

**EFL STUDENTS PERCEPTION ON GAME BASED
LEARNING MODEL TO FACILITATE SPEAKING SKILLS**

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education
in English Language Education



By:

Imma Salsabila

Student Number: 2003046045

**EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO**

2024

THESIS PROJECT STATEMENT

THESIS STATEMENT

I am the student with the following identity

Name : Imma Salsabila
Student Number : 2003046045
Department : English Language Education

Certify that the thesis entitled:

STUDENTS PERCEPTION ON GAME BASED LEARNING APPROACH IN SPEAKING
CLASSROOM: A CASE STUDY AT SMP HASANUDDIN 06 TUGUREJO

It is purely my own work. I am responsible for the contents of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

Semarang, 26 November 2024

The researcher,



Imma Salsabila

NIM. 2003046045

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://itk.walisongo.ac.id>

RATIFICATION

Thesis with the following identify:

Title : EFL Students Perception on Game Based Learning Model
to Facilitate Speaking Skills
Name : Imma Salsabila
Student Number : 2003046045
Department : English Education
Had been ratified by the board of examiners of Education and Teacher Training Faculty of
Walisongo State Islamic University and can be received as one of any requirements for
gaining a Bachelor's Degree in English Education

Semarang, 19 Desember 2024

THE BOARD OF EXAMINERS

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NIP. 198109082007102001

Examiner

Awwalija Vitrotin Izza, M.Pd.
NIP. 199303012020122005

Examiner 2,

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

Advisor

Sayyidatul Fadlilah, S.Pd.I., M.Pd.
NIP. 198109082007102001

ADVISOR APPROVAL



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. H. H. Hamka (Kampus II) Ngaliyan - Telp. 021-7601305 Fax. 021-7616387 Semarang 60185

THESIS APPROVAL

To:

The dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr.wb.

After correcting it to whatever extent necessary, we statute that the final project belongs to the student as below:

Name of Student : Imma Salsabila
Student Number : 2003046045
Department : English Education
Title : STUDENTS PERCEPTION ON GAME BASED LEARNING
APPROACH IN SPEAKING CLASSROOM: A CASE STUDY AT
SMP HASANUDDIN 06 TUGUREJO

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

Semarang, 26 November 2024

Advisor,

Sayyidatul Fadlilah, M.Pd.
NIP. 198109082007102001

ADVISOR NOTE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus 01) Ngaliyan, Telp. 021-7601205 Fax. 021-7615387 Semarang 50185

To:

The dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : STUDENTS PERCEPTION ON GAME BASED LEARNING
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HASANUDDIN 06 TUGUREJO
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Semarang, 26 November 2024

Advisor,


Sayyidatul Fadlilah, M.Pd.
NIP. 198109082007102001

MOTTO

وَهُدُّوا إِلَى الطَّيِّبِ مِنَ الْقَوْلِ وَهُدُوا إِلَى صِرَاطِ الْحَمِيدِ

“And they were guided with good words and guided to the praiseworthy path of Allah.”

(QS. Al-Hajj: 24)

“It's easy to talk about what we're going to do, but it won't mean anything until we take action and make it happen.” - *Catherine Pulsifer.*

Pulsifer.

“live to learn, learn to live”

DEDICATION

Praise is given to Allah SWT, who has blessed me so that I could finish the thesis. This thesis is dedicated to all of the English teachers and everyone who supported me in accomplishing the thesis, especially to my beloved parent, my brother, and my lovely partner who always gave me support, motivation, and endless love. I am happy to have you.

ABSTRACT

Title : **EFL Students Perception on Game Based Learning Model to Facilitate Speaking Skills**
Writer : **Imma Salsabila**
NIM : **2003046045**

This academic research aims to explain various explanations regarding students' perception of the application of game-based learning in the classroom and its implementation in speaking classrooms. This research is a case study research with structured interviews and observation as the main research instruments. To obtain authentic data, I interviews and observations of fifteen participants in VII grade at Islamic secondary school. The results show that the majority of students have a positive view of the application of game-based learning to help improve their speaking skills. Students perceived that the application of the game-based learning model provided a new, more enjoyable atmosphere, the material was easier to understand, provided new vocabulary, increased enthusiasm for learning, practiced speaking skills, and was more interesting to learn. This is reinforced by the results of observations that during learning students show cheerful expressions.

Keywords: *Game-based learning, Students perception, Speaking Skill*

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Praise is always given to Allah SWT as the most beneficial, and the most merciful who blessed me so that this thesis is accomplished. *Shalawat* and *salam* were also raised to Prophet Muhammad SAW, who brought *ummah* from the darkness into the brightness era.

In arranging this thesis, I realized that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

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TABLE OF CONTENT

THESIS PROJECT STATEMENT	ii
RATIFICATION	iii
ADVISOR APPROVAL	iv
ADVISOR NOTE	v
MOTTO	vi
DEDICATION	viii
ABSTRACT	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xii
CHAPTER I INTRODUCTION	1
A. Background of the Research.....	1
B. The Reason for Choosing the Topic.....	3
C. Research Questions	5
D. Objectives of the Research.....	5
E. Significances of the Research.....	5
F. The Limitations of the research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Previous Studies	8
1. Game-Based Learning in Speaking	8
2. Game-Based Learning on Vocabulary	9

B. Literature Review	10
1. Game-Based Learning Approach in ELT.....	10
2. Students Perception.....	12
3. Speaking Classroom.....	13
4. Bamboozle.....	19
5. Technology Acceptance Model (TAM).....	24
C. Conceptual Framework	27
CHAPTER III METHODOLOGY OF THE RESEARCH	29
A. Research Methodology.....	29
B. Research Design.....	29
C. The Participants of the Study	30
D. Roles of the Research.....	31
E. Data Collection Technique.....	31
F. The Instrument of Data Analysis.....	32
G. The Method of Analyzing Data.....	36
CHAPTER IV RESULT AND DISCUSSION.....	38
A. The Findings of the Research.....	38
1. What are students' perceptions after using game-based learning to facilitate speaking skills in seventh-grade students at Islamic secondary school.....	39
2. How the implementation of game-based learning approach in speaking classroom.....	44
B. Discussion	54

CHAPTER V CONCLUSION AND SUGGESTION	61
A. Conclusion.....	61
B. Suggestion.....	62
REFERENCES	64
APPENDIX	72
CURRICULUM VITAE.....	121

CHAPTER I

INTRODUCTION

In this chapter, I present the background of the research, the reasons for choosing the topic, the research question, the objective of the research, the significance of the research, and the limitations of the research which this research points the English students' perception on game-based approach in Speaking classroom.

A. Background of the Research

The term “Game-Based Learning” (GBL) originates from game research conducted by William Higinbotham in the mid-1950s to early 1970s (Higinbotham, 1958). During the 1990s, digital games were very popular. Researchers seek to understand the impact of game-based learning on the human mind. Ultimately with the launch of this serious game by Clark C Abt in 1970, students were able to develop their critical thinking and problem-solving skills. Then in 2002 serious games were popularized by Ben Sawyer and Peter Smith. Game-based learning is increasingly developing and has now expanded the number of students in the form of devices used with artificial intelligence (AI) which have entered the world of education. Meanwhile, in the future, GBL will be focused on understanding and integrating emotional design components in learning environments to create enjoyable learning experiences (Jaiswal, 2021).

Keeping this in mind, game-based learning is positioned to meet their needs, accommodate their preferences, and meet their expectations with engaging and interactive methods (Elsherbiny et al., 2020). In addition, game-based learning plays an important role in supporting students' cognitive and affective development. Learning that is designed in an interesting and fun way can allow students to engage in meaningful interactions and real communication (Hwang et al., 2015) and can train students' speaking skills on indicators of understanding and vocabulary. This indicator consists of the activity of describing an image so that it can train understanding and organizing vocabulary into simple sentences.

Several previous studies conducted by Chen (2019), Elizabeth (2022), Hwang, Shih, and Ma (2015), and Ruziyeva (2024) have implemented game-based learning models in speaking classes, but the application of GBL in several of these studies requires the user to download the application first. Thus, it requires adequate storage memory capacity. This problem is one of the obstacles for students if they want to use the application individually because some students do not have adequate devices. Therefore, I am interested in conducting this research by implementing GBL in speaking classes which can be accessed via the website so that

students and teachers can more easily use it anytime and anywhere.

