

**STUDENTS' PERCEPTION ON USING GAMES IN EFL CLASSROOM**



**RESEARCH PAPER**

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by

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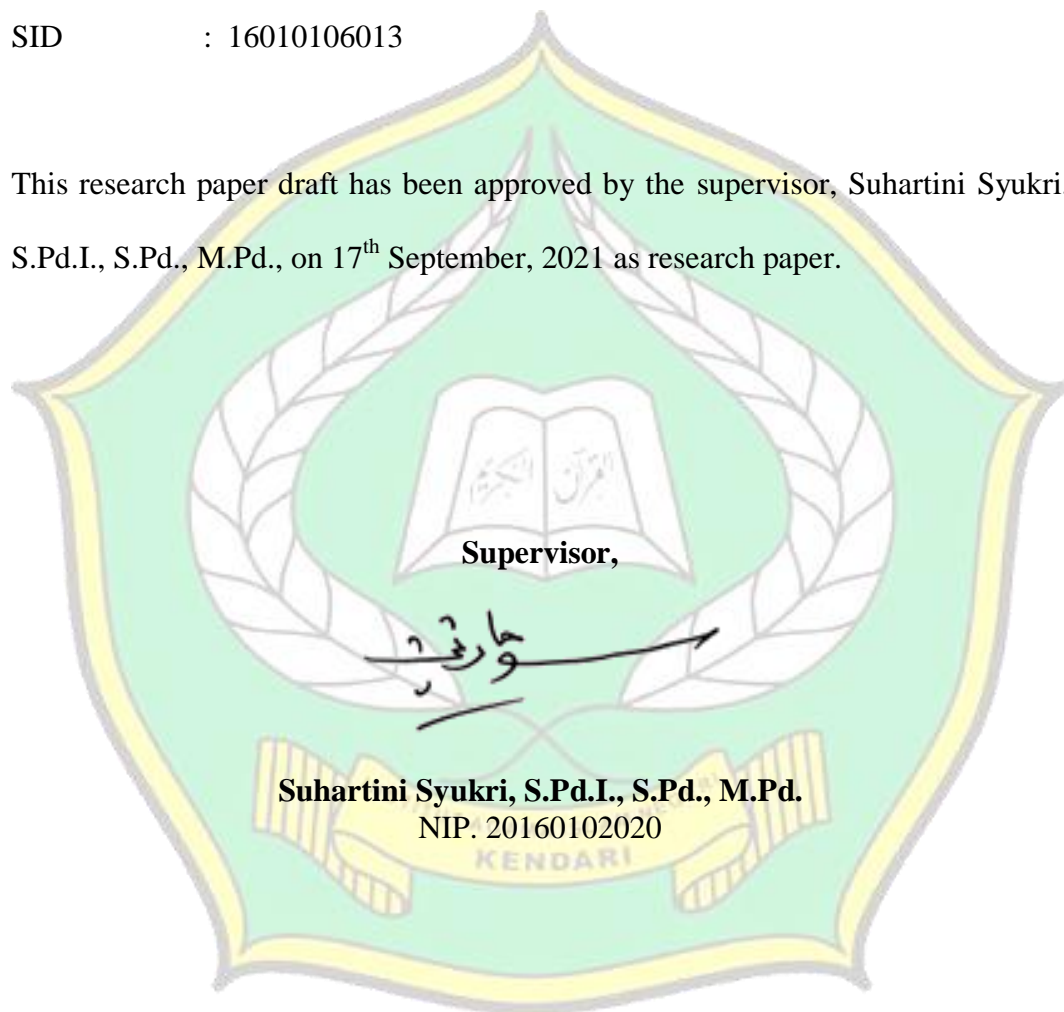
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Kendari, 21<sup>st</sup> October 2021  
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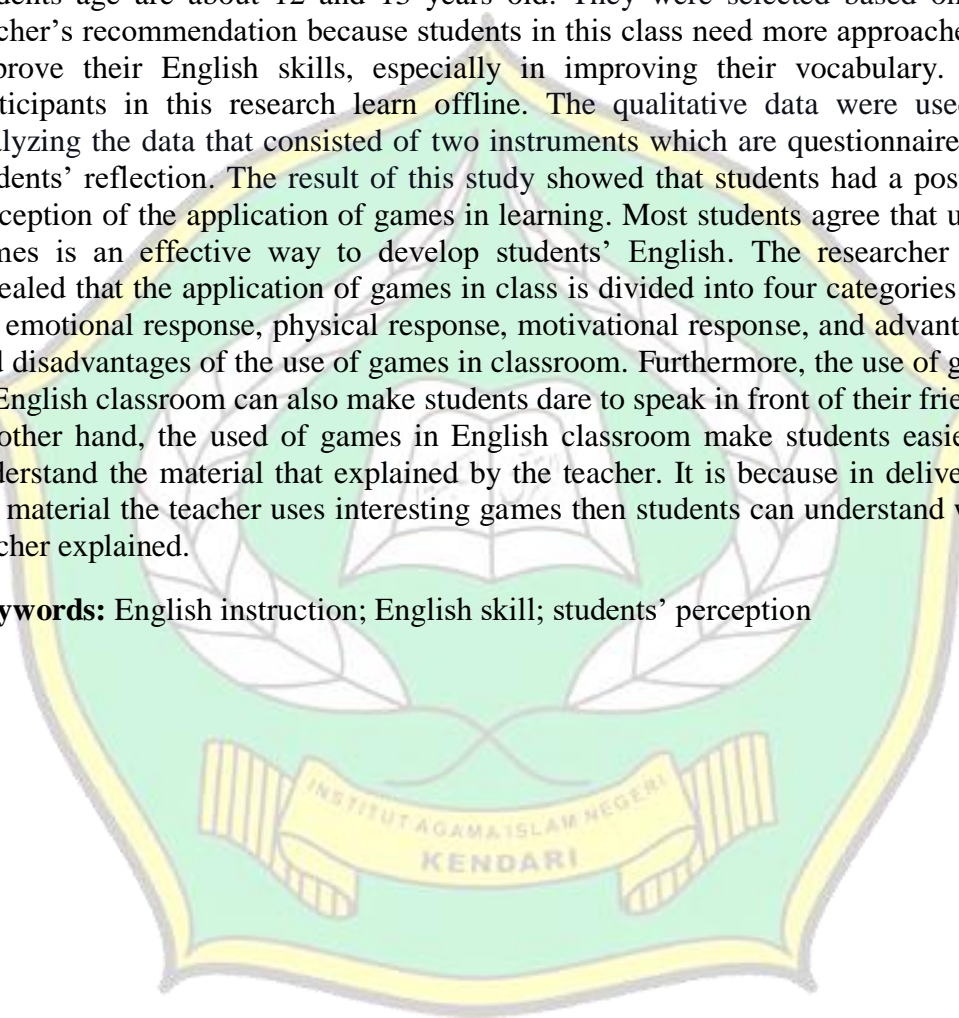
## ABSTRACT

Nasridayani, SID. 16010106013. Students' Perception on Using Games in EFL Classroom. Supervised by: Suhartini Syukri, S. Pd.I, S.Pd., M.Pd.

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This study aims to identify students' perception of using games in learning English in the classroom. The participants of this study consisted of 20 students of one of Junior High Schools in Lambuya that consist of 15 females and 5 males. All students age are about 12 and 13 years old. They were selected based on the teacher's recommendation because students in this class need more approaches to improve their English skills, especially in improving their vocabulary. The participants in this research learn offline. The qualitative data were used in analyzing the data that consisted of two instruments which are questionnaire and students' reflection. The result of this study showed that students had a positive perception of the application of games in learning. Most students agree that using games is an effective way to develop students' English. The researcher also revealed that the application of games in class is divided into four categories that are emotional response, physical response, motivational response, and advantages and disadvantages of the use of games in classroom. Furthermore, the use of game in English classroom can also make students dare to speak in front of their friends. In other hand, the used of games in English classroom make students easier to understand the material that explained by the teacher. It is because in delivering the material the teacher uses interesting games then students can understand what teacher explained.

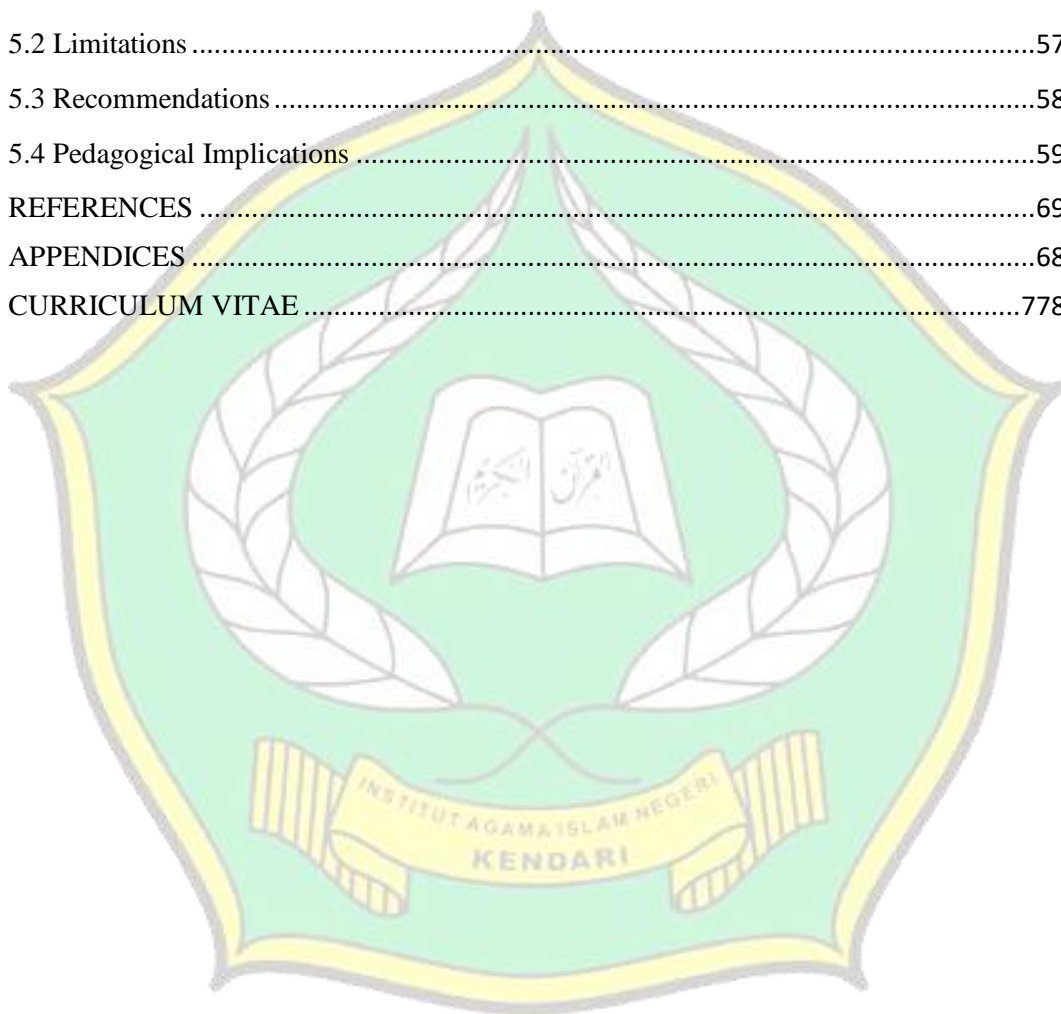
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# CHAPTER 1

## INTRODUCTION

This study is intended to investigate the use of games in English classroom. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key terms.

### 1.1 Background of the Study

The use of games in learning is one of the interesting things and has been discussed for several decades. (e.g Bakhsh 2016; Brianita 2015; Shang, 2011; Goscu, 2016; Wulanjani 2016; Sarkol, 2016; Yusoff, 2011; Nage, 2017; Jannah 2011; and Ziragawa, 2019). Using games in learning has a special role in any foreign language teaching program since they facilitate foreign language learning especially for young learners (Chen, 2007). Arikan, (2011) explains that game has become crucially important for English language learners and teachers since they provide enjoyment and relaxation, encourage students to use their language in a creatively and communicatively. Ramadhaniarti, (2016) also states that games provide language teachers with many advantages when they are used in classroom.

