value of 2 points, it can be seen that the students who will participate are all involved in this exciting game, some of them are proficient in pronunciation, and their memory in remembering the meaning of the object, but there are also students who are low in remembering the meaning of classroom objects in English.

b. Third Meeting

At this third meeting, we still do or continue the guess the meaning game because at the

previous meeting not all of them understood how to play the game so that in the end only a few students were more enthusiastic about carrying out the game, and considering the insufficient time so that the game was continued at the third meeting and carried out again by conducting a new grouping but the grouping was carried out with full instruction by the researcher and the grouping was carried out by the researcher, students who fully understood this game would be grouped with students who did not fully understand.

In the discussion on cycle 1 in identification, the researcher found that there was no improvement in the guess the meaning of game because students in class VII have not fully understood the flow of the game to be played.

1) Students talk too much with other friends so that researchers have difficulty organizing the class.

2) There were some students who did not go to class at the previous meeting so the researcher explained again how the game would be done so it took a lot of time.

3) The class that adjoined class VII made a commotion so that the focus of students in class VII was disturbed.

4) The game-based game was the first time it was done so students were still confused.

3. Cycle 2

In the second cycle, researchers tried to improve the results of the implementation of the first cycle, namely the second and third meetings, so that in the fourth and fifth meetings while still applying game-based learning implementation strategies, researchers expected a maximum increase in learning motivation. Therefore, in this cycle the researchers focused on increasing students' learning motivation in English which had not been maximized in the previous cycle. The second cycle was conducted in two meetings, namely the fourth and fifth meetings.

In the second cycle, the same as the previous technique that researchers did in the first cycle but the name of the game technique in the second cycle will be different, the game technique in the second cycle is called "Guess the profession game technique" the second cycle game technique that will be carried out by researchers hopes to increase English learning in class VII at SMPN 5 SATAP Tamako.

a. Game Guess the Profession (Charades in Profession) - Fourth Meeting

The research procedure begins with the researcher making a group again but the previous group is replaced with another friend, this game is carried out by means of the researcher explaining the profession that the researcher means and the students have to find out the exact profession referred to by the researcher and each of them if they already know the representative of one of their groups comes forward in front of the researcher and gives the right answer to the researcher if one of the groups can first answer the meaning of the profession then the group is responsible or given full power to judge the other group.

The researcher meant that the group that answered first was assigned to see the correct sentence written by the other group in the form of writing the other profession that the winning group wanted to write and the other group had to find out first the meaning of the profession in question from the winning group then the group that should answer explained with a sentence that was close to the explanation of the profession with as many short sentences as possible.

b. Fifth meeting

Implementation of the same game but in a different version too, this game is called the circle version of the profession game, why is it called the circular version of the profession game because this game is carried out with students in a position to make a large and small circle, in the first hour of English learning until it ends the researcher gives students the opportunity to relearn the profession learning in the previous meeting so that in the next second hour it goes well and students can focus on Game-Based Learning.

In the second cycle, the guess the profession game technique experienced an increase, this increase was taken from the identification results, namely:

Improved results from the previous part of the first cycle

1) Grade VII students fully understand the flow of the game so that students are more free to play and feel comfortable playing the game.

2) Students do not make noise either students next to the room or students who are in class VII.

3) Students asked questions when the researcher finished speaking and speaking was only done or represented by the group leader.

4) The game was done well, all students were involved in the game in the second cycle.

5) The game was done guessing the meaning in different versions, given the opportunity for the group leader to manage his group members.

6) The game was more exciting and smooth, so it was not only done once but done several times but the group members were exchanged with other groups.

In the second cycle, there was an increase so that researchers succeeded in improving student learning in English.

CONCLUSION

In the researcher's observation, in the first cycle strategy, students experienced an increase in interest in learning English based on games but not yet maximized and not as expected, so the researcher re-conducted a game-based strategy in the second cycle in a different version of the game with the intention that this strategy was as expected. In the second cycle, the researchers succeeded in increasing learning motivation and as expected.

The application of Game-based Learning is very important in increasing the learning motivation of seventh grade students of SMPN 5 SATAP Tamako. Game-Based Learning is very helpful for students in learning English, with Game-Based Learning the learning atmosphere becomes conducive and the material learned is easy to remember. Helping students understand real applications, Students can understand the real application of what they learn in class, so students do not experience boredom in class.

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