In addition, after seeing the lack of students' speaking skills in one of the Islamic high schools, I was interested in implementing a game-based learning model to help students' speaking skills. Meanwhile, students at this school tend to like technology-based games, so we can use technology to support English language learning, especially speaking. In the end, students not only use technology to play but also to practice speaking. This learning model is expected to create a learning atmosphere that is more fun, interactive and relevant to students' interests, so that it can increase students' learning motivation.

Based on the explanation above, I took this research with the title "*EFL Students Perception on Game Based Learning Model to Facilitate Speaking Skills* " This research aims to find out how students perceive the use of game-based learning in practicing speaking and this research is important to do with the hope that it can be used as a reference for improving students' speaking skills through game-based learning using the bamboozle application.

B. The Reason for Choosing the Topic

I have several goals to complete this research. I chose one of the Islamic secondary schools for my research, because students at this school lack English language skills, especially in the field of

speaking. Besides that, in the digital era and increasingly sophisticated technology, the use of technology for learning English such as games in schools has not yet been implemented. Even though students are more interested in fun learning it can support their speaking skills. One of the uses of game-based technology is the bamboozle game in the game-based learning method. In line with the findings of Gozcu and Caganaga (2016) who stated that GBL can make students feel happy and motivated to learn to speak.

GBL is a learning method using a website that has been specifically designed to help speaking skills in the classroom and convey information or lesson material interactively and interestingly. By designing this learning system, students can enjoy it more so they can learn and play at the same time. On the other hand, games can stimulate children's thinking and creativity so that children do not feel bored talking when studying in class. Furthermore, researchers also want to know students' perceptions of the learning methods applied to find out whether game-based learning can support students' speaking. One of the studies conducted by Elizabeth (2022) regarding MGBL advised other researchers to use free access to game applications or web sites for students to support their speaking skills. Therefore, I am interested

in conducting research with the title “EFL Students Perception on Game-Based Learning Model to Facilitate Speaking Skills.”

C. Research Questions

The following research questions are as follows:

1. How is the implementation of a game-based learning approach in a speaking classroom?
2. What are students' perceptions of the use of game-based learning to facilitate speaking skills?

D. Objectives of the Research

The objectives of the research:

1. To describe the implementation of a game-based learning approach in a speaking classroom.
2. To explain students' perceptions of the use of game-based learning to facilitate speaking skills.

E. Significances of the Research

Using this research, there is some significance to the teachers, English students, and other researchers. Here, I divide are:

1. Theoretical Benefit

The goal of this study is to ensure that the research's findings are put to use as a guide and in an innovative way, using the study's findings on the value of game-based learning as a model or

teaching tool for students in the class. I hope that readers take information and references from this study. They will know more about using appropriate media for teaching Speaking skills.

2. Practical benefit

a. The English Teachers

I expect that this result of the study might be useful for additional information in teaching English, especially in Speaking Skills.

b. The English Students

I expect that this result of the study can be useful to make the students understand and help the student to improve their speaking skills.

c. The other researcher

By doing this research, I hope these results can be a reference for other researchers to conduct new research.

F. Limitation of the Research

The research is limited to maintain the focus of the research itself.

The limitations of this study are:

1. The participants of this research are the English students in the seventh grade of an Islamic secondary school, Central Java in the academic 2023/2024.
2. This study only focuses on EFL students' perception on a game-based learning on speaking skills in an Islamic secondary school.

3. The data collection is authentically gained from the class interview and observation at the seventh grade in the EFL classroom.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter highlights two major points (A) the previous studies (B) of the practical researchers and also (B) the review of related literature that scientifically discusses the student perceptions, game-based learning approach, speaking skills, speaking classroom, and bamboozle.

A. Previous Studies

1. Game-Based Learning in Speaking

The literature review is used to provide a comparison against existing research, both on the excess or shortage that existed before. In this study, there are some previous studies either from international or local research where it is appropriate for this study. Research by Elizabeth (2022) and Nguyen (2020) explains that this research aims to determine the effect of applying game-based learning methods on speaking abilities. The application of the GBL method proves that with fun and interesting learning, students get better learning outcomes than not using game-based learning. The results obtained from applying the GBL method have a good impact on training students' speaking skills. This research is almost the same as my research regarding the application of game-based learning methods in speaking, only the difference is that this research aims to find out how the application

of GBL affects students' speaking abilities, whereas I want to know how students perceive after using the game-based learning method on student speaking. Moreover, this research used a quantitative research method with an experimental design, while I used a case study research design.

2. Game-Based Learning on Vocabulary

Alhebshi and Gamlo (2022), Zou, Huang, Xie, and Haoran (2019), Li, Meng, Tian, Zhang, and Xiao (2019), Tang (2020) explained that this research was conducted to determine the effect of game-based learning on vocabulary. The results of this research show that the implementation of game-based learning methods has a positive impact on students. Implementing interesting game-based learning, can increase student motivation in learning, train students to think critically, and reduce cognitive load so that it becomes easier for students to understand learning, and this results in better student achievement. This research is almost the same as my research which discusses game-based learning, but the difference here is that this research focuses on vocabulary skills while I focus on speaking skills.

3. The Application of Game-Based Learning in Speaking Classroom

Previous research by Chen (2019), Elizabeth (2022), and Ruziyeva (2024) was almost the same as my research which used

the application of a game-based learning model in speaking classes. This research requires students to use applications in teaching and learning. The researcher made an important note in the study that some students found it difficult to download applications due to insufficient storage capacity. This is different from my research which used free game websites for learning so that it would be easier for students to access them without needing to download them first.

B. Literature Review

1. Game-Based Learning Approach in ELT

A game is described as “a physical or mental competition with participants pitted against each other, conducted according to rules.” Games have an inherent quality that is interesting and fun which makes people addicted to playing them. Students can relate their gaming experiences to game-based learning activities in the classroom because they have such a broad understanding of games. A teaching method that combines structured play with predetermined learning objectives is known as “game-based learning”. The design strikes a balance between gameplay, subject matter, and the player's capacity to remember and apply that knowledge in the real world (Marie Jeanette, 2019). The teaching and learning process is guided by scientific principles. Approach is a way of looking at the teaching and learning process according to

the British Broadcasting Corporation. Every language teaching method is based on a theoretical understanding of what a language is and how to acquire it in the right way (Elizabeth, 2022).

Gamlo (2019) found that students who used digital games as language learning tools showed more instrumental motivation than integrative motivation. Additionally, students feel that playing digital games helps motivate them to learn the language. This is especially true when the game is easy to use and available, allowing them to practice their English better. The use of games in EFL teaching can complement traditional teaching with a variety of visual and fun activities, increasing students' motivation to learn English and strengthening their learning, because this research shows a positive correlation between the use of games and motivation to learn English (Razali et al., 2023). The findings of this research indicate that game-based learning can improve student learning. As a result, combining game-based components with learning systems is widely used today which is considered a new trend (Hwang et al., 2019).

Game-based learning is also gaining a lot of attention in today's educational environment because it allows students to express themselves creatively while learning a language. According to research, teachers should implement engaging tactics such as the use of technology in the classroom to motivate students

to learn languages. These strategies can help students become more knowledgeable and engaged in the process while helping them develop their mental skills (Alhebshi & Halabi, 2020). Using game features in learning that can support the goals and content of learning, makes learning more effective. The use of game techniques in learning makes students more focused and easier to remember learning (Abbott, 2019).

2. Students Perception

Perception is how he reacts to something or events that occur. This is in line with Maba's (2017) statement which states that perception is a personal reaction or opinion based on information obtained through the use of a person's five senses. The way people perceive each other's stimuli varies, depending on internal and external variables that are unique to each person. People view things differently from each other because of differences in understanding. Another way to think of perception is the way people use one of their senses to notice or understand something. The process of analyzing and identifying sensory input is known as perception. The act of communicating a meaningful response to information is also part of perception.