In general, using games as learning strategies has been explored in various classrooms such as mathematic (Ekonasi, 2011), science classroom (Magnusesen, 2017), computer classroom, (Christos Malliarakis, Xinoglas,

Satratzemi, (2014), and language classroom, (Goscu & Caganaga, 2011). In language class, using games as learning strategies has been explored in Chinese Students (Ying, Rawendy, & Arifin, 2014), in Arabic classroom (Hamizul and Rahimi 2014), in Japanese language (Olson, Kauffman, Fowler, & Khosmod, 2015), and also using in English class (Klimova, 2014). In English classroom, the use of games in learning has been discussed in Reading classroom (Sarah, 2014), Writing classroom (Idarianti, 2012), speaking classroom (Fajariyah, 2009), Grammar class (Arikan, 2011), and Vocabulary classroom (Bakhsh 2016).

The current study focuses on students' perceptions on using games in learning. By using games as the teaching strategy in learning, it can make students more interested to learn English. Burguillo, (2009) found that games are not only for fun but also for motivating students to master English quickly and easily. Learning using games is a good way to make students easier to understand English, since by doing fun activities they will find it easy to learn about the material taught by the teacher. Goscu & Caganaga, (2016) found that, using games in learning can motivate students to follow the learning activities and make students more active in carrying out learning activities in classroom. Furthermore, Vos, Meijden, & Denessen, (2011) added that the use of games in the classroom is a way to provide attractive enjoyable and useful teaching. Active learning using a game has a positive effect on learning outcomes and gets a good response.

In Indonesian context, many previous studies have discussed the use of games in learning English. Abidin & Morat, (2011) found that with using a game

are the student felt motivated to follow the learning process, and students are more active in carrying out the learning activities in the classroom. Deesri, (2002) also found that learning by using games does not make the students bored and can make them enthusiastic to follow lessons in the classroom. Wulandari, (2019) found that using games in learning is effective and games make learning become more interesting and enjoyable, increase positive feeling and self-confidence. It creates challenging atmosphere in the classroom.

The use of games in learning has been around since 2007 and has been applied by many teachers abroad. However, in Indonesia only a few teachers use games as their teaching strategy (Jannah, 2011). Teachers also experience this condition in MTS Al-Ikhlash but in another subject they only use games on certain materials. Based on an interview with an English teacher at MTS Al-Ikhlash, she said that she uses the game not only on certain material but also when she wants to use it, when she sees her students feel bored and not enthusiastic follow the lesson. The teacher also explained that when studying in English class she used several games, including; flashcard game, Pictionary game, puzzle game, Simon says game, guessing game, and observe and remember game. Therefore, this study aims to determine student's perceptions about the use of games in the classroom.

Related to the implementation of games in learning English, there are some of the issues faced by students when using games. Firstly, there are students' who respond slowly, students do not participate actively in the process of learning English. Secondly, students do not like learn to use games. Then,

almost all of the students have difficulties pronouncing the words, and how to write and spell (Schwartz, 2014).

To overcome those problems, it is important to know student's perception (Nursanti, 2016). Demuth, (2013) said that by knowing student's perception, we can know what student's need, what deficiencies students have, and their views on the use of games. Besides, students can feel comfortable because the strategies used in leaning are in accordance with what they want. Similarly, the teacher attempts to apply games as leaning strategies in the classroom. Yutanlinar and Caganaga, (2015) said that games are applicable in any part of the lesson as an effective mean of classroom instruction such a long with presentation, practice, production stages.

Furthermore, Wright, Betteridge, and Bucky (2006) state that games is an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with each other. It is a change for students to use team-building skills because games can implement in work in pairs or groups and help passive students show their ability. In addition to Marzano (2010), games are giving motivation, minimizing students' anxiety, and giving students a chance for real communications in real life. Games are not merely fun but also give a chance to face challenges and solve problems. Therefore, it is important to analyse the strategy of using games whether it is suitable to be applied in English courses or not in the future.

## **1.2 Scope of the Study**

In this research, the teacher uses games as strategies while teaching in the English classes. This research only focuses on students' perception of the use games in EFL classroom. The teacher uses “Flashcard game and Simon says game” when teaching in classroom.

## **1.3 Research Question**

Based on the background above, the research formulates research question as follows: How do the students' perceptions of using games in EFL classroom at one of Junior High School in Lambuya?

## **1.4 Purpose of the Study**

Based on the research background, this present study is aiming to identify students' perception of using games in learning English in the classroom.

## **1.5 Significant of the Study**

This study offers some important insight into a number of aspects of theoretical and pedagogical benefit. The finding of this study can be uses as a reference for those who want to conduct a research in analyzing students' perception on using games as strategies in learning English. Moreover, it can give positive impact for all level of academy society.

Firstly, this research will be helpful for students. This study provides a useful and referential contribute in developing students' knowledge of English by



using games as a learning strategy in the classroom and expressing their experiences of using games as learning strategies in reflection.

Secondly, for teacher or lecturer, with this research, they can know the students' learning strategy needed by students and student's perception include benefit, challenges of using games in the classroom. After knowing everything, lecture can add to the shortcomings of what has happened during applying games in the classroom.

Thirdly, this study as a reference for a school that games is one of learning strategy to use in teaching and learning as preparation of a better education program in the future. Then, as a teacher we must know what learning strategies are suitable for us to use in English classes.

The last, this research will be helpful for one of Junior High School in Lambuya to improve the quality of teaching to students in learning. Moreover, with this research, hopefully, not only from the English Education Department that used games as strategies but also the other course can be applying this strategies in learning.

## **1.6 Definition of Key Terms**

There are some operational definitions of key terms to support the reader understands or this thesis easily. They are follows:

*Students' Perception:* Perceptions that are often described as possessing a perceptual quality approaching real-life sensory experience, while at the same

time lacking a sensory correlate in the real world. Perception is the process of giving meaning to a stimulus in the form of information about the environment received by the five senses is also determined by personal and situational factors. Personal factors can be seen from the functioning of the five senses, whereas situational factor can be seen from the situation where the individual receives a stimulus. Sarkol, (2016) said that students' perception is can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class. It could be concluded that students' perception as psychological process to respond, understand or want to understand about certain object after receiving stimulates from outside. Perception of this study refers to how to the students of grade VII at one of Junior High School in Lambuya perceive the implementation of games in their learning English in the classroom.

*Games:* Games are mean an activity which is entertaining and engaging, often challenging, and activity in which the learners play and usually interact with others. Besides, games can play an important part in the language learning process generally. Wulandari, (2020) state that the use of games is a way to make the lesson more interesting, enjoyable and effective but the teachers have to consider the best game for students. Further, Webster, (2001) said that “Guessing Game” is structured activity, usually undertaken for enjoyment and sometimes used as educational tool. Knippel, (2012) also said that “Guessing Game” is a game in which a person or participant knows something and competes individually or in team to identify or find out answer. Besides, this game help the students a good

relationship with their friends and increasing their achievement in learning English.



## **CHAPTER II**

### **LITERATURE RIVIEW**

This chapter is divided into two major parts presenting a discussion about theoretical studies and previous studies. Theoretical studies comprise related theorists in this study while previous studies discuss the implementation of that related theorist in prior studies.

#### **2.1 Theoretical Framework**

##### **2.1.1 Students' Perception on Using Games in Learning language**

In international scope, Perception is a process relates to put messages or information in human brain (Severin and Tankard, 2014). In accordance with Larly (1991) defined that through perception, people are constantly in contact with living environment through the sense of sight, hearing, taste and smell. Javis (2015) also said that perception is the process giving rise to our immediate experience of the world. Blake and Sekular (2006) also added the most important thing from perception is to provide a useful view of the world, where useful means being able to interact effectively in our environment.

In Indonesian scope, perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learns (Wahyundari, 2010). It means that students have their own opinion about something that they get from teaching and learning process that they followed in class. Students'

Perception is students' point of view toward something that happened in the learning process class and produced it with suggestion or arguments for teacher or classmate to improve their learning process (Hazari, 2014).

Adediwura (2007) argues that students of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependant on the fact that they have been taught by the teacher under evaluation and are familiar with them. Therefore, they have mind already pre-occupied with memories and reactions that inventory for data collection will measure.

Student's perception on using games in learning language in general is positive. Most students assume that games as a communication tools that make it easier for students to communicate with their teacher. The students respond to the implementation of games very positive. That is because students experience many positive implications by using in the classroom (Krisnawati, 2008).

In addition, Atutingsih, (2006) argues that student's perception about using games in learning; students feel that they can express all their opinions and difficulties in learning easily through the games applied by the teacher in the classroom. In addition, student's skills in English improve especially their vocabulary and students feel that the use of games gives them better learning motivation. Student's perceptions on the use of games in learning language also declare that games help students in learning language and make students enjoy in doing activities in classroom (Brianita 2015).

### 2.1.2 Types of Perception in Learning Context

In identifying the students' perception, there were kinds of perceptions divided into two, there are; positive and negative perceptions (Amalia, 2018). Self-perception has to act by all personal acts, think, and do about themselves, their capabilities, and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn, influences the demeanors each individual obtain and choices each human being makes through life. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationships and giving to others. Moreover, negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth.

Students' perception includes their thought, belief, and feeling about the person, situation, and event in the classroom (Hazari, 2014). Regarding the fact that perception toward the learning process is an important concern that influences students' attitudes, it is important to investigate students' perceptions. According to Perdanawati (2010) the students have tendencies to create their perception about the quality of learning and then give positive or negative reactions based on their expectations and previous experience.

From explanation above, it can be seen that students' perception depends on which side students tend to see. Students' perception can be negative or positive depending on which one they rate.

### 2.1.3 Factors affected students' perception

Walgito (2001) said that the perception is influenced by factors that have been classified; they are an external and internal factor, functional factor, and structural factor. External factor, are environment and objects that can change a person's perspective of the world around him and influence someone in feeling and accepting. among others: social and environmental. Internal factor is factor that is present in an individual, which includes several things; psychological, needs, experience, and memory.

In knowing the perception of students is very important because this also means for teacher evaluate after knowing the results of students perception. Hazari (2014) said that student's perception is important determinant of student's behaviour and effectiveness in learning. After knowing student's perceptions teacher can find out what difficulties students experience in the learning process. After that, the teacher can change things that students don't like.

Santoso, (2000) said that student's perception is the process of students treatment of information about an object that applies in the school environment, especially in the classroom through observation with their senses, so students can interpret the observed object. Therefore, student's perception greatly brings changes in learning. Student's perception is importance account to measure the learning outcomes because student's perception is the solution of components and indicators in explaining the classroom condition (Petegem, 2006).

#### **2.1.4 The Importance of Students' Perception**

In knowing the perception of students is very important because this also means for teachers or lecturers to evaluate after knowing the results of student perceptions. Yining & Chen (2003) state that the student's perception is really important for evaluating the teaching Effectiveness After knowing the perception of students, teachers or lecturers can change what is not liked by students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students.

Therefore, the student's perception is very important, especially for teachers or lecturers. Petegam et al., (2007) has shown their study that the student perception is the important account to measure the learning outcomes because students' perception is the solution of components and indicators in explaining the classroom conditions. Therefore, the student's perception is very important not only for estimation but also for teaching development purposes.

## **2.2 Games for Education**

### **2.2.1 Notion of games**

Game is an activity with rules, a goal and an element of fun. Game is useful to present vocabulary through to students being easy to memorize the words they found and will be fun in studying. According to Wright (2006) the word "Game" an activity that is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. The writer believes that games can play an important part in the language learning process



generally. Indariati (2012) said that game is structured activity, usually undertaken for enjoyment and sometimes used as an educational tool.

According to Kamra (2010) using games is an efficient way to teach English in the classroom. Following this method, you get the best results in the classroom. It increases students' motivation. Games prepare young learners for life, and they acquire positive social attitudes. Games teach sharing, helping each other, and working as a team. A child learns by doing, living, trying and imitating. So this kind of learning is lasting. During games, some feelings, such as the pleasure of winning and the fear of losing may arise. This gives the teacher an idea about the student's character. So, games are must have activities for hard working teacher.

Schuna (2010) stated that playing games also helps learners with focus, self-esteem, and memory. Games can help children focus because they are being patient while waiting to advance to the next level. Playing games helps their self-esteem because sometimes they get a quicker reaction from the game system, and they can really see how they have accomplished something.