Schmitz (2009) defines perception as the process of selecting, compiling, and analyzing data. The process through which humans organize and interpret sensory impressions to provide

meaning to their environment is called perception. An individual's perception of an object can be positive or negative, happy or unhappy. Humans can establish relationships with their environment through perception. Their five senses are used in this relationship. Namely taste, smell, touch, hearing, and sight. Studying students' perceptions in the classroom is very important. First, many educational outcomes are significantly influenced by these perceptions. Specific cognitive abilities, are often referred to as procedural knowledge. This skill is largely based on perception. Second, students' perceptions in the classroom are often evaluative and emotionally charged in their social context. As a result, children's perceptions of themselves as effective learners are influenced by affective reactions that are often associated with events experienced in the classroom (Marx, 1983).

3. Speaking Classroom

a. Speaking Skills in the Classroom

Speaking is the process of producing, receiving, and processing information. It is the ability to communicate ideas, facts, opinions, and feelings to others verbally. Arsjad and Mukti (1988) stated that a good speaker must master the issues being discussed, and speak clearly and precisely. Teaching speaking is not as easy as it seems, several problems such as oral tests, failure

to speak fluently, and worrying about being underestimated because of making mistakes are common anxiety problems faced by students in learning to speak (Sari et al., 2020).

In helping students improve their speaking skills, teachers who teach speaking in class must provide teaching (i.e. methods and approaches) that is interesting and fun, including game-based activities (Sari et al., 2020). In Hung's (2018) research, creating an interesting and interactive class atmosphere will make them actively speak in class without fear (Hung, 2018). Digital game-based applications encourage real-time communication, solicit feedback from students, and involve them in group learning (Hwang et al., 2015). When learning a language, students must use proper vocabulary, grammar, and pronunciation. The findings of Bailey (2005) and Songsiri (2007), suggest that students' speaking skills and self-confidence can be improved with appropriate learning plans, learning strategies, appropriate activities, and resources (Ul-Haq, Khurram, 2017).

b. The Importance of Speaking for Student

For humans to communicate meaningfully with each other, language is essential. Humans must first understand the language used among themselves, to convey meaning and understand intent. This shows that the main language arts skill is speaking. This also shows that when learning a second or new foreign

language, speaking should come first before reading and writing in the language learning process. According to Abdallah and Mansour (2015), language learning needs to focus on speaking skills, learn practical use, and adopt contextual-pragmatic techniques. Speaking is central to advanced language use, but other skills such as reading and writing are also important because they improve comprehension and fluency (Namaziandost et al., 2019).

People should not underestimate the importance of speaking in everyday life because speaking is an important component of it. Although some people, such as politicians, auctioneers, and negotiators, can talk for hours, confident people often must produce tens of thousands of words in a single speech. Speaking is a difficult and important activity so people have difficulty learning how to speak effectively and interestingly, forgetting that this skill also requires linguistic maturity and competence. Because of this capacity, humans can communicate and exchange thoughts and feelings in various situations. This is where the ability to change ordinary situations into extraordinary ones is seen as an important component in mastering meaningful and skilled speaking (Huy et al., 2024).

EFL/ESL students should focus more on speaking skills because this skill is important in many fields. To encourage

students to learn speaking skills in their English classes, teachers are also encouraged to incorporate several useful strategies into their lessons. English Language Learners can undoubtedly improve their speaking skills with a little consistent practice. Afterward, they can contribute effectively to class discussions and debates and progressively improve their speaking skills. By letting go of all their fears, they will be able to deliver presentations independently (Rao, 2019).

c. Component of Speaking for Student

Harmer (2007: 343) states that Speaking involves elements of grammar, vocabulary, pronunciation, fluency, and comprehension, making it a complex skill. Speaking consists of the following important elements:

1. Grammar

Grammar is a system of rules that determines how we should use words. Learning proper syntax is also important to becoming proficient in spoken and written language. Therefore, so that students can construct appropriate sentences in conversation, grammar is needed. Understanding grammar allows students to communicate ideas clearly, avoid misunderstandings, and confidently express themselves in both formal and informal settings. Additionally, grammar helps students understand the

sentence structure of others, improving their ability to listen and respond appropriately.

2. Vocabulary

Vocabulary is another important component. The appropriate language used in conversation is called vocabulary. A person cannot effectively communicate or express his ideas in writing or orally without a large vocabulary. With a broad understanding, a person can choose the best words to convey his ideas clearly and accurately. In addition, good vocabulary mastery makes it easier for someone to understand various contexts in communication, both in reading and listening, increasing the ability to respond relevantly and effectively in various situations.

3. Pronunciation

The process of pronouncing words correctly helps students produce more coherent speech. Pronunciation is a branch of phonology, which is the study of grammatical elements and principles that determine how sounds vary and are patterned in a language. Pronunciation has two components: phonemes and supra-segmental features. A speaker who consistently pronounces various phonemes incorrectly can be a major challenge for speakers from other language communities to understand.

4. Fluency

The capacity to speak clearly and fluently is known as fluency. For many language learners, speaking fluently is the ultimate goal. Fluency is demonstrated by speaking at a moderate pace and using a few "ums" or "ers" as well as pauses. These indicators show that finding the language elements required to convey the message doesn't require the speaker to spend a lot of time. Moreover, fluency refers to the ability to connect ideas logistically and spontaneously, without inhibition or excessive self-correction. This shows that the speaker is confident in speaking, so the conversation can flow more naturally and effectively, even in complex or unexpected situations.

5. Comprehension

Speaking consists of five components that students need to pay attention to if they want to speak well: grammar, vocabulary, pronunciation, fluency, and comprehension. Speaking consists of five components that students need to pay attention to if they want to speak well: grammar, vocabulary, pronunciation, fluency, and comprehension. Understanding is also an important component in speaking because it ensures that the message conveyed and received can be understood correctly by both parties. In practice, understanding requires intensive training involving critical thinking processes, comprehension skills, and adaptation to

various communication situations. Therefore, improving comprehension not only helps students in speaking but also builds more holistic communication skills.

d. Teaching Speaking for Student

Teaching in education refers to the deliberate exchange of information and experience, usually organized within a discipline, as well as, more broadly, the provision of support to an individual's intellectual and psychological development by another person or object. Students' ability to use English to communicate and as a tool for academic progress is the main focus of English language teaching and learning (Oradee, 2013). Students need to learn English, especially speaking, so they can interact with people around the world (Riswandi, 2016). Student outcomes are also influenced by teaching strategies. To achieve the desired results, English language skills teaching strategies must also be appropriate to each individual's skills. That is the main reason why learning to speak is important (Alim, 2018).

4. Bamboozle

The game-based learning model in this research uses the Bamboozle website as the medium.

a. Definition of Bamboozle

Based on research from Qureshi, Khatoon (2023) explains that Bamboozle is an online platform game used for teaching and learning. Bamboozle also creates an interesting learning experience so that they become more interactive in class. There are many advantages of bamboozle, starting from website games that are easy to access. Apart from that, it also provides various kinds of games so that teachers can create their assignments or students can quickly complete assignments that have been created previously. As a result, when teachers contribute their assignments to the website's resources, the content library grows every day. The web service "Bamboozle" offers a lot of content in a free account. Bamboozle is a useful tool for homework, distance learning, and classroom use. Students can play and learn virtually anywhere because they can access it using their own devices. There is an opportunity to use the bamboozle game as a teaching aid.

Bamboozle upholds the idea that education should be fun and seeks to assist teachers in reiterating important ideas while actively involving each student in the process. Additionally, Bamboozle gives kids the opportunity to collaborate on projects. Thus, getting students' attention is one of the first things necessary for learning, according to teaching experts Gagne &

Driscoll (1988). The internet service "Bamboozle" increases students' focus and learning motivation with its dynamic and melodic content. According to Kapp (2012), educational games facilitate learning and knowledge acquisition. Bamboozle offers seven types of games, such as (A, 2023):

1) Snakes and Ladders

The cube displays a number and automatically advances the player through the cells when the student gives the correct response. Students can move backward or forwards a certain number of steps within a particular cell. This assignment is ideal for group work or for multiple students to complete. Students can gain knowledge about counting, life, socialization, and interaction by playing the board game "Snakes and Ladders".

2) Story dice

Teachers can change the number of assignments when opened like playing dice. Students must examine the cube before answering. Learned, mixed, and repeated word formats are better for memorizing words. The fact that there is no limit on the number of participants or teams is very important.

3) Four in a row

Here you are required to collect correct responses in sequence by giving responses one by one. No points are awarded for correct answers; instead, students receive visual reinforcement in

the form of filling in team colors in the circle. Players receive bonuses or points for painting four circles in a row.

4) Tic Tac Toe

A fantastic format that my students find very interesting. Students open the question and choose the team they want to play. If the response is accurate, a zero or cross will be automatically inserted. This step is skipped if the answer is incorrect. Only two teams may consist of students. Student participation and confidence in conversation are given a purposeful context when the game of tic tac toe is used. They are also increasingly enthusiastic about facing a competitive environment and building friendships with their peers.

5) Memory game

A convenient format for training memory and attention, this task requires students to take turns opening cards with up to four selected commands. If the pictures match, students must answer the question; if the answer is correct, the team gets one point and the picture disappears.

6) Bingo

Another fantastic game that requires teachers to print templates for three, four, or five cells, insert words there, and give them to students is called "Congratulations!" When the student says the word correctly, the teacher must open it and put

a check mark; if the player collects all the check marks in a row or diagonally, the game is declared "Bingo!" To reward students, teachers can click on the star in the bottom right corner of the screen, which will cause confetti to appear. There are various stages where using bingo games to improve students' vocabulary can be beneficial:

- a) Bingo game techniques use images, pronunciation, and motor processing to help memorize and consolidate words in long-term memory. If the words are used repeatedly enough, they will become longer.
- b) Practicing with a teacher or native speaker can make it easier for students to acquire pronunciation.
- c) Other bingo games make word learning easier and more fun for students.

7) Classic Game

Here, the instructor selects the type of game (quiz, classic, or Jr. Classic), the number of teams, and the number of cells. The top of the card displays the rules of the game: the card is opened, and if the student answers correctly, the teacher presses OK; if not, oops! Orally, students respond to the tasks on the cards.

b. Application of Bamboozle

The implementation of the bamboozle game in this research was carried out in several stages, before the game started,

students were formed into several groups and the teacher displayed the game in front of the screen using an LCD so that they could play together. Then in the first game, the rules of the game are that to get points, each group must be able to guess the name of the animal quickly in descriptive text orally. Continuing with the second game, each group had the opportunity to discuss and directly describe pictures of animals using simple sentences.

5. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) introduced by Davis in 1989 is a theory that explains user perceptions of technology, which can influence user behavior about various emerging phenomena. There are 5 constructs used in TAM research that is: Perceived Ease of Use, Perceived Usefulness, Attitude toward Using, Actual Usage, and Behavioral Intention to Use (Alshammari & Rosli, 2020).

a) Perceived Ease of Use

Perceived ease of use is the degree to which a person feels that using a particular system does not require physical or mental effort (Atcharyachanvanich et al., 2011). According to Davis (1993), perceived ease of use of technology is a measure of a person's trust in computers that are easy to use and understand. Gefen et al. (2003), Yahyapour (2008), and Rigopoulos and

Askounis (2007) state that indicators that are easy to understand can also be used to measure perceptions of use.

b) Perceived Usefulness

As stated by Davis (1993), the extent to which the use of technology is considered beneficial for its users is measured by the perceived benefits. Perceived usefulness, according to Shun Wang et al. (2003), can be interpreted as the belief that someone can work better by using a certain system. There are several ways to measure perceived benefits, including increasing productivity, simplifying tasks, and enjoying the benefits of technology in general. According to Gefen et al. (2003) and Yahyapour (2008), indicators of increased productivity, increased work effectiveness, and work acceleration can also be used to measure perceived benefits.

c) Attitude toward using

Davis (1993) states that attitudes regarding the use of technology in TAM are defined as acceptance or rejection of an impact when someone uses technology in the workplace. Supported by Lucas (1975) a model linking attitude to use and use to performance is proposed (Atcharyachanvanich et al., 2011). Hoppe et al. (2001) define attitude as a person's perception of how he receives technology. There are three components of an individual's attitude: affective, behavioral, and cognitive/point of

view. Yahyapour (2008) states that attitude evaluation is a type of assessment that considers the results after completing a task.

d) Actual Usage

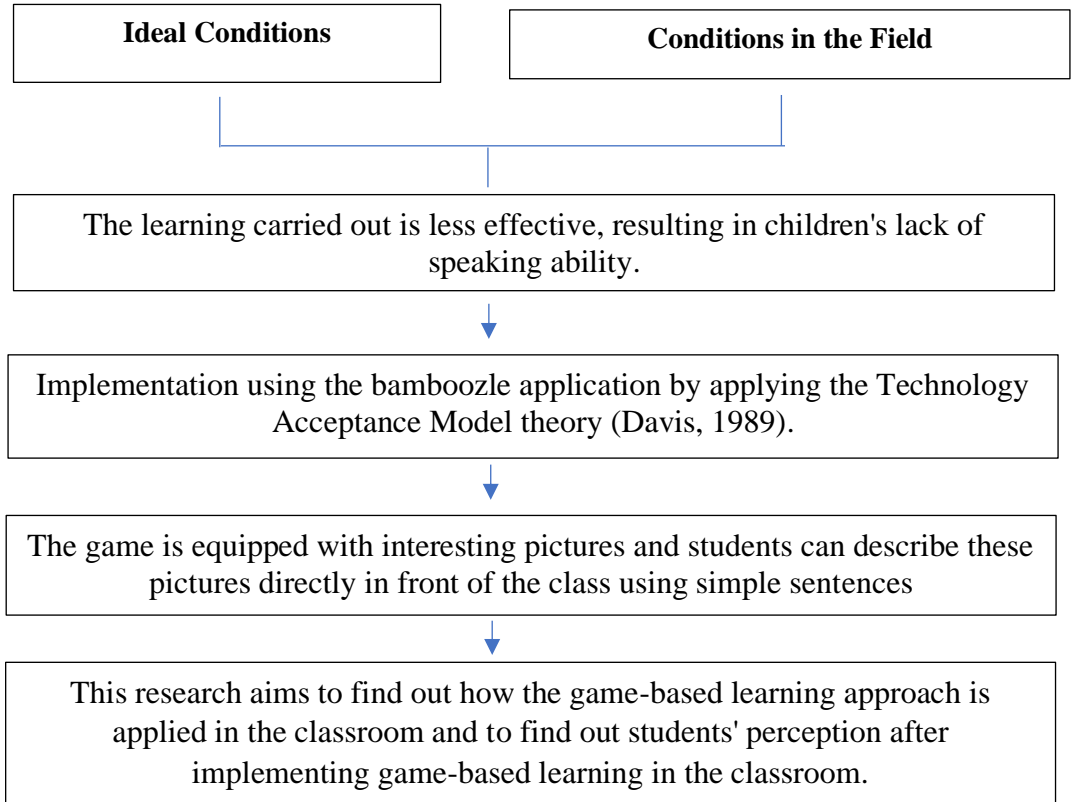
Actual use is the real behavior in system adoption, according to Davis (1989). A person using the system can measure any kind of external psychomotor response, known as actual use of the system. To conceptualize actual system use, the frequency and duration of technology use are measured. If someone believes that the system is easy to use and increases productivity, as evidenced by the actual circumstances of its use, they will be satisfied with the system. As defined by Rigopoulos and Askounis (2007), more frequent and repeated use determines actual use.

e) Behavioral Intention to Use

TAM states that the intention to use a particular system determines system usage behavior (Luarn & Lin, 2005). As explained by Fishbein and Ajzen (1975), TRA assumes that a person's behavior is determined by his intention to carry out a certain action. Two things influence a person's intentions, namely the way they view the consequences of their actions and the views of the people in their social environment. According to this theory, people often take actions based on what they believe others should do.