There are many methods and techniques to make the English teaching learning process enjoyable and interesting. One of them is using game. A game is simplified, operational model of the real life situation that provides students with vicarious participation in a variety roles and events (Gerlach and Ely, 1980). While, Hadfield (1995) claims that a game is an activity with rules, a goal, and an element of fun. A game has many benefits toward language learning. It offers students a fun-filled and relaxing learning atmosphere. After learning and

practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman, 1998). While playing games, the learners' attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people (Horwitz, and Cope, 1986). In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved.

Therefore, Priani (2013) found that, games can increase student's interest, give motivation, and invite them to participate in the learning process. Holingsworth and Lewis (2006) said that game can be become the flow activity that can motivate someone to do something to get benefit of the activity. Benthem (2010) add that games are valuable activity for language learning, especially for young learners. Children enjoy games and thus participate without anxiety. Games can motivate children greatly and they are activities which are usually familiar to children regarding structure, rules, etc.

Harmer, (2008) also argues that, game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other. Game is an activity that has fun and enjoyment value inside of that. Game can motivate the student learn the new vocabulary, because only the new vocabulary they can win the game. Not only that, according Allen, (1983) game is an activity to acquire a particular skill in

away encouraging. If the skill acquired in the game in the form of specific language skill, game is called language games. Learning to play is an integrated in a subject matter. These acts are undertakings of creating a fun learning activities, with the ultimate goal of achieving a healthy learning and obtaining optimum quality.

From some explanations above, it can be argue that playing game in teaching English is very important because teaching through game can create a fun situation and of course can increase students' motivation. Game not only helps the students to encourage them in learning but also can help the other teacher to create useful and meaningful context. In addition, games are part of interesting activities, which it can be done in the classroom as a secret plan or trick so that it entertains for the students. It also can make the teaching-learning process fun, primarily either for the teacher or students. So, game is a structure activity, usually under for enjoyment and sometimes used as an educational tool.

### **2.2.2 Types of games**

Wright, Betteridge, and Bucky (2006) said that there are seven types of games that in teaching English. They are Flashcard game, Pictionary game, Puzzle game, Simon says game, guessing game, observe and remember game and Charade game

### 2.2.2.1. Flashcard Game

Flashcard game is card with a word, number, or picture on it for use in the classroom by teacher and students that help to learn and memorize new word. Beside it, flashcard is one of visual aids which are use to make the students more interest and enjoy in teaching leaning process and to improve student's understanding on the material given by the teacher (Sholikhah, 2013). Also state that flash card is the tool always use with learners of any age group, and there is a great deal of activities. Flashcard is very funny and effective in teaching vocabulary. Flashcard game aims to find out the student's response of the using the application of flashcard game.

Using flashcard game in language teaching has many advantages. The advantages are one of teaching aid that the students and the teacher need it in order to maintain interest and motivation. Mozaheb, (2012) said that there are several advantages in using flashcard in learning. Among of them are flashcard are easy to use, new words can be practiced easily, and learners can separate words into different categories. Flashcard has a great power in motivating and stimulating the students. Meanwhile, flashcard is easy media to help students and teacher in learning process, especially to teach the students of Junior high school. Teacher can use it at any time and any situation when he wants to teach Cross (1991).

The procedures in apply Simon says game according Indriana, (2011). Place the card randomly on a box which is located far away from the students,

prepare students who will compete. Then, the teacher ordered students to look for a card that contains image, text, or symbols corresponding command and after getting the card students return to the same place. After that, students explain the contents of the card.

#### **2.2.2.2. Pictionary Game**

Pictionary technique is one of fun games to make the students more interested in study activity which can be applied by the teacher in the classroom where the students build their creative thinking base on their own drawing with describing the picture (Akrimah, 2017).

In addition, Hinebaugh, (2016) state that Pictionary game can be used as excellent teaching tool for developing communication and creative thinking skills it is suited to reinforce ideas in other subject matters for those students who are visual learners it can develop and reinforce any number of facts, figure, or concepts Pictionary rules will focus the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively. The aims of Pictionary game are to guess what the “draftsman” is trying to communicate through the pictures that they draw.

The use of Pictionary game in learning according to Malone (2017) has several advantages of using Pictionary. They are; this game has very simple rules, this game also can be adapted to suit people of all ages, and Pictionary game help the students to retain the new vocabulary they learn. In addition, Pictionary game is very effective for visual learners or individuals with greater artistic ability who

will enjoy turning complex vocabulary words into detailed picture. It encourages cooperation in the teamwork. It creates a meaningful context of language use. It encourages students to interact and communicate and it is motivating and challenging.

The procedures in apply Pictionary game according to Magfirah, (2019) as follows; The first students are divided into group of five or six. The second, each number of each group consecutively comes to the front. The third, the teacher flashes a word to the representative of each group. The fourth, the representative has to draw pictorial clues of the word on the blackboard. Written words, verbal clues and gestures are forbidden. And the last, the group members make guesses of the word in English in a certain amount of time.

The variation of this game is that the teacher can ask each team to review their notes from prior lesson, and collectively come up with a list of items the other team will have to draw. In this way, students will find it more interesting and challenging. Teacher also needs to integrate learning English through this game with one or two of the four language skills. For instance, writing skill, so that vocabulary will not be assumed as a free component. The outcome of the learning is not mere vocabulary but also expression which they produce in writing.

### **2.2.2.3. Puzzle Game**

Puzzle Game is an enigma or problem that seeks to test the inventiveness of the problem solver, at times depending on how fast they have been able to

solve it. Puzzle game are not only fun to play, but also sharpen the mind and increase out speed of thinking (Rahma, 2016).Based on Cambridge dictionary, puzzle game an image that is divided into pieces of images that aim to hone intellect, train patience and get used to ability to share. Rumakhit, (2016) also said that, puzzle game an innovation of existing media and by using the media puzzle students can be interested and participate during the learning process.

Rosita, (2012) stated that there are several advantages of puzzle game, as follow: Puzzle game supplies source of word which can be reconciled by teacher if she/he need certain illustrations, puzzle can be inspiration source for teacher who do not have certain idea, and puzzle can be use by all teacher who need them. The purpose of the puzzle game can be use by other teachers with different goals. Besides, Rozi, (2013) also says that, puzzle game have been used successfully in many different disciplines showing their versatility and flexibility and puzzle game also a useful tool as most people are already familiar with them, which reduce the need to explain directions, saving class time. Not only that, puzzle game helpful in identifying areas of understanding as well as lack of comprehension and area of weakness and this game also increase motivation.

The procedures of using a word search puzzle game in learning; the first the teacher divides the students in pairs. The second, the teacher divides sheets of word-search group. The third, the teacher give some clue to the students. Fourth, each group writes the answer in the white board. Then the teacher discussed the students answer. And the last the teacher asks the students to pronounce their answer word by word together (Ainatus, 2011).

#### 2.2.2.4. Simon Say Game

Simon says game was able to improve students' participation (Polem, 2017). The could students give and act out the instruction well. According to Delimunte, (2018) Simon says is a good way to get students to actively review vocabulary. Holmes, (2003) also said that, Simon says game is a game that children like to play, but it's an effective language learning exercise because it is based on speaking and listening and carrying out actions based on simple sentences.

Based on the definition above the researcher conclude that, Simon says game is a game can make students more active in the learning process and very suitable in teaching English vocabulary because Simon says game is a game where one person gives the command and the other runs the command.

Gladys, (2009) states that Simon says game has advantages and effectiveness in learning English. Among them, Simon says game brings relaxation and fun to students, helps them learn and retain new words more easily. Then, Simon says game bring true word context to the classroom and enhance students use of English in a flexible and communicative way. These games are very motivating and provide students with more opportunities to express their opinions and feelings (Siska, 2011). Dalimunate, (2018) also says that, by using Simon says game in English learning, student's responses were more active, enthusiastic, spirit, and enjoyable.



The use of Simon says game in learning process, have a procedure. According to Collinger, (2018) the procedure of Simon says game; the first is anything Simon says that the learner should do, they must do exactly, but anything said without Simon's name should not be obeyed. For example: Teacher: Simon says, stand up (all the learner stands up), Simon says, sit down (all learners sit down), stand up! (The learners should remain seated because the order wasn't given by Simon. The second is the usual role require a player to drop out the game if he or she does the action when the order was not preceded by Simon says. However, these are the learners who need most practice in listening, so ask them to continue playing but to remember how many mistakes they made and to try to do better next time. The last, once the game is familiar, invite learner to take over the role of Simon. (i.e. your role) either with the class as a whole or in pair work.

#### **2.2.2.5. Guessing Game**

Guessing game is one of some games in teaching technique. Guessing game is a good technique in teaching vocabulary in the class to make the learners fun in studying and make them be easy to improve their English vocabulary (Yulani, 2017). In addition, Philip, (2003) stated that students use context to guess the meaning of English words.

Guessing games can be a means of introducing, reviewing, and strengthening new vocabulary to students and can make students memorize the word more. Guessing game is a game in which the aims to guess the answer to a certain question or a problem. Furthermore, Yuliana, (2018) said that, guessing

game is a game in which the objects is to guess some kind information such as a word, a title, picture, part of body and an object. It is clear that guessing game will improve students' motivation in learning English and improve their vocabulary and improving vocabulary pronunciation.

Lee, (1995) maintains that be advantages of use game in learning process; it can solve the boring situation in the language class, guessing game also can motivate and challenge the young learners in learning. Then, guessing game can be a media to practice the young learners in various skills. Guessing game could make the students more interested in learning the material and also improve the lesson mastery, teacher didn't need to explain too many materials to the students. Because guessing game can encourage students mind in order to master the lesson.

Here are some procedures in apply guessing game technique in the classroom according to Nurvitria, (2018);

The first, she divided the class into two groups and she asked each group to sit together. Then, she told them that each team had to give their team a name. The second, she called one of from each group to come in front of the class. The third, she shows a card to students and she asks the students to stand in front of the class. Then, each group asks questions to guess what picture is on the card. The four, students can ask questions such as; are you male or female, are you real person? Or are you a child or an adult. After that, they will continue to ask questions until one of the teams has correctly guessed their respective word. Then

the last, the winning team will get two options; they can make the other team come to front and sing a song in English.

#### **2.2.2.5. Observe and Remember Game**

Observe and Remember game is a good way to test students' ability to observe and remember when they learn about vocabulary (vocabulary) English. This game is useful for student's daily life because this game will improve students function brain and will prevent students from getting bored.

According to Putri, (2016) observe and remember game is a game that comes from Kim's (keep in mind) game. This game is a good way to test ability of the students in observing and recall their moment during learning especially regarding English vocabulary. By using this game, the teacher does not have to translate some object. Through observe and remember games, the students will be more active in developing vocabulary, because they will not depend on their teacher.

Baraqih, (2017), said that there were some advantages in using observe and remember game, among of them; making relaxation and entertaining for students, help students learn and hold new words more easily, and this game also gives students more opportunities for expression their beliefs and thought. Besides, using observe and remember in playing game, students can learn English they way children learn their mother tongue without being aware they are studying; thus, without stress and they can learn a lot. Not only that, observe and

remember game motivate pupils to want to learn English by using interesting and enjoyable learning activities and even shy students can participate positively.

Procedures to play Observe and Remember Game are: (1) Divide the class into of four or five. (2) Play this game with either collection of small object or a chart with pictures of things the students can identify. (3) Place the object or chart at the front of the room and give the students a set amount of time (maybe two minutes) to look at them. (4) They have returned to theirs, tell them to take out paper or pen, (5) individually or in groups, have the write down the names of as many of the objects as they can remember. (The objects or chart should be covered at this time). At the end of the set time limit (five minutes is good), let the students check their lists and whoever has the longest list is the winner (Baraqih, 2019).

#### **2.2.2.6. Charades Game**

Charades game is one of technique that can be used in teaching English. Kaduson and Schaefer, (2003) defined that Charades game is an excellent technique to facilitate the emotional education of the children. It can be used as prevention for the emotional well-being of children experiencing emotional difficulties, or remediation for children who appear to be lagging in emotional development. Besides, Teare, (2006) stated that charades is a technique miming the individual parts of a word. In addition, Ellery, (2013) also state that charades game is a way to make a mental image of word to aid in recalling the word.

Based the explanation above, we can conclude that charades game is guessing game which is can be played by anyone, uses non-verbal as the communication and it's for all ages, also can be played with five or more people. This technique provokes students to find out the meaning and pay attention in that learning by doing activity here. Then, it can help students in knowing the meaning vocabulary, also make easier students in remember the word.

There are several advantages of Charades game. Among of them; Charades game can be a very good exercise in non- verbal communication skill and team building. This activity brings people together and builds teams' communication skills as well as team bonding. Whereas, Charades game can be used as a tool to encourages creativity and spontaneity of students.

Here are some procedures in apply Charades game technique in the classroom according to Dayton, (2018); The first is one player acts something specific, such as pretending to be a certain animal or person or pretending to be doing a certain activity such as sewing, playing cards, watching and so on. The second is the other player try to guess who the acting player is or what they are. The last is students can be having players working together in twos, threes, or fours miming a situation or an activity while the others guess.

### **2.3 The Advantages and Disadvantages of Games**

There are many advantages of using games in language learning. Wringht et al (2006) said that, games encourage many learners to sustain their interest and work, and games can increase student's motivation in learning. Huyen et al.

(2003) add that games contribute to vocabulary learning if they give students a chance to learn, and practice. Games are intended to keep the students relaxed, interest, and active in the same time as cited in Somasari, (2012).

According to Harmer (2007), teachers are expected to be creative to improve students' motivation because students' motivation is important in leaning activity. Games really help learners learn target language by practicing and using the language in a fun way. Brewster et al. (2004) stated that games are motivating and fun can provide excellent practice for improving pronunciation, vocabulary, and grammar. Therefore, games in EFL classes are language games which help the students experience the language rather than study it (Wright et al, 2006).

Further, Wright, Betteridge, and Bucky(2006) in Games for Language Learning book, games has two functions, they are; Games provide on way of helping the learners to experience the language rather than merely study it. Games involve the emotion, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.

Not only that, Hiruni, (2010) also stated that using games in learning has some benefits as follows; the first are increasing motivation and reflective learning. The second are complex understanding, feedback and self regulation. The third is game can help and push the students to have the interest and work to adapt and make an effort to understand the language material because language learning is hard work. The fourth are games can give the language experience to

the study rather than study it and games also help the tutor make or create the composition in which the language is useful or meaningful. The last is games can provide repetitive occasions and put on a specific language. It gives the quality of practice like having drill exercise and games can provide intense and valuable practice so that it can be considered central to learning.

From explanation above, it can be concluded that game is one way to help students in learning. Besides that, it also can be concluded that leaning through games better than learning use the traditional method, for example the teacher as a center in the teaching-learning process. It means that game is one way to can get have fun, and enjoy when students learning.

There are alossome disadvantages in using games in the EFL class. According to Stojcovic & Jerotijovic (2011) using games in learning, will affect the discipline problemsincebyusing game in learning, it will make students very noisy. Students will also stay away from the basic purpose of playing games, perhaps because of inadequate instruction rules, resulting in students playing too much and lack of learning.

Then, Goscu (2016) also said that if students are familiar with the game used or students feel the game is boring, they will not be naturally involved in learning. And some learners especially teenagers, may find games unnecessary and childish. Furthermore, Andrew, (2000) also argues that generally is if the students' number is too much, it will surface to involve all of the students in that game. Students whom did not involve will disturb the process. Not all materials

of study can communicate by games. Games usually make noisy and most teacher use games only for a part time.

The research assumes that it is difficult to use the games. Because in using games, the children have to know the principle of games and choosing the suitable of language game. The classes should be planned so there is a minimum of formal drilling and maximum activities.

From the explanation above, it can be concluded that the use of games in learning has advantages and disadvantages. The use of games in learning will make students unfocused with their lessons because of many instructions given by the teacher. Or maybe the games used are boring for students. Therefore, it is very important to use various games and make instructions as simple as possible.

In terms of using games in classroom, games have some advantages and disadvantages such as the use of games in the class can increase student motivation in learning. The use of games in class can increase students' vocabulary. Games also make students more active and more enthusiastic in participating in the learning process. In addition, the use of games in class also makes students more interested in learning English.

Meanwhile, the disadvantages of using games in English class are that it can affect student discipline; games also take up a lot of time. Then, games can also make students feel bored and not enthusiastic in learning. It is because in playing games the teacher gives too many instructions so students are not enthusiastic in following the learning process.



## 2.1 Previous Studies

Study about students' perception on using games in English classroom has been conducted by some research over the world. Such as research conducted by Brianita, (2015) has the result that using games in English class has positive perception and using games can increase students' vocabulary. It is because student's initial before using games score is 53.5 which is included in the "Less Category" and after using games in the class students' grade becomes 76,68 and it is includes as "Good Category". So, there is significant effect of the use of games on the vocabulary knowledge of class ten students of MAN 3 Sleman.

Furthermore, in a similar context, another researcher did research to know about the students' perception on using games. This research was conducted by Costantinescu, (2012) the obtained results proposed that all students have a positive perception of the use of games in English class. Games play is considered to bring a positive contribution to help students in developing students' English skills.

In addition, Goscu & Caganaga, (2016) found that, using games in learning can motivate students to follow the learning activities and make students more active in carrying out learning activities in classroom. Abidin & Morat, (2011) also found that with using a game are the student felt motivated to follow the learning process, and students are more active in carrying out the learning activities in the classroom. Then, Naibaho & Amrosia, (2018) showed that there were significant differences between learning English through games and learning

without games. It can be concluded that teaching English through games strategy was effective to develop English language students.

From explanation above, there is a comparison from previous studies with research that researcher will do among others; in the first previous research, they use the design of the research is quasi-experimental, analysis of variance (ANOVA) was used, and the instrument just use questionnaire. Then, the second study used an experimental method with a true experimental research design; the post-test only control-group design uses an observation sheet and test as an instrument. The last study used experimental quantitative research and the researcher did the research for five meetings including pre-test, treatment, and post-test. In addition, the researcher used a statistical formula to prove the hypothesis.

Furthermore, previous study was carried by Shawi, (2014) at Rabaa Al-Adawia Senior High School. This sample consisted of 27 Senior High School female students who learned new English vocabulary at their school. The problem was found that most of students found it difficult to memorize the new vocabulary because they lacked attention and lacked the motivation to learn English.

Therefore, Shawi gave three games in mastering vocabulary: puzzle game, direction “I have who has”, and fly swat game to know students reaction to the method and encourage students’ interest in learning it. After she had the students’ vocabulary scores and collected the questionnaire answer lists, she found that the games can increase word memorization, increase student interaction, and enhance motivation. Because of it, Shawi also added that the

teacher and all students like the games because it brings enjoyment and makes and active and supportive atmosphere during vocabulary lesson in the classroom.

Previous study was carried by Mahmoud and Tani, (2014). They used word games to see its impact on developing students' motivation to study English as a foreign language in Nigeria senior second-year school students. The word games were usually implemented in Junior High School, but the researcher suggested designing these activities to be more engaging and challenging for Senior High School. Because research was an experimental study, the research divided students into two classes consisting of control and experimental groups. The researcher gave both groups the same pre-test and post-test while the treatment session only applied in the experimental group.

The result was that the Nigerian students in the experimental class had better performance than the control class because they could contribute during the English lesson. They were motivated to learn it because game brought fun, and they felt active to join the activities. Their score was also higher than the control class because they could accept the lesson by using game.

## CHAPTER III

### METHODOLOGY

This chapter presents methodology that is conducted in this study. It contains of research design, setting and context, participant, data collection and procedure, and also data analysis.

#### 3.1 Research Design

This research is used qualitative research. The main reason for descriptive researcher in qualitative research begins with the question 'how' or 'what'. Qualitative research aims to explain the phenomenon profusely through deep data collection. Based on Zohrabi's (2013) study who claimed that qualitative research is a form of social stresses on the way of people interpret, and make sense of their experience to understand the social reality of individuals. It covers the use of interview, diaries, journals, classroom observations and immersion, open-ended, questionnaire to obtain, analyze, and interpret the data content analysis of visual and textual material and oral history.

The benefits of using this method are producing thick (detail) descriptions of participants' feelings, opinion and experiences and interpret the meaning of their action (Rahman, 2016). Using qualitative research is its ability to adjust with general realities moderately. This kind of research also presents relations between researchers and their respondent directly. Following qualitative research, the analysis approach of this research depends on the descriptive one, research that

describes the phenomenon, facts, and events of individual or groups systematically and accurately.

### **3.2 Setting and Context**

This study conducted in one of Islamic Junior high school in Lambuya of academic 2019/2020. Students study English education only as a compulsory course. They use English only when working on assignments or when the teacher asks them to speak in English. In addition, this class only has English course once a week. Therefore, their English language skills are difficult to achieve significant improvement. The teacher used flashcard game, Pictionary game, puzzle game, Simon says game, guessing game, and observe and remember game.

The use of games in this study was done offline. At the first meeting, the teacher used flashcard game in the middle of lesson when the material has been explained. The teacher applies games in the middle of learning so that students don't feel bored and enthusiastic in participating in learning. Then, in the second meeting, the teacher used two games Simon says and Pictionary game. The teacher used Simon says game at the beginning of learning as a warming up and using Pictionary game at the end of lesson as a closing. In the third meeting, the teacher used puzzle game after the material has been explained. This game used as learning media. In the last meeting, the teachers used observes and remember at the beginning of learning as a warming up and using guessing game after the material has been explained.

In this case, the use of games in the class is not haphazardly. But the teacher sees the situation that exists during the learning process in the class. The teacher also prepares long before learning process begin. It is because the selection of games must be accordance with the material being taught so that the material can be easily understood.

### **3.3 Participants**

The participant of this study is from one of Junior High School in Lambuya of the academic year of 2019/2020. They are students of class VIII which consist 20 students consisting of 15 female students and 5 males students. All students age are about 12 and 13 years old. The participant speaks Indonesian as their daily language and they use English only when they are learning English in the classroom. The researcher chooses them as a participant based on the teacher's recommendation because students in this class need more approaches to improve their English skills, especially in improving their vocabulary. The participants in this research learn offline.

### **3.4 The instrument of the study**

The instruments of this research involved two instruments they are; Questionnaire and Students' Reflection.

#### **3.4.1 Questionnaire**

The first instrument that the researcher used is a questionnaire. A questionnaire is an instrument of the study to gather information through the

respondents' written responses to a list of questions. In this study, the researcher used a close-ended questionnaire adapted from Adipranata, (2009). In close-ended questionnaire is used to make it easier for respondents to fill out the questionnaire because students only need to put a check mark (√) in the space provided according to their opinion.

The questionnaire used for this study consisted of 15 items answered by students consisting of 15 positive statements. The questionnaire here used a rating scale questionnaire where the researcher uses a Likert scale to get the information from the participants, the Likert scale is to measure the extent of subjects' agreement with each item. The extent is measured on a four-point scale. They were column 1, which means respondents strongly agree (SA) with statements, column 2, which means they agree (A), column 3, which means they disagree (D), and column 4, which means they strongly disagree (SD). In giving the response, respondents put a checkmark inside the column.

**Table 3.1 Questionnaire Blueprint**

<b>Question</b>	<b>Indicators</b>
1, 2, 3, 4	Emotional response of the use of games in classroom
8,13, 14	Physical response of the use of games in classroom
5, 9, 11, 15	Motivational response of the use of games in classroom
6, 7, 10, 12	Advantages of using games

### 3.4.2 Students' Reflection

The second is Students' Reflection. Journal reflections refer to students' assessments of what they have experienced during the teaching process. Park (2003) argues that reflective journal writing offers students the opportunity to communicate with their instructors with confidence and motivation since there is no anxiety associated with assessment. This reflection is critical in education because it leads to deferring learning, helps create new relationships between initial and acquired knowledge and makes the learning process more effective.

Reflection in this study aims to provide additional information about the use of games in English classroom. Reflection on this research is given to all students at the end of learning. Reflection question consists of five questions related to the learning process that focuses on after applying games in the classroom. Next, before giving a reflection the researcher explains the reflection that will be given and how to answer the given questions and students will understand what they should do next.