C. Conceptual Framework

Chart 1.1 Conceptual Framework



This research focuses on students' perception of the application of the game-based learning model to improve students' speaking skills. In ideal conditions in learning English, students are required to have speaking skills. However, conditions in the field show that students' speaking skills are low because students consider learning English difficult. Besides that, teachers do not

apply learning approaches that can attract students to speak more actively in class. As a result, the learning carried out is less effective and results in a lack of students' speaking skills. This can be overcome by implementing the bamboozle application as a learning medium by applying the Technology Acceptance Model theory (Davis, 1989), which consists of perceived usefulness, perceived ease of use, attitude of use, behavioral intention to use, and actual use. The application of Bamboozle game-based GBL can improve speaking skills because it is equipped with interesting pictures that students can describe. This research aims to find out how game-based learning is implemented in the classroom and to find out students' perceptions after implementing game-based learning in the classroom.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter is part of a general overview of research methods using case study research. It practically serves an urgent role in research since it impacts the findings as well as the discussion. Before conducting the study, it is necessary to refer procedurally and use proper techniques to find accurate data. Here, this study represents a clear description of the design time, the setting of the research, the participants of the study, the technique of data collection, and the procedure of data analysis.

A. Research Methodology

This section explains the methodology used in carrying out research, including research design, research participants, researcher's role, data collection techniques, data collection instruments, data analysis methodology, and research analysis procedures. The scientific method for collecting data for specific uses and purposes is the research method (Cohen, 2007). Therefore, the role of the method in choosing the right procedure is very important in determining whether the research will be successful or not and this research uses qualitative methods.

B. Research Design

This research uses a case study research design. As Jean Hartley (2004) explains case study research consists of detailed

investigations by collecting data over a certain time on a phenomenon. This research aims to collect and dig deeper into students' perceptions of the use of game-based learning for speaking practice. The researcher used qualitative data objectively to conduct this research, with specific results and procedures required for tables, interpretation, or explanation. According to Newman and Benz, "Qualitative research is multi-method in focus, involving interpretive and naturalistic approaches to its subject matter (Isadore Newman, 1998). It can be stated in other opinions that the qualitative method is the approach with its result from non-numerical data or it is only qualitative data. This research analyzes perceptions regarding the use of game-based learning models in speaking practice.

C. The Participants of the Study

In research requires subjects and research objects to collect reliable data for this scientific report. Due to a large number of junior high school subjects, purposive sampling had to be used, which allows the author to select members of the population based only on his assessment and was carried out in Class VII. The researcher realized the lack of students' ability in speaking activities during the research internship, here actively looked for

research participants to complete the instrument, which prompted the thesis to undertake this investigation.

Meanwhile, the research setting was carried out in an Islamic secondary school at the beginning of the new semester in the academic year of 2024/2025; the participants are the students of VII. In this study, 15 participants were recruited from 25 participants who would be interviewed. This research conducted interviews with EFL students about how game-based learning was implemented in class VII and what their perceptions were of the use of game-based learning.

D. Roles of the Researcher

This research analyzes several academic procedures in reporting this legal report by first acting as a data collector and then analyzing the study documents. In other words. In other words, the purpose of collecting documents objectives in this case study where this instrument will be the main data source for analysis. Second, using academic papers that serve as support to analyze the purpose of this data.

E. Data Collection Technique

Researchers need to decide what type of data will be collected and how to proceed after implementing the game. Apart from that, it also requires information from documentary materials from observation and interviews. Finding and selecting research

subjects, obtaining consent, and observing and interviewing their perceptions are steps in the data collection process. Most important is the requirement to collect accurate data from subjects and locations.

To study the use of game-based learning, researchers witnessed the process of teaching speaking in class. Then ask the teacher for permission to enter the EFL class and watch the learning take place. Using several checklists attached to the research instrument, researchers conducted interviews with students regarding their learning activities through game-based learning.

F. The Instrument of Data Analysis

To carry out an official report must provide objective tools that will guide me in producing a credible and trustworthy report text. The researcher has attached a table with the number of interviews to report English language students' perceptions and observations to report how game-based learning is implemented in the classroom. The form is as follows:

a) Interview

In this research, interviews were used to find out participants' perceptions or opinions regarding something in depth. In general, the data obtained from interviews are in the form of statements that describe knowledge, personal feelings, or opinions. Interviews were used as a method to answer the research problem formulation,

namely how students perceive the use of game-based learning models to help practice speaking skills. The interview method aims to collect data based on student perceptions after using a game-based learning model in speaking class.

This interview process was used to collect data about students' perceptions of the teacher's implementation of game-based learning to practice speaking skills through the bamboozle game during the learning process. Researchers used purposive sampling to maintain the accuracy of participant data so that the data obtained came from seven students using structured interviews. The researcher has prepared several questions to be asked during the interview. The list of questions will be adjusted to the research theme, namely how students perceive the use of a game-based learning model through the bamboozle game.

Interviews are conducted using the first language to avoid misunderstandings and obtain clear and precise answers without limiting or hindering them. This interview guide was adapted from Alshammari and Rosli (2020). The following is a table of questions that will be used for the interview:

Table 2.1 The Table of Protocol Interviews for Students

Indicator	Questions
Perceived Usefulness	<ol style="list-style-type: none"> 1. Can using game-based learning help you improve your speaking skills? Why? 2. Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.
Perceived Ease of Use	<ol style="list-style-type: none"> 3. Do you think the bamboozle game is easy to use? Why? 4. Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?
Attitude toward Using	<ol style="list-style-type: none"> 5. Do you feel happy when using game-based learning methods in speaking classes? Why? 6. Do you agree that game-based learning is used as a method for learning to speak? Give reasons.
Actual Use	<ol style="list-style-type: none"> 7. Do you feel dissatisfied with using this game-based learning method? Why? 8. After using the game-based learning method, do you feel addicted and want to continue playing it? Why?
Behavioral Intention to Use	<ol style="list-style-type: none"> 9. After using this application, will you invite other people to use the same application to improve their speaking skills? Why? 10. Do you need any tools to help you play this game to maximize your learning? Please mention.

Adopted by Alshammari and Rosli (2020)

b) Observation

This observation was used to strengthen the results of interviews regarding students' perceptions of the use of game-based learning models to help practice speaking skills. The observer must observe, hear, and feel the checklist according to what is on the target item. Therefore, researchers must be directly involved in the daily lives of the subjects studied. Observations are carried out to obtain a more real and detailed picture of an event or several events. The list in the table is based on theory which is used as a guide in making points that need to be answered regarding the application of game-based learning to train students' speaking skills. The following is an observation checklist

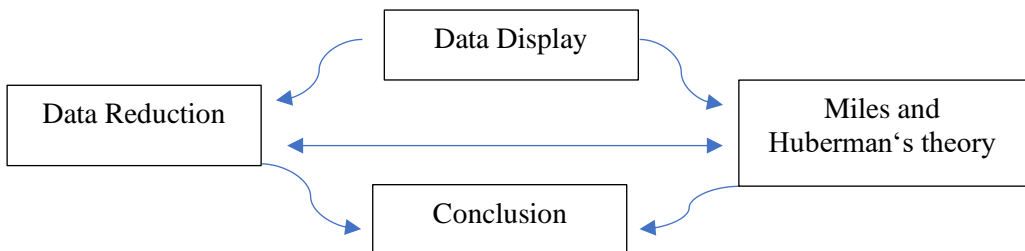
Table 3.1 The Table of Observation Checklist

No	Detail	Yes	No
1.	Most students are fluent in speaking.		
2.	The productivity of most students increases in practicing speaking.		
3.	Most students feel happy when using a game-based learning model.		
4.	Most students feel addicted and want to continue using it.		
5.	Most students seem to find it easy to use the		

G. The Method of Analyzing Data

In analyzing data, I apply Miles and Huberman's theory. I followed Miles and Huberman's theory as a guide to ensure that the results aligned with the research topic. Miles and Huberman's theory consists of three steps: data reduction, data presentation, and conclusions.

Chart 4.1 Analyzing Data



The researcher took the steps as follows:

1. Reduction

Data reduction means summarizing, selecting, and focusing on important data. In this stage, I got the data from observing and interviewing. Therefore, in this step, I reduced the data by doing 2 steps:

- a. Identifying and classifying data from interviews, the data obtained was analyzed statistically to obtain the significance of

students' perception of the use of game-based learning in the bamboozle application for Speaking skills.