Thus, reflection will be given to students. Because of Covid-19 pandemic which does not allow students to answer their reflection in the class because it will take quite a long time. So, the researcher will give time to students to work their reflection at home. After that, students will collect reflections to the researcher the day after the reflections are given to them in handwritten notes on paper. Kotaghen (2001) emphasizes that reflection is a cognitive process that can help students understand and learn from their learning experiences.



### 3.5 Data Collection

This research collected data by using two instruments to gain information about students' perception of using games in English classroom. The researcher used questionnaire and students' perception as instruments of the research. The first was a questionnaire. The researcher collected the questionnaire to find out students' perceptions about the use of games in class VIII<sup>a</sup>, especially in learning English. The questionnaire is provide as an online survey and can be accessed via the internet named Google Form. The researcher will give students the link, after getting the link the students clicked the link provided then the students is available to answer the questionnaire. The participant's answers are automatically recorded into a spreadsheet associated with Google form and the researcher noted and analyzed the result of the online questionnaire.

This research also uses reflection that needed to complete by the participants provided via Google form. The participant accessed the link given by the researcher then they answered the question. Reflection in this research aims to help researcher get additional information about students' perception on using games in EFL classroom. The reflection in this study contains several questions in Indonesian and the participants needed to complete their reflection in Indonesian, not in English since to make the flow of their thoughts not be blocked by the language difficulty. Then, after getting reflection, students are given one week to complete their reflection. After students have finished working the reflections, each student must send the result of their reflections to the researcher's Whatsapp.

### 3.6 Data Analysis

The data derived from the reflection was integrated and display in descriptive form, whereas the result of the questionnaire are displayed in the form of descriptive statistics using the percentage formula. Data collection is done by sorting out answers that are appropriate to the needs of the researcher. In analyzing the data, it used steps proposed by Creswell, (2012) which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper (Sukmahidayanti, 2015).

The data collected from the questionnaire are encapsulated in excel. There are five choices of response to the statements on the questionnaire as follows; strongly Agree, Agree, Disagree, and Strongly Disagree. After that, the researcher counts the score (X score). Then, the total X score was divided into 20 as the number as students who answered the questionnaire. This research used the following formula based on (Adipranata, 2009) to calculate the results;

$$\bar{x} = \frac{(x_1 + x_2 + x_3 + \dots + x_n)}{n}$$

Information;

$\bar{x}$  = average count

$x_i$  = sample value i

n = number of samples (The total of number of the students in the class.)

Furthermore, the process of calculating the data was the number of the students who choose the option from the questionnaire ( $n$ ), divided by the number of students in the class ( $\sum N$ ), then multiplied by 100%. The result of the data questionnaire will be provided in a percentage. The researcher used the following formula based on (Adipranata, 2009). The formulation is seen below:

$$\text{Percentage} = \frac{n}{\sum N} \times 100\%$$

Information:

$n$  = The number of the students who chose the option from the questionnaire.

$\sum N$  = The total of number of the students in the class.

After calculating the raw data, the researcher made tabulations in a table. As a result, the last step was analyzed descriptively by making conclusions'.

While to gather students' reflections that contain students' answers concerning their perceptions on the use of games in EFL classroom, then the data were highlight, collected, and analyzed through coding and categorizing it in similar meaning. In coding, data applied coding to the transcript of focus in students' perception (Blair, 2015). Students' reflection is read from S1, S2 to S16 (S is initial for student) and underline to clustering different topics into the column. In each column using a different colour, the researcher use red colour for students' reflection number one, green colour for students' reflection number two, and purple colour for students' reflection number three. It aims to make it easier for researchers to distinguish the coding process of each question.

Then, in the end, the data are assembling to display primarily analysis. The display of students' reflection is in a paragraph then interprets to elaborate what the findings mean.



## **CHAPTER IV**

### **FINDING & DISCUSSION**

This chapter presents the result of the research. It is divided into two sections, i.e. the finding of the research and discussion of the finding. The finding is related to the research question on students' perception on using games in EFL classroom.

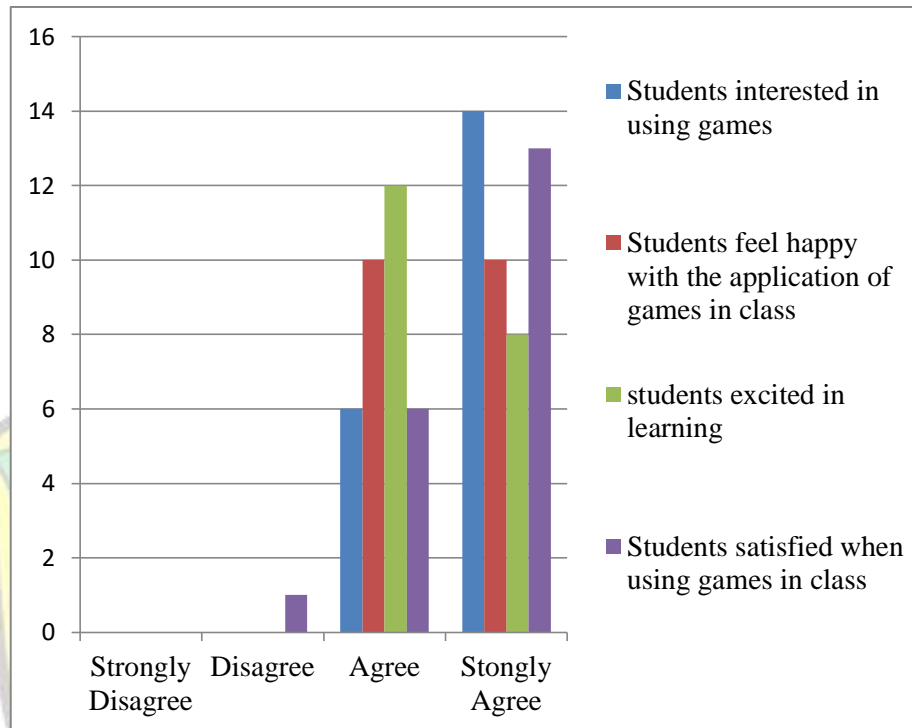
#### **4.1 Findings**

Research findings aim to show the result of the research. In this section, the researcher presents the finding of the research about students' perception of using games in English classroom. The data were obtained by doing a qualitative survey. It presents some discussion dealing with collecting data through questionnaires and students' reflection to know students' perception.

The findings of the study consist of two parts and are presented below. The first is the result of questionnaire and the second is the result of students' reflection. In this finding show that questionnaire and students' reflection was divided into four categories. The first category is emotional response of the use of games in classroom. The second category is physical response of the use of games in classroom. The third category is motivational response of the use of games in classroom. The fourth category is the advantages of using games. The following will discuss in detail each finding of the questionnaire and students' reflection.

#### 4.1.1 Emotional Response of the Use of Games in Classroom

The results of the data on the questionnaire in category emotional response of the use of games in classroom will explain below;



**Figure 4.1 Emotional Response**

Based on the diagram above showed that the results of four statements are the first statement showed that students who answered strongly agree (70%), students who answer agree (30%). Then, in the second statement, some students answered strongly agree (50%) and who answered agree (50%). Therefore, in the third statement, students who answered strongly agree (40%) and students who answered agree (60%). The fourth statements showed that students who answered strongly agree (65%), students who answer agree (30%), and the rest of it is disagree (5%).

Of the four statements above, we can be seen there are 70% students who strongly agree with the first statement stating that students interested in using games. It means that the strategy of using games in learning English can create a pleasant atmosphere and make students more active in learning process. This is reinforced by statements from students' reflection revealed that emotional response of the use of games in classroom was to make students fell happy and interested in taking English lesson. Participants stated that the use of games in learning can make students' more active and excited in learning and students also said that the use of games can improve their English language skills.

*"In my opinion, I am very happy with the games in English classroom"* (S3)

*"I like and I am happy because the games used in the classroom are very good and exciting"* (S8)

*"In my opinion, the use of games in the classroom is more interesting because learning with games feels more relaxed and makes students more interested in the learning process"* (S16)

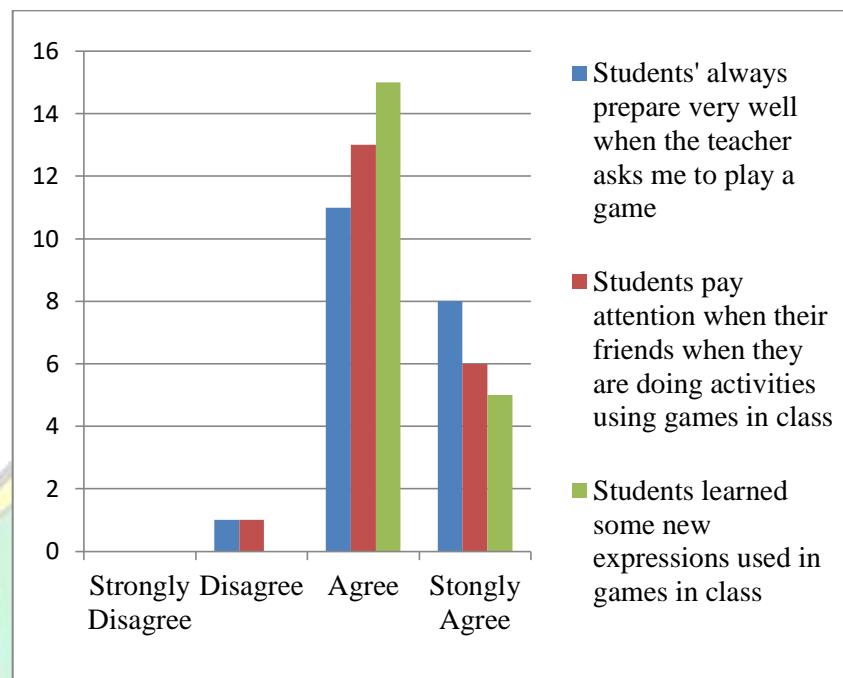
*"The use of games in the class makes me more active in action and enthusiastic in learning"* (S1)

*"With games, I am more enthusiastic and active in learning"* (S10)

From the statement above, students' response to the use of games in English class received a positive response from students. It can be seen that the presence of games make students fell very happy and excited in learning. Not only that, using games also make students fell more relaxed interested and more enthusiastic in participating in learning process.

#### 4.1.1.2 Physical Response of the Use of Games in Classroom

The results of the data on the questionnaire in category physical response of the use of games in classroom will explain below;



**Figure 4.2. Physical Response**

Based on the diagram above showed that the results of four statements are the first statement showed that students who answered strongly agree (40%) and who answered agree (55%), and the rest of it are disagree (5%). Then, the second statement, students who answered strongly agree (30%) and students who answered agree (65%), and the rest of it are disagree (5%). And the third statements showed that students who answered strongly agree (20%), students who answer agree (75%), and the rest of it is disagree (5%).

In addition, of the four statements above there are 75% students who agree with the fourth statement which states that with games as a learning strategy in English classroom students learn some new expression. It means that the use of



games not only increases student's enthusiasm in learning but they also learn new expression use in learning process. Then, it can be seen that after use games in the class, there are several changes by the students including; they always prepare very well and they pay attention when the learning process begins. From the result of students reflection also supported the result above. From the students' reflection, it shows that in learning English through games, students have several answers. Some of them said;

*"In my opinion, with games in every English lesson, I always learn some new expression". (S10)*

*"I pay more attention to activities in class because they are not boring. (S13)*

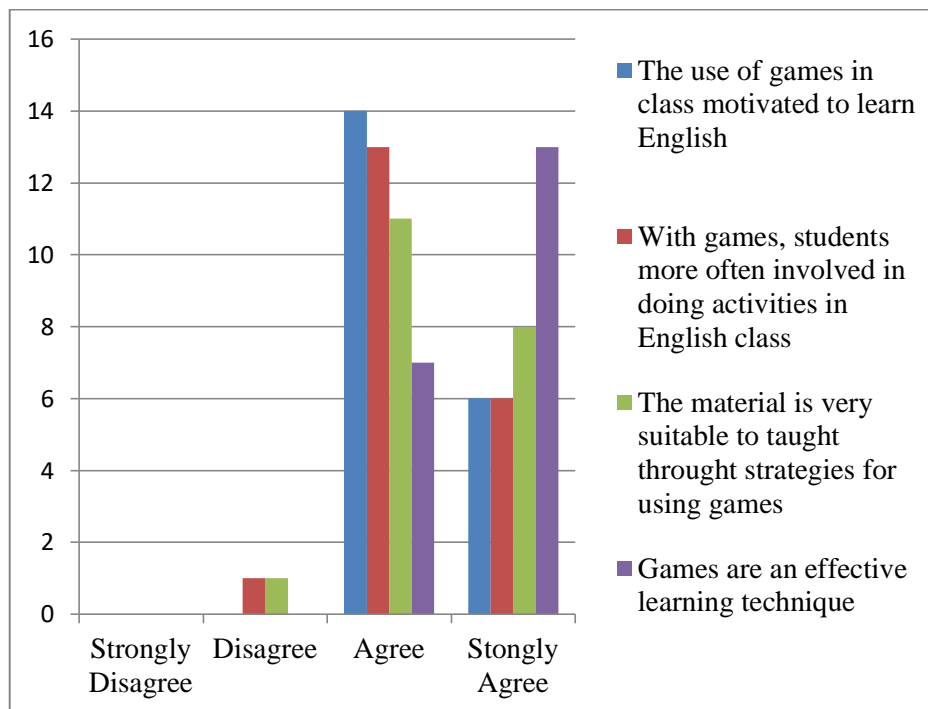
*"The use of games in class makes me pay more attention when the teacher explains the learning material" (S7)*

*"I also learn a lot of new expression so I'm more excited to learn English" (S15)*

From the data above, we can conclude that the use of game got a good response from the participant. This means the use of games in the classroom not only helps students improve their English. However, from each game that the teacher uses in the classroom, students learn some new expressions that make them more enthusiastic in learning.

#### **4.1.1.3 Motivational Response of the Use of Games in Classroom**

The results of the data on the questionnaire in category motivational response of the use of games in classroom will explain below;



**Figure 4.3 Motivational Response**

Based on the diagram above showed that the results of four statements are the first statement showed that students who answered strongly agree (25%), students who answer agree (75%). Then, in the second statement, some students answered strongly agree (30%) and who answered agree (65%), and the rest of it are disagree (5%). Therefore, in the third statement, students who answered strongly agree (40%) and students who answered agree (55%), and the rest of it are disagree (5%). And the last statements showed that students who answered strongly agree (65%), students who answer agree (35%).

We can see that of the four statements above, the statement that has higher impact is the first statement. There are 75% students who agree with the statement that states the use of games in class motivated students to learn English. It means that the use of games as a learning strategy in the classroom has a good influence

on students. This is caused by the teacher is very appropriate if taught using games. So that students will more often participate in activities in class. Then, it can be said that games are an effective technique used in learning. Afterward, the result of students' reflection, the use of games in class has a positive response and using games can also make students easy to understand the material and the atmosphere in the classroom more effective.

*"The use of games in learning process makes the material taught easier to understand" (S3)*

*"With games we can be more enthusiastic in learning and can be motivated to learn" (S16)*

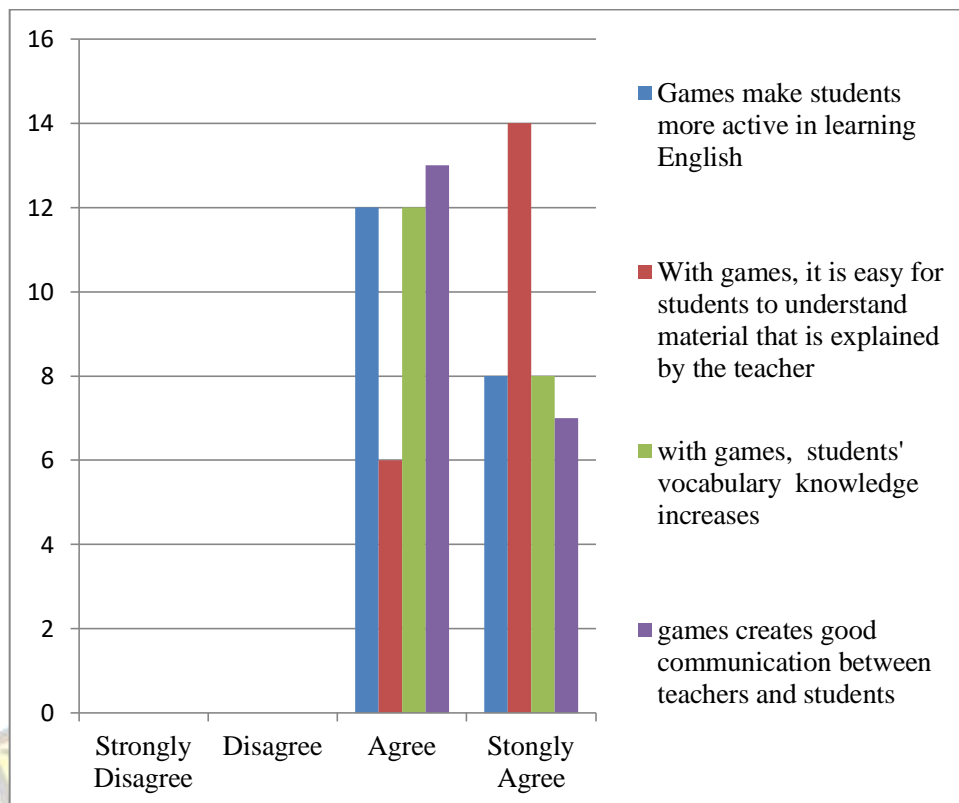
*"With games, I involved more often and am more enthusiastic in learning" (S1)*

*"With games in classroom, the learning atmosphere become more effective" (S14)*

The above opinion showed that the use of games as a strategy in English classroom makes students motivated to study English. Not only that, participants also can feel easier to understand the material, participants also involved more often in the learning process. Then, the use of games is also more effective in the learning process in the classroom.

#### **4.1.1.4 Advantages of Using Games in classroom**

The result of the data in the category of advantages of using games in the classroom has several advantages. The following details from the result;



**Figure 4.4 Advantages of using game**

Based on the diagram above showed that the results of four statements are the first statement showed that students who answered strongly agree (40%), students who answer agree (60%). Then, in the second statement, some students answered strongly agree (70%) and who answered agree (30%). Therefore, in the third statement, students who answered strongly agree (40%) and students who answered agree (60%). And then the fourth statements showed that students who answered strongly agree (35%), students who answer agree (65%).

From the diagram above, of the four statements that have the highest impact is statement number two. We can be seen that in this category, there are (70%) students who strongly agree with the statement which states that with games, it makes it easier for students to understand the material explained by the

teacher. This is also reinforced by students' reflection which shows that in learning English through games, students have several advantages of using games in the class. Among of them there are more confidence, increase vocabulary, understands the material quickly, add insight in speaking English, easy to memorize and dare to speak. Some of them said;

*"With games in the classroom, I feel confident because I am used to talk when playing the role of playing games" (S7)*

*"The benefit that I feel with the games in the class is that the material is very difficult to memorize, it becomes easier to memorize" (S11)*

*"With the use of games in class, I can quickly understand the material being explained"(S9)*

*"The benefit that I get is games can add my insight in English" (S1)*

*"Who said "I get a lot of new vocabulary in the used of games in classroom" (S10)*

*"Games made me dare to talk in front of friends and not feel embarrassed" (S16)*

*"The difficulty I experienced from using games in the class was that I cannot master the material yet" (S15)*

From the statement above, shows that the use of games in the classroom gets a positive response from students. We can see from the answers of some students above and it can be concluded that games not only for fun but also make students more confident and easy to memorize. Then from the use games, students also get a lot of new vocabulary and make students dare to speak. In addition, the use of games in English classroom can also add students' insight in English and make easier for students to understand the material explain by the teacher.

## 4.2 Discussion

This part presents the discussion from the research findings. This study describes students' perception on using games in English classroom. The data were obtained through two instruments that are questionnaire and students' reflection. The result of questionnaire, reflection, and some experts expressed similar data and supported each other.

The result of the research shows that students have a positive perception of the application of games in learning. Most students agree that using games is an effective way to develop students' English. The results of this study indicated similar results with the studies done by Scott and Ytreberg (2011) in which teaching English using games is an effective way, learning English using games is very common way to develop English and is also a very natural step in the first stage of foreign language learning. Regarding that, Siegler and Rahmani (2008) also explain that using games in English teaching is a good way and it is can help students in developing English.

Further, based on questionnaire and students' reflection that investigate the students' perception of using games in English classroom, there are four category described in this study that related to using games in the classroom, namely emotional response, physical response, motivational response, and advantages of the use of games in classroom. This can be seen from the students' response to the results of the questionnaire and students' reflection.

The first category discussed emotional response of the use games. From the presented data, it shows that students have different responses to using games.

There are students' states that students' felt happy when learns with games and is interested in using games. This is in line with the researcher of Holingsworth and Lewis (2006) which argues that using games in classroom make students more interested and enjoy in teaching learning process and improve students understanding on the material given by the teacher.

Then, using games in learning can makes students excited in learning. This is in line with the researcher Constantinescu, (2012) which argue that using games in English classroom students look happy and enthusiastic applying and practicing the material directly. This findings is related to the conditions in the field when teacher using Pictionary game as strategy, it is proven that Pictionary game can make students excited in doing learning, it is because the way to play Pictionary game is very easy so students are enthusiastic participating in learning. Furthermore, students also felt satisfied when using games in class.

The second category discussed is about physical response. From the data that has been presented, it shows that students got different response from using games as strategy in English classroom. There are students' answers that always prepare. The researcher finds out the use of games in the classroom gave positive impact. Then, with games the teacher doesn't explain too much. The use of games can make students' always pay attention their friends when they are doing activities using games in the class. Burguillo, (2009) found that there is a significant change in the use of games in the classroom. After there is a game in the class students pay more attention to the lesson. Not only that, students also learned new some expression when learn with games.

The third category is motivational response of using games in English classroom. From the presented data, it shows that students have different response. There are students stated that the use of games in class motivated students to learn English. Their statements are in line with Goscu & Caganaga, (2016) who found that, using games in learning can motivate students to follow the learning activities and make students more active in carrying out learning activities in classroom. This findings is related to the conditions in the field when teacher using flashcard game as strategy, it is proven that flashcard game can also makes student become motivated in learning English.

Besides, the material taught is very suitable to be taught using games using. And then, using games in English classroom make students more often involved in classroom activities. This finding is related to the conditions in the field when teacher using observe and remember game as strategy, it is proven that observe and remember game fits perfectly with the material being taught in class and how to play observe and remember is also not difficult so that it makes students more often involved in learning.

Not only is that, using games effective learning technique. In line with Puspita, (2018) found that the use of games is one of effective learning technique that can make the atmosphere in the class more effective and this makes it very easy for teachers to convey material to their students. Vernon, (2009) argued that games are an effective tool to teach English, it is because learn using games makes students participate and pay more attention because they enjoy with games used in the class.



The last category is about advantages of using games. The use of games in the classroom turned out to have advantages for students. In this category be found four statements are students more active in learning English. This result showed similar result with Sultanova, (2011) research who found that the strategy of using games applied in English classroom can make students more active in participating in the learning process.

This is also supported by Britannia, (2014) who says that the use of games in class is a good strategy for learning. this is because games not only make students interested in participating in lesson but games also make students active in carrying out class activities. This finding is related to the conditions in the class when teacher using Puzzle game as strategy, it is proven that Puzzle game can make students more enthusiastic and more active.

Then, with the use of games in learning process makes the material taught easier to understand. It is because in delivering the material the teacher uses interesting games and how to play the game is very easy so that students can understand what teacher explained. This is obtained from the result of the students' reflection and questionnaire that show positive response in using games in classroom. In line with Ibrahim, (2018) found that the application games in English class made it easier for students to understand the material that explain by the teacher.

In addition, the use of game in English classroom can increase students' vocabulary. This is in line with the researcher of Bakhsh (2016) which argues that games are important in teaching vocabulary because they highlight the necessary

and important words to achieve the objective of the games. Maulida, (2019) also argue that using games in English classroom create a fun and relaxed atmosphere where students could learn fast and retain words better. This finding is related to the conditions in the class when teacher using Simon guessing game as strategy, it is proven guessing game is a good technique teaching vocabulary. It is because using guessing game in learning can make the make students fun in studying and make easy for students to improve their English vocabulary.