- b. Observing data: I made observations to find out how students responded during game-based learning activities. This observation was carried out to strengthen the results of interviews regarding students' perceptions of the use of game-based learning models to help practice speaking skills. For example, when implementing game-based learning, students look happy as evidenced by showing cheerful and enthusiastic facial expressions during the game session.

2. Data Display

After the needed data have been collected and identified, then the data is displayed in the form of teacher descriptions of activities and student responses to the use of game-based learning to facilitate speaking skills and significant results from implementation. Data display is supported by problems encountered during implementation.

3. Conclusion

Interpretation is the final step in data analysis techniques. At this stage, I interpret the analysis to produce a conclusion. In this case, the conclusion is in the form of students' perceptions of the significant results of using game-based learning and the application of game-based learning.

CHAPTER IV

RESULT AND DISCUSSION

This chapter contains research findings and discussion. The findings and presentation answer the research problems raised in the first chapter of this research. The findings are about English students' perceptions of the use of game-based learning in speaking skills.

A. The Findings of the Research

The data presented is based on research conducted in one of the Islamic secondary schools. This chapter explains how students perceive the use of game-based learning models in students' speaking abilities. Authentic data was obtained through interviews to determine students' perceptions of the application of the game-based learning model in speaking skills and observations to find out how game-based learning is implemented in speaking classes. This research procedure was applied methodologically to provide valid information to researchers to interview students to obtain their perceptions regarding the application of the game-based learning model. I recruited 15 participants out of from 25 students.

1. How the implementation of game-based learning approach in speaking classroom

This section answers research question number one, namely how to apply the game-based learning approach in speaking classes. In education, human knowledge is categorized into two aspects, namely knowledge and skills. Knowledge is what humans understand from the information they obtain from the learning process. Meanwhile, skills are a person's ability to do something specific. In applying game-based learning to emphasize knowledge and skills, there are several steps taken:

- 1) Opening
 - a. The teacher opens the learning activity by saying greetings and leading a prayer.
 - b. The teacher asks about the students' condition and checks the students' attendance.
 - c. The teacher conveys the learning objectives to be achieved.
 - d. The teacher provides apperception and motivation.
 - e. The teacher conveys the scope of the material

2) Core activities



In emphasizing knowledge, the teacher explains the material and provides examples of descriptive texts displayed in class. Students listen to the teacher's explanation and observe the text. Then students identify the generic structure of the text they read and students are allowed to ask several questions regarding descriptive text material.



After students understand the descriptive text material, the teacher then provides an understanding of the steps of the game-based learning model using the bamboozle website which will be applied in learning. Then the teacher displays the game using an LCD device so that all students can see it and play it together. The teacher shows several games that students can play and shows the games that will be played according to the current learning material, namely descriptive text material.



In implementing skills emphasis, there are several steps that teachers take. Before the game starts, the teacher forms several small groups so students can collaborate (Pan et al., 2021) and discuss to answer the questions presented in the game.



The teacher provides examples of descriptive text through a picture-guessing quiz game. In the quiz there are descriptions of various types of animals and students must be able to understand the text as a group so they can guess the picture correctly. The group that can answer the questions quickly and correctly will get points. In the rules of this game, students who have had the opportunity to be representatives of their group to answer the quiz, are not allowed to become delegates again in the next game, so that all group members can get the same opportunity to speak and answer questions.



Then continued with the second game, this game was the opposite of the first game. In this game, the teacher displays a quiz with a picture of an animal, and then students discuss and describe the picture directly using simple sentences. That way, students can practice their speaking skills in an interesting and fun way.

2. Closing

After participating in the learning activities at this meeting, students were asked to reflect. The teacher asks questions to find out whether students understand the descriptive text material and what obstacles students face in playing the bamboozle game.

2. What are students' perceptions of the use of game-based learning to facilitate speaking skills

a) Interview results

Based on the interview results, the first question on the perceived usefulness indicator was *"Can game-based learning help improve speaking skills? Why?"*

Student 2

"Yes, it helps. With games, I can be more confident in speaking because the atmosphere is more relaxed and fun."

Student 9

"Quite helpful, because when playing I immediately describe the picture so it helps me improve my speaking skills."

From this statement, the majority of students stated that implementing a game-based learning model could improve their speaking skills. This is because seven out of fifteen students stated that implementing this model tends to be fun, there by fostering self-confidence and courage in speaking. Meanwhile, eight other students stated that the improvement in their speaking skills was triggered by the picture description activity in the application of the game-based learning model which encouraged them to practice speaking frequently.

Next, the second question on perceived usefulness is *"Can game-based learning increase your productivity in learning to*

Speak? Give me a reason?" According to the interview results, fifteen students explained that implementing a game-based learning model could help increase their productivity in learning to speak. This is proven by an example of an answer from Adma who believes that the application of games can make learning more fun and less boring so that it makes them more motivated to talk and practice. Besides that, making the class atmosphere more lively based on Hany's statement, can reduce fear so that students are more actively speaking from Bara's statement.

The third question from the perceived ease of use indicator is *"Do you think the bamboozle game is easy to use? Why?"* The result is that the Bamboozle game is easy to use. This is proven by the example of Abin's answer which explains that the Bamboozle game is simple to play so it is easy for beginners to understand. The Bamboozle game can be used anytime and anywhere based on Hana's statement, and it's designed with guidance clear step by step based on Hany's response.

Meanwhile, the answer to the fourth question from the perceived ease of use indicator is *"Do you think the Bamboozle game has obstacles in carrying out the speaking learning process?"* According to most students, the bamboozle game has no problems in its use.

Student 5

“Yes, there is a problem with an unstable internet connection”

Student 1

“There is no”

This sentence shows that in the opinion of three students, the obstacle they might experience when using the bamboozle game is the availability of an internet connection because internet stability is very important for the smooth learning process. Meanwhile, twelve other students stated that in their opinion, there were no problems they might experience when using the bamboozle game. These findings show that although in general this game is considered practical and easy to access, technical aspects such as internet connection remain an important factor that must be considered to optimize its use.

The fifth question regarding attitudes towards the use of indicators was *“Do you feel happy when using game-based learning methods in speaking class?”* The results obtained from interviews show that the majority of students feel happy with the application of the game-based learning model in speaking classes. This can be seen from the answer from Abin who stated that students feel very happy when using game-based learning methods because students do not feel pressured when speaking. Students can learn while playing so it is easier to understand the material as

presented by Adma. Besides that, games make the class more active and involved in learning. This made it easier for them to practice speaking with friends even though at first they felt a little nervous about Hana.

Then proceed to the sixth question on the attitude indicator of use, *"Do you agree that game-based learning is used as a method of learning speaking? Give me the reason."* This shows that fifteen students agree with the application of the game-based learning model as a speaking learning method. This is reinforced by various reasons, starting from Hana's response which said that games can help overcome nervousness and improve speaking skills to be more effective. Students can learn to speak in a fun context, so they can be more confident when speaking in English based on Bara's view. Boredom in learning to speak can be overcome according to Yanu's response, and can encourage students to speak more actively based on Abin's statement.

In the seventh question, the indicator of actual use is *"Do you feel dissatisfied with the use of this game-based learning method?"* Students gave positive responses, namely being satisfied with the use of game-based learning methods.

Student 4

“I am satisfied with this method because games help me understand the material more interestingly than just reading a book.”

Student 3

“I am satisfied, the game-based learning method is very fun so it helps me become more enthusiastic and more active in learning in class.”

The results of the research showed that fifteen students were satisfied with this game-based learning method, three students thought the game helped them understand the material more quickly in an interesting way compared to just listening and reading books. They will be more focused and not get bored quickly in learning, making them enthusiastic and more active in speaking. Furthermore, six students felt that game-based learning like this made the learning atmosphere more interactive and fun. Students said that the game helped increase their self-confidence so they were not afraid to speak in a more relaxed atmosphere. Apart from that, the challenges in the game make students feel more motivated to participate actively and develop their speaking skills naturally.

Meanwhile, the result of the eighth question, the indicator of actual use, is *"After using the game-based learning method, do you feel addicted to it and want to continue playing it? Why?"* Students stated that after using game-based learning methods, most students felt addicted and wanted to continue playing it. This is reinforced by the example of Abin's answer which states that students feel like continuing to play it because each game provides new challenges and makes them even more enthusiastic to learn further. Then Adma believes that fun games make students want to continue playing while learning. Hana continued, that students felt more involved and motivated in learning.