In other hand, the used of games in English classroom can creates good communication between teacher and students. This finding is related to the conditions in the class when teacher using Simon says game as strategy, it is proven that Simon says game can creates good communication between teacher and students. So that the learning process in class more effective and all students in the class look very enthusiastic in participating in learning using Simon says game. This is also in line with Collinger, (2018) which state that Simon says is one of popular ways of teaching English, Simon says can create a pleasant atmosphere so that teachers and students can interact like a friend. Simon says can also be good communication tool for teacher and students.

## CHAPTER V

### CONCLUSION

This chapter set out to present the conclusion, limitations, recommendations and pedagogical implications of this research.

#### 5.1 Conclusion

The purpose of this study was to identify and describe students' perceptions on using games in English classroom. Data collection was carried out through questionnaires and students' reflection was carried out after the learning process. Researchers asked students to answer questionnaire on Google form and answer reflections via WhatsApp.

As strategy in learning, games make learning easier to understand and games provide richer knowledge to students. While the advantages of the games among others; teaching and learning activities become better and more effective, helping students understand the subject matter. Then, students become more active, communicative and not ashamed to do something like wrong in answering because when playing they feel like they are competing.

By games, the teacher will find out the students' strengths and weaknesses in the learning process. After teachers know that know about that, the teacher finds can evaluate the plan or learning method, whether it provides a positive or negative increase in student learning outcomes. At the of the teaching and learning process using games, it can enhance the interaction between students and teacher.

The implication of using games in the English class provides many benefits for students. Including students interacting more often in the class, students more enthusiastic in completing assignments, students can exchange opinions with their friends, and students become motivated to learn.

However, using games in the class also have weakness, they are need additional tools and media, the classroom atmosphere is often not conducive, the learning time is short so the instructions are unclear and students cannot react for too long due to the Covid-19 Pandemic so they must still follow health protocols.

## **5.2 Limitations**

In collecting the data of this research, the researcher experienced some obstacles in collecting the data. Firstly, researcher did not use interview and just used a questionnaire that had an answer agree and disagree. So, the researcher cannot gain more information related to students' perception on using games in the class.

Secondly, students confused to answer the question from the reflection so they did not give the correct answer based on the question. It could better if the researcher explained how to answer the reflection first also the researcher should add interview with the students to get more detailed information about the students' reflection in the implementation of games in the learning process.

Thirdly, the researcher should pay attention to choose the question that the students could understand if they wanted to give a questionnaire or reflection to

students. So, the students more understand and they can give a clear answer to the question. The teacher uses the WhatsApp application to get answer from students. So, the teacher has to wait for some students who do not send their reflections on time. This wills hider data collection. Last, the researcher did not explore the other aspect related to their implementation of games while there were still many aspects that could be explored which can enable students' perception of using games in the learning process.

### **5.3 Recommendations**

After conducting the research, the researcher has some recommendations for English teachers in one of Junior High School in Lambuya and English teachers in general and other researchers. Based on the research findings, the students' perception of the use of games in learning English were positive. Therefore, English teachers in general, and especially English teachers in one of Junior High School in Lambuya should implement games as learning strategy to help students in learning English.

Thus, if the teachers want to implement games in learning, they class must prepare the media as best as possible in order to attract students' attention to follow the lesson. As a teacher who applied games as strategy, the researcher must provide opportunity for other students to participate in playing the games that are used in the class. Furthermore, the teacher must ensure that the games used are liked by the students. So that, all students are active in class activities and the learning process goes well.

The last suggestion is for other researchers. The researcher suggest future research since the research merely focuses on students' perception on using games in the learning process in Junior High School, especially for class VII. This thesis can be the basis or reference for future research. Other research can conduct more in-depth research on other aspects of the use of games in educational contexts. Not only that, it is hoped that future researcher will be able to understand because this research still has shortcomings.

#### **5.4 Pedagogical Implications**

The findings reveal that the used of games has a positive and negative impact on the teaching and learning process in English classroom. The results of this study can contribute to English teacher, students, and future researchers. Teacher in other subject can use this strategy in the teaching process. The other teacher can use this strategy in the teaching process. They can use this strategy to make students become enthusiastic and active in English class lessons.

Besides, this research is expected to assist students in learning language using games. They can more easily understand the material, exchange opinions, and be active in participating in learning. The strategy of using the games that is applied by the teacher in the class makes students more confident.

For future researchers, this research can be an inspiration for other researcher to develop strategies for using games in other learning. This research can also be used as a reference to support several sources needed for future

researcher. In addition, the researcher suggests to future researcher to conduct research with different design and approaches.



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## APPENDIX 1

### Questionnaire Sheet on Students' Perception on Using Games in EFL Classroom

#### Lembar Kuisisioner

Nama:

Arahan: Tolong beri tanda (√) untuk jawaban yang paling menggambarkan perasaan Anda tentang pernyataan di bawah ini.

No	Pernyataan	1	2	3	4
1	Saya tertarik dengan penggunaan Games di kelas bahasa Inggris				
2	Saya senang adanya implementasi games di dalam proses pembelajaran				
3	Saya bersemangat dalam belajar menggunakan games				
4	Saya merasa puas saat menggunakan games dalam pembelajaran di kelas				
5	Materi yang di ajarkan di kelas sangat cocok untuk di ajarkan melalui strategi penggunaan games				
6	Denga adanya games pengetahuan vocabulary saya meningkat				
7	Games mebuat saya lebih giat dalam belajar bahasa inggris				
8	Saya mempelajari beberapa expresi baruyang digunakan dalam permainan games di dalam kelas.				
9	Penggunaan games di kelas membuat saya termotivasi untuk belajar bahasa inggris				
10	Games menciptakan komunikasi yang baik antara murid dan guru				
11	Dengan adanya games saya menjadi lebih sering terlibat dalam melakukan kegiatan dikelas bahasa inggris				
12	Dengan adanya games saya mudah memahami materi yang di jelaskan guru				
13	Saya selalu mempersiapkan dengan sangat baik ketika guru meminta saya untuk menggunakan games				
14	Saya memperhatikan teman-teman saya ketika mereka sedang melakukan aktifitas dengan menggunakan games di kelas.				
15	Saya setuju bahwa menggunakan games adalah teknik yang efektif dalam pengajaran bahaasa inggris				

#### Informasi:

- 1 = Sangat Setuju
- 2 = Tidak Setuju
- 3 = Setuju
- 4 = Sangat tidak setuju

(adapted from, Adipranata, 2009)

## APPENDIX 2

### Refection Question

#### Student's Refection on the using games in EFL Classroom

**Name:**

**Class:**

Refleksi ini disusun untuk mengetahui persepsi siswa di salah satu Sekolah Menengah Pertama di Lambuya terhadap implementasi games sebagai strategi dalam pembelajaran. Informasi yang didapatkan digunakan sebagai data dalam skripsi yang dikerjakan oleh Nasridayani (16010106013), salah satu mahasiswa PBI, untuk memperoleh gelar Sarjana Pendidikan. Informasi yang anda berikan akan sangat berguna dalam penelitian ini oleh karena itu, kejujuran dan kerelaan anda sangat diperlukan dalam mengisi refleksi ini.

Jawablah pertanyaan-pertanyaan berikut sesuai dengan pengetahuanmu:

1. Bagaimana perasaan Anda ketika guru menggunakan games di dalam kelas dalam pembelajaran bahasa inggris? Mengapa
2. Apakah aktifitas penggunaan game yang dilakukan hari ini memotivasi anda untuk mengikuti pelajaran? Mengapa?
3. Apakah manfaat yang anda dapatkan dari penggunaan game yang dilakukan oleh guru di dalam kelas? Mengapa



### APPENDIX 3

#### Students' Perception on Using Games in EFL classroom

No	Nama	Q#1	Q#2	Q#3
1	S1	Perasaan saya ketika ada games di kelas yaitu senang karena dengan adanya games saya menjadi lebih aktif berinteraksi dan lebih semangat karena keseruannya dan selain seru saya menjadi lebih mudah memahami. Dengan adanya games juga sy lebih sering terlibat dan lebih bersemangat dalam belajar.	Ya, karena dengan games ini saya dan teman-teman lebih percaya diri dan penuh rasa semangat serta berlomba-lomba untuk menyelesaikan games tersebut. Dan dengan itu saya berinteraksi tanpa harus merasa canggung lagi.	Manfaat yang saya dapatkan ialah games dapat menambah wawasan saya dalam bahasa Inggris, serta menambah kosakata saya dan saya juga lebih percaya diri.
2	S2	Perasaan saya saat menggunakan games di dalam kelas sangat senang, bahagia, bagus dan seru karena dengan penggunaan games di kelas saya tidak merasa bosan dan tidak tegang dalam melakukan pembelajaran.	Iya, karena penggunaan games di kelas sangat memotivasi saya untuk belajar. Dan juga saya sangat termotivasi untuk menyelesaikan gamenya dengan cepat dan benar.	Manfaatnya yaitu kita bisa memahami dengan cepat materi yang di berikan hari ini.
3	S3	Menurut saya, sy senang dan	Iya, ini sangat memotivasi	Saya lebih percaya diri dan

		<p>suka dengan adanya games dalam pembelajaran bahasa Inggris. Karena Dengan menggunakan metode games dalam proses pembelajaran sangatlah membantu siswa dan dengan adanya games dalam proses pembelajaran membuat materi yang disampaikan dapat dengan mudah di pahami dan juga membuat kita semangat dalam belajar.</p>	<p>saya untuk belajar. Dengan adanya ini juga membuat saya lebih percaya diri dan kami saling menghargai adanya pendapat yang berbeda-beda dan saling menghargai pendapat masing-masing.</p>	<p>saya juga memahami materi hari ini dengan cepat</p>
4	S4	<p>Saya senang sekali karena penggunaan games dalam kelas akan membangunkan suasana di dalam kelas selain akan membangun suasana didalam kelas dan prosesnya yang menarik ini juga akan membangkitkan semangat para murid.</p>	<p>Iyah sangat memotivasi saya karena dengan adanya kerja sama dalam kelompok itu akan membuat pekerjaan kita lebih mudah terselesaikan.</p>	<p>Manfaatnya yaitu saya semangat untuk belajar dan mengerjakan tugas yang diberikan.</p>
5	S5	<p>Saya suka dan merasa senang belajar dengan games karena penggunaan games di dalam kelas sangat menarik, seru, dan membuat semangat dalam</p>	<p>Iyah . Karena kegiatan hari ini sangat seru dan membuat saya cepat mengerti akan materi yang diberikan oleh guru.</p>	<p>manfaatnya adalah games bisa membuat saya lebih semangat dan percaya diri untuk melakukan komunikasi</p>

		belajar. Karena dengan games saya bisa aktif dalam belajar.		demii menyelesaikan games tersebut.
6	S6	Perasaan Saya senang karena penggunaan games dalam proses ajar mengajar didalam kelas dapat membuat saya lebih semangat belajar, aktif dan tidak merasa bosan, juga dapat menambah keakraban dan berinteraksi dengan yang lainnya.	Iya karena dengan materi yang telah diberikan oleh guru itu sangat bermanfaat, sehingga untuk membuat saya lebih paham lagi dan menguasai materi, saya harus sering mengasah materi yang telah diberikan dalam artian sering berkomunikasi dengan kelompok atau patner saya untuk meningkatkan kemampuan saya berbahasa inggris.	Penggunaan game didalam kelas sangat bermanfaat sekali buat saya selain merasa senang juga dapat melatih mental dan percayadiri saya untuk berbicara /berkomunikasi dengan menggunakan bahasa inggris.
7	S7	Penggunaan games di dalam kelas adalah sebuah ide yang bagus dan membuat saya merasa senang , karena dengan menggunakan games para siswa akan lebih rileks dalam belajar dan akan memberikan semaangat lebih dalam belajar. Dengan games saya menjadi lebih memperhatikan saat guru	Ya. Karena kami harus saling berbagi pengetahuan tentang apa yang kami tahu kepada teman lainnya yang belum mengerti.	Manfaatnya saya jadi terbantu ketika ada materi yang belum saya mengerti, kami pun lebih sering berkomunikasi ketika brunding serta bertukar pendapat. Dengan adanya games di kelas sy merasa percaya dirikarena sy terbiasa berbicara ketika dalam