Continuing with the last indicator, namely behavioral intention to use, the ninth question is *"After using this application, will you invite other people to use the same application to improve their speaking skills?"*

Student 1

"Yes, I will invite my friends to try the Bamboozle game. I think this game is very helpful in improving speaking skills because we have to speak and think fast."

Student 11

"No, I won't invite my friends. I think this game is more suited for individuals than groups."

Based on this question, it was explained that twelve students would invite other people to use the same game to improve their speaking skills. Students thought that inviting other people to practice kicking while playing would be much more fun. Furthermore, students will also recommend this game to others because this game is good for practicing speaking. However, on the other hand, three students did not invite other people to use the bamboozle game. They preferred this game to be used individually rather than in groups because they could practice with more focus.

Meanwhile, the tenth question from the behavioral intention to use is *“Do you need tools to help you play this game to maximize your learning? Please state!”* From these questions, there are several tools that students need. For example, Adma's answer states that students need tools such as projectors or whiteboards, paper and pens can be useful for recording scores, as in Zada's response, a timer or clock can help monitor the game based on what Mira said. However, Abin stated that the student did not need any additional equipment. The bamboozle game can be played easily using simple devices such as a computer or mobile phone.

b) Observation Results

In this research, researchers carried out observations and collected data when they received research permission from the

school. Data was obtained when teachers used game-based learning during the process of implementing game-based learning. Observations are carried out by observing directly.

Researchers used student observation sheets with the data obtained:

No	Detail	Yes	No
1.	Most students are fluent in speaking.	✓	
2.	The productivity of most students increases in practicing speaking.	✓	
3.	Most students feel happy when using a game-based learning model.	✓	
4.	Most students feel addicted and want to continue using it.	✓	
5.	Most students seem to find it easy to use the bamboozle game.	✓	

1. Students are fluent in speaking.

Observation results show that the majority of students speak English fluently as evidenced by students being able to describe pictures fluently without long pauses, showing mastery of basic vocabulary and simple sentences. They are also able to answer the teacher's questions spontaneously and without hesitation. In addition, students can compose sentences with grammatical

structure even though small errors sometimes occur in the use of tenses. However, they can still convey sentences. They do not hesitate to express their opinions in English, even though there is some vocabulary that they have not mastered well. Students have good English language skills. They can convey ideas fluently, although several things need to be improved, such as certain pronunciations and the use of more complex grammar.

2. Student productivity increases in practicing speaking.

Then during the learning process, student productivity in practicing speaking increases. Students seem to interact more actively during the game, they are involved in group discussions to solve problems or complete challenges in the game. Most students began to dare to express their opinions and answer the teacher's questions by raising their fingers. They begin to have the confidence to speak without worrying about making mistakes in speaking. Games that involve competition encourage students to try harder to improve their speaking skills. Therefore, this observation proves that this method not only increases speaking frequency but also helps build students' self-confidence so that they are more willing to communicate in English.

3. Students feel happy in using the game-based learning model.

All students seemed happy when using the game-based learning model, as seen from the students who showed cheerful

and enthusiastic facial expressions during the game session. Laughter and positive comments are often heard, especially when they complete challenges in the game. Almost all students participate actively, both as direct players and as supporters of the team. They encourage each other and collaborate in completing speaking tasks, showing that this game builds a spirit of cooperation. Students look more relaxed and confident when speaking English in the context of the game. In the discussion after the activity, students said that they felt learning was more fun and not boring. Several students expressed their hope that this method would be applied more often in learning.

4. Students feel addicted and want to continue using it.

After the activity, many students stated that they felt addicted to this game and asked to play it again. Some students also immediately asked that this method be used again in the next lesson. Students showed high enthusiasm and looked very involved throughout the activity. They looked happy and full of enthusiasm, even asking for extra time to finish the game when the session was almost over. The game-based learning model seems to increase students' learning motivation significantly, especially in the speaking aspect. Students who previously were hesitant or embarrassed to speak now look more confident and eager to try.

5. Students seem to find it easy to use the bamboozle game.

Students seemed to easily follow the flow of the Bamboozle game. Students quickly understand how to use the bamboozle game, including the rules of the game, and the mechanism for answering questions. The instructions given by the teacher were well received, and from the students, there were no complaints or requests for explanations regarding the rules of the game during the game. Most students looked enthusiastic about participating in the game and actively answered questions. They worked together in groups to determine the answer, showing that the game encourages good collaboration.

B. Discussion

In this section, the researcher discusses the results of observations and interviews which have been presented in the findings. The detailed explanation is below.

This research aims to answer questions about students' perceptions of the use of game-based learning methods on students' speaking skills in learning and how implementation of game-based learning approaches in speaking classrooms. Here, the implementation of game-based learning activities was carried out according to expectations. From the implementation of game-based learning that has been carried out, the main thing that needs

to be prepared before carrying out the learning process is preparing the game that will be played. The games chosen are appropriate to the material or learning objectives so that students can play and have fun without forgetting the main learning objectives. In implementing this game, students are trained to develop speaking skills by having the courage to speak in public.

Based on the results of interviews, the majority of students gave positive responses regarding the application of game-based learning methods. However, there are still several obstacles felt by students, such as several obstacles when they first wanted to use the Bamboozle game due to an unstable internet connection. Several students also responded to this, that an unstable internet connection could hinder teaching and learning activities. Apart from that, when the teaching and learning process took place, although the majority of students appeared to speak confidently, some students felt a little nervous when giving explanations directly, because they were not used to practicing speaking in front of many people. However, with the implementation of the game-based learning model, this is progress for students because they are starting to have the courage to speak in front of many people.

Therefore, I provide suggestions to improve students' speaking skills, namely:

6. Before carrying out the teaching and learning process, it is necessary to prepare a good internet connection first so that the teaching and learning process can run well.
7. For students not to feel nervous, students need to practice public speaking a lot so that they can learn to be more confident. In addition, students also need to master what they are going to say.
8. Students need to practice a lot in pronouncing English well and correctly to improve their English speaking skills.

This study was conducted to find out that speaking skills are difficult skills in English. Students have speaking skills such as fluency, pronunciation, grammar, vocabulary, and comprehension. To increase students' confidence in speaking, they can practice using game-based learning with the bamboozle application. Games help students develop knowledge, skills, and interact in the classroom. This is in line with research by Ucus (2015) which states that by using game-based learning students become more active in the classroom, thus encouraging students' understanding and knowledge which can improve student learning achievement.

Students argue that the use of game-based learning provides a new atmosphere that is more enjoyable, the material is easier to understand, provides new vocabulary, increases enthusiasm for learning, trains speaking skills, is more interesting to learn, and

provides more variety in learning. This is in line with the results of research by Sousa and Rocha (2018) which states that game-based learning is a learning process that can help develop and hone knowledge, skills, and train high-level thinking. Games are not only used as entertainment, but can also be used to support speaking learning. So that students do not feel bored when studying, because they can learn while playing. This shows that game-based learning has a positive impact on speaking learning.

Furthermore, students' positive response to the application of game-based learning was seen during the learning process. Based on the results of observations in the first game, students carried out the game according to the teacher's instructions. Students look very enthusiastic in playing, students can answer questions quickly without fear or anxiety. Students seem to tend to be more active when studying, as evidenced by the majority of students wanting to answer questions by raising their fingers. Games played in groups stimulate students' enthusiasm for collaboration (Pan et al., 2021) and compete to get the most points to encourage students to think quickly. However, students carry out the first game in an orderly manner and pay attention during learning.

Then in the second game, students dare to describe the picture without fear of making mistakes in speaking. Considering that students who cannot speak English are usually shy and afraid to

speak, the application of game-based learning increases students' confidence in speaking. This is in line with Yang, Lin, and Chen (2018) who explained that game-based learning can reduce students' feelings of anxiety and fear in learning English because they already enjoy fun learning. These characteristics provide students with a less stressful atmosphere, which helps students become more relaxed, confident, and motivated to achieve better language performance.