		menjelaskan.		bermain game.
8	S8	Saya suka dan senang karna permainan yg di lakukan dalam kelas sangat bagus,karena dgn begitu Pelajar tidak terlalu tertekan dalam melangsungkan ajar mengajar dan biasanya dengan melakukan game pembelajaran lebih mudah di pahami.	Iya. Sangat memotivasi sy untuk berkomunikasi dgn tmn2 sy karena dgn adanya game itu z lebih yakin akan diri saya untuk melakukan komunikasi tersebut	Manfaat yg saya rasakan adalah...dengan di adakan nya game dalam kls pelajaran yg tadinya sangat Sulit untuk z pahami menjadi mudah dan pelajaran yg sangat sulit untuk z hafal dengan seketika z nenghapalnya
9	S9	Penggunaan games di dalam kelas sangatlah menarik dan menyenangkan sehingga dapat membuat suasana ruangan menjadi terhibur dan tidak membosankan.	Iya. Karena saya dan teman-teman saya bisa saling membantu jika ada kesulitan dan bisa mejalin hubungan pertemanan dengan baik.	Dengan penggunaan games dikelas saya bisa cepat paham dengan materi yang dijelaskan. Oleh guru dan dengan adanya games membuat saya tidak tegang dan canggung saat proses pelajaran berlangsung.
10	S10	Saya merasa senang saat menggunakan games di dalam kelas selain menarik dan seru, juga membuat kita tidak	Iya, sangat memotivasi saya untuk melakukankomunikasi dengan kelompok karena dengan adanya games, kita	Manfaat yang saya dapatkan dari penggunaan games ialah saya lebih percaya diri karena

		mudah sedikit-dikit mengantuk atau bosan bahkan malas. kerana dengan games kita dapat lebih semangat dan aktif dalam belajar. Dengan adanya games saya mempelajari beberapa expresi baru	menjadi semangat serta aktif dalam melakukan kegiatan	dengan games dapat menghiangkan rasa gugup. Dan juga saya mendapat banyak kosa kata baru di dalam penggunaan games.
11	S11	Saya senang belajar dengan games karena game sangatlah menarik dan seru,karena atas adanya games dalam kelas sangat membuat para siswa menjadi bersemangat dalam belajar.	Ya, karena dengan kelompok kita dapat saling berkomunikasi dan saling bekerjasama.	Manfaat yang sy rasakan membuat kami dengan adanya games di dalam kelas adalah materi yang sangat susah untuk dipahami, menjadi mudah untuk di pahami. lebih antusias dan bersemangat dalam belajar serta mudah dipahami.
12	S12	Bermain games didalam kelas sangatlah menyenangkan karena bersama teman" yg lain. Tetapi jgn main games saat jam pembelajaran karena itu akan membuat siswa lebih semaangat dalam belajar	Ya. Karena jika kita tdk berkomunikasi kepada kelompok/patner, kami akan mengalami kesulitan dalam bermain game tertentu	manfaatnya ialah pengetahuan kosakatabertambah dan lebih percaya diri

13	S13	Menurut saya, <b>penggunaan games di dalam kelas ini menyenangkan dan sangat seru</b> , karena bisa <b>menambah semangat siswa dalam belajar</b> . Selain itu, saya juga <b>lebih memperhatikan kegiatan dalam kelas karena tidak membosankan</b> .	<b>Ya</b> , memotivasi karena dengan adanya kelompok dalam penggunaan games ini kita bisa berkomunikasi sehingga memiliki banyak pendapat dari siswa.	Menurut saya, manfaat yang saya dapatkan yaitu <b>menambah pengetahuan dan melakukan kerja sama yang baik dalam games ini</b> .
14	S14	<b>Sy suka</b> dengan adanya games dikelas karena dengan adanya <b>games dikelas, suasana dlkelas menjadi lebih efektif</b> karena kita juga sebagai siswa pasti bosan liat rumus sama materi terus jadi <b>otaknya kita perlu refresing dengan game</b> .	<b>Iya</b> sangat memotivasi saya untuk berkomunikasi dengan teman-teman lain.	Manfaat ketika belajar dengan game yaitu <b>materi bisa dengan mudah masuk di otak saya. Pengetahuan kosakata lumayan bertambah</b>
15	S15	<b>Saya merasa senang karena penggunaan games di dalam kelas lebih menarik</b> karena belajar menggunakan games terasa lebih santai dan mudah untuk di pahami.	<b>ya</b> , karena kegiatan hari ini sangat menarik dan membuat saya mudah memahami	Manfaat yang saya dapatkan dari game yaitu, <b>kita bisa lebih aktif dalam belajardibanding sebelumnya</b> .
16	S16	penggunaan games membuat <b>saya merasa senang karena saat</b>	<b>iy sangat memotivasi</b> karena saat saya bermain game saya	dengan adanya <b>gamemembuat saya berani</b>

		menggunakan games di dalam kelas sangat menarik karena belajar dengan perasaan lebih relax dan membuat siswa lebih tertarik untuk mengikuti proses pembelajaran. games dan menarik untuk dilakukan, karena dengan adanya games di dalam kelas bisa meningkatkan semangat belajar dan bisa menjadi motivasi belajar.	da melancarkan komunikasi sy dgn teman saya yang awalnya ragu untuk berbicara satu sama lain dan sekarang menjadi tidak malu atau ragu lagi	berbicara di hadapan teman temannya dan tidak merasa malu lagi
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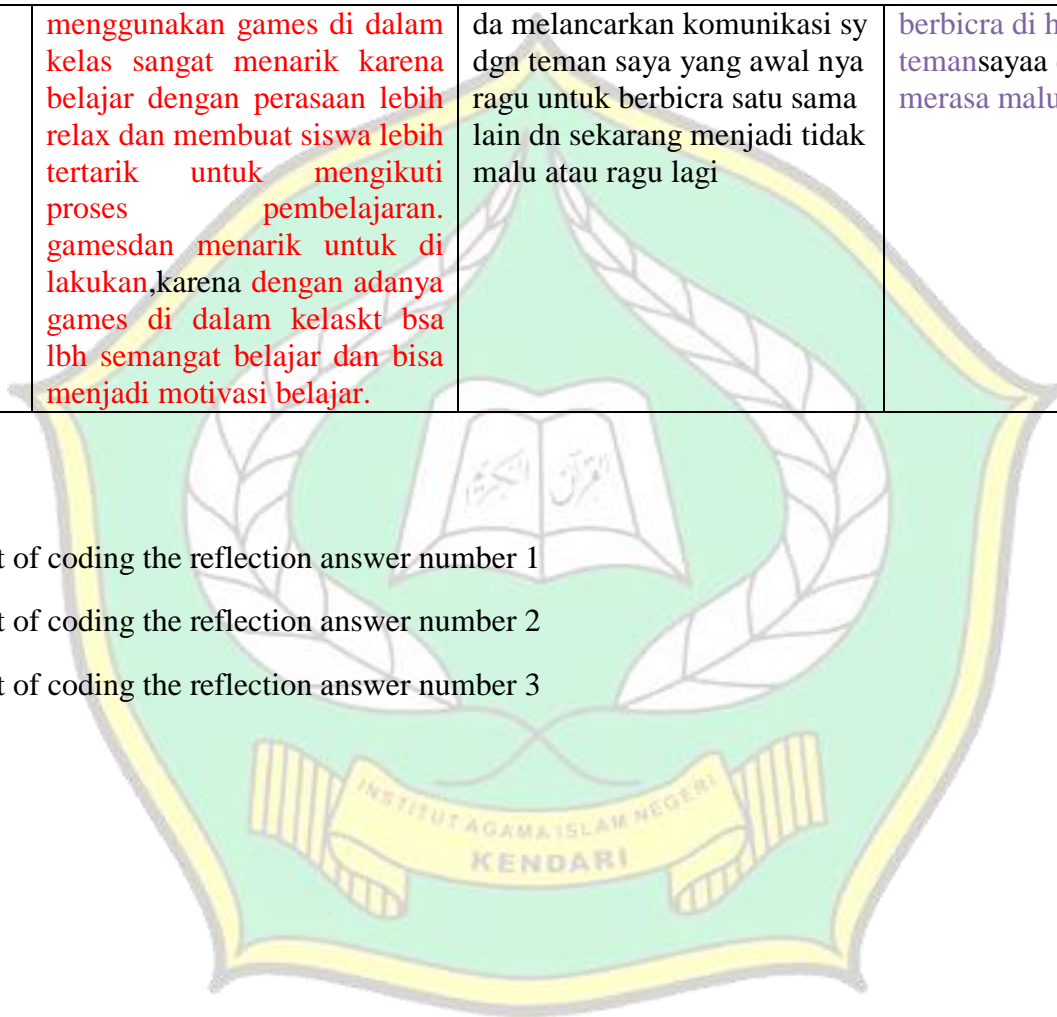
Explanation

S : Student

Red : the result of coding the reflection answer number 1

Green : the result of coding the reflection answer number 2

Purple : the result of coding the reflection answer number 3





**PEMERINTAH PROVINSI SULAWESI TENGGARA  
BADAN PENELITIAN DAN PENGEMBANGAN**

Jl. Mayjend S. Parman No. 03 Kendari 93121

Website : balitbang sulawesitenggara prov.go.id Email: badan litbang sultra01@gmail.com

Kendari, 27 April 2021

**K e p a d a**

Nomor : 070/1397/Balitbang/2021  
Sifat : -  
Lampiran : -  
Perihal : IZIN PENELITIAN.

Yth Bupati Konawe  
Di -  
UNAAHA

Berdasarkan Surat Dekan FATIK IAIN Kendari Nomor : 0879/In.23/FT/TL.00/04/2021 tanggal, 26 April 2021 perihal tersebut diatas, Mahasiswa di bawah ini :

Nama : NASRIDAYANI  
NIM : 16010106013  
Prodi : Tadris Bahasa Inggris  
Pekerjaan : Mahasiswa  
Lokasi Penelitian : MTs Al-Ikhlas Lambuya Kab. Konawe

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Kantor Saudara dalam rangka penyusunan KT/Skripsi/Tesis/Disertasi, dengan judul :

**"STUDENTS' PERCEPTION ON USING GAME IN EFL CLASSROOM".**

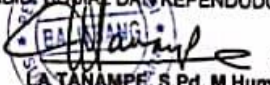
Yang akan dilaksanakan dari tanggal : 27 April 2021 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq. Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat izin Penelitian dibenkan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA  
KEPALA BADAN PENELITIAN & PENGEMBANGAN  
PROV. SULAWESI TENGGARA  
KABID. SOSIAL DAN KEPENDUDUKAN,

  
**LA TANAMPE, S.Pd, M.Hum**  
Pembina Tk I, Gol. IV/b  
Nip. 196512301990031004

Tembusan:

1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari,
2. Dekan FATIK Kendari di Kendari,
3. Ketua Prodi TBI FATIK IAIN Kendari di Kendari,
4. Kepala Balitbang Kab. Konawe di Unaaha;
5. Kepala Kantor Kementerian Agama Kab. Konawe di Unaaha;
6. Kepala MTs Al-Ikhlas Lambuya di Tempat,
7. Mahasiswa yang Bersangkutan.



## CURRICULUM VITAE

### PROPOSAL DATA

1. Name : Nasridayani
2. Place/date of birth : Dudurua, 20 April 1998
3. Gendre : Female
4. Religion : Islam
5. Status : Student
6. Addres : Dudurua, Kec. Ranomeeto, Kab. Konse
7. Phone Number : 082296778205
8. Email : [nasridayani98@gmail.com](mailto:nasridayani98@gmail.com)



### PARENTAL DATA

1. Name of Parents
  - a. Name of Father : Nasir
  - b. Name of Mother : Yohana
2. Name of Brother
  - a. First : Muhammad Alam Arfah
  - b. Second : Muhammad Alam Arwan

### EDUCATIONAL BACKGROUND

1. SD : SD Negeri 2 Boro-Boro R
2. SMP : SMP Negeri 36 Konawe Selatan
3. SMA : SMA Negeri 2 Konawe Selatan
4. College : Institute Agama Islam Negeri Kendari