The application of game-based learning can increase students' comfort levels, plus tools that support play such as LCDs help students to be more interactive in the teaching and learning process. During the learning process, it was seen that students had a positive attitude that using game-based learning could encourage students to be involved in learning. Technology-based learning motivates students to learn more and speak up in class. Technological support, such as the use of LCDs to display visually attractive material, not only facilitates the learning process but also creates a more dynamic classroom environment. Thus, game-based learning not only improves students' speaking skills but also increases their confidence in using English in a wider context.

Hwang, Shih, Ma, Shadiey, and Yu (2016) show that there are three reasons why the use of game-based learning can improve speaking skills. First, students are more willing to practice speaking

English through games. Second, students speak more accurately and confidently. Third, practicing in an authentic setting can make students more involved in activities. This success is supported by the interactive nature of game-based learning, which encourages students' active participation and allows them to practice speaking skills repeatedly in a fun, stress-free environment. This is consistent with the belief that positive emotions, such as joy and enthusiasm, can significantly increase learning and skill retention.

In addition, the Bamboozle game is one of the platforms that supports more fun learning in an interactive way through quiz-based games. This helps students to be more involved in the learning process. Teachers can quickly create quiz games or choose from thousands of existing quizzes. With a fast quiz and game format, students are expected to be able to answer directly and quickly which can train fluency. Students can also use this game to practice pronunciation by speaking out loud in front of their classmates. Questions in the form of image descriptions, topic discussions, or Q&A can involve spontaneous speaking skills and the use of correct vocabulary and grammar. Bamboozle can also be accessed through various devices, both computers, tablets, and smartphones. This facilitates access to various learning environments, both in the classroom and at home.

Based on the results of student data, it can be seen that most students have a good impression of speaking skills learning. Through interviews, students gave positive responses. This study shows that speaking learning using the game-based learning method in the Bamboozle game has been running well and by expectations. Judging from the results of interviews regarding the application of the game-based learning method, students are positive and helpful. Students are satisfied with the application of game-based learning which makes them addicted to wanting to continue playing it. By learning while playing, students become more productive and feel happy, thus reducing their anxiety in speaking. This is in line with research by Anastasiadis, Lampropoulos, and Siakas (2018) that learning can be made more interesting, enjoyable, and engaging through the use of games, which is why game-based learning is intended to cover educational objectives and learning materials. This can lead to more productive and effective learning.

CHAPTER V

CONCLUSION AND SUGGESTION

In the preceding chapter, I had already discussed as well as explained the introduction of the study. The review of related literature, the method of the research, and the discussion of this study. This final chapter presented the conclusion and suggestion of the study “EFL Students Perception on Game Based Learning Model to Facilitate Speaking Skills.”

A. Conclusion

- 1) Based on the conclusions from the research, the first question is about how the implementation of game-based learning in speaking classes is going well. In the first game the teacher gives examples of descriptive text through a picture guessing quiz game. In the quiz there are descriptions of various types of animals and students must be able to understand the text as a group so they can guess the picture correctly. In the second game, the teacher displays a quiz with pictures of animals, then students discuss and describe the pictures directly using simple sentences.
- 2) In the second question, namely what is the student's perception of using game-based learning to facilitate speaking skills. As the interview results, it shows that students are very enthusiastic and happy with the application of game-based

learning methods. This can also be seen from students who show cheerful and enthusiastic facial expressions during the game session. Interesting learning helps them understand the material more easily because they not only read books and listen but also practice speaking. Seeing the results of various student perceptions proves that the use of game-based learning is very helpful and brings good changes for students. Most students tend to feel satisfied and give positive responses regarding the application of game-based learning methods in speaking classes.

B. Suggestion

Regarding the conclusions, the researcher provides several suggestions that can be useful for current and future English language teachers and students as well as researchers, namely as follows:

1. For English teachers

I found that game-based learning is beneficial for students, especially in improving speaking skills. Therefore, teachers can use game-based learning as a method of teaching speaking skills. However, teachers must pay attention to student problems when using game-based learning. Teachers can adapt game-based learning to learning materials so that students not only have fun but also achieve learning goals. Teachers must also adjust students'

ability levels so that when using the game they do not experience difficulty in playing it. Besides that, teachers need to create fun learning so that students feel comfortable when learning to speak.

2. For Students

Students should practice speaking skills more in class and outside the class independently so that students can get used to speaking in front of many people with confidence and without feeling nervous. Students do not need to feel embarrassed to ask the teacher when they experience difficulties or obstacles when practicing speaking.

3. For further researches

To future researchers, the researcher would like to suggest helping improve speaking skills through the application of game-based learning methods using other game websites that require a low network so that when using the game in locations with limited signal it can still be used without interruption. Interrupted by an internet connection. Apart from that, the researcher also wants to provide suggestions to future researchers, to explore English language learning through game-based learning with other skills besides speaking skills, to provide a better picture of the use of game-based learning in language learning.

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APPENDIX

Appendix I

PROTOCOL INTERVIEW FOR STUDENTS

In this section, fifteen students answered questions asked by researchers about the application of game-based learning methods. Each interview answer is recorded with a special code: **S1** for *Student 1*, **S2** for *Student 2*, and so on, while **R** is for *Researcher*. This pattern is used to differentiate student responses from questions or explanations given by researchers during interviews.

STUDENT 1

By Adma

R: Can using game-based learning help you improve your speaking skills? Why?

S1: Yes, of course. Game-based learning helps me speak more because I often practice speaking while playing bamboozle games.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S1: Yes, because games make learning more fun and less boring, so you are more motivated to speak and practice.

R: Do you think bamboozle game is easy to use? Why?

S1: Yes, because the bamboozle game can be accessed for free.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S1: There is no

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S1: Yes, I feel happy. The game-based method makes the lesson more fun and not boring. I can learn while playing, so it is easier to understand the material.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S1: I agree, that game-based learning makes me more enthusiastic and excited to learn English.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S1: I am satisfied with this method because learning while playing makes lessons more fun and easier to remember.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S1: Yes, I feel addicted because the game makes learning so much fun, so I want to keep playing while studying.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S1: Yes, I will invite my friends to try the Bamboozle game. I think this game is very helpful in improving speaking skills because we have to speak and think fast.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S1: Yes, I think tools like a projector or whiteboard would be very helpful. With these tools, everyone can see the questions.

STUDENT 2

By Yanu

R: Can using game-based learning help you improve your speaking skills? Why?

S2: Yes, it helps. With games, I can be more confident in speaking because the atmosphere is more relaxed and fun.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S2: Of course! Because I can learn while playing, this makes me excited to learn to speak.

R: Do you think bamboozle game is easy to use? Why?

S2: Yes, because bamboozle game is easily accessible to everyone.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S2: There is no

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S2: Of course, I am very happy. I can also learn new vocabulary in a more relaxed atmosphere.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S2: I agree, because by implementing the game-based learning model, boredom in speaking learning can be overcome.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S2: I feel satisfied because the game makes me more focused and not get bored quickly. I also learn to work together with friends.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S2: Yes, I am addicted because this game makes lessons more fun.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S2: Yes, I will invite my friends to use this game. Bamboozle game provides an opportunity to speak in front of others and this is good for practicing confidence in speaking.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S2: No.

STUDENT 3

By Abin

R: Can using game-based learning help you improve your speaking skills? Why?

S3: Of course, because this game makes me talk more.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S3: Yes, because when playing in a relaxed atmosphere it makes me more active in speaking.

R: Do you think bamboozle game is easy to use? Why?

S3: Yes, because the Bamboozle game has a simple way of playing, so it is easy to understand for beginners.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S3: There is no

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S3: Yes, I am very happy. With the game, I don't feel pressured when speaking. It makes me more excited to speak and practice.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S3: Agree. Games, encourage me to speak more actively.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S3: I am satisfied, the game-based learning method is very fun so it helps me become more enthusiastic and more active in learning in class.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S3: I feel like I want to keep playing it because each game provides a new challenge, and that makes me more excited to learn more.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S3: Yes, I will invite my friend, so we can study together.

R: Do you need any tools to help you play this game to maximize your learning? Please mention

S3: No, I don't need any additional tools. Bamboozle games can be played easily using simple devices such as computers or mobile phones.

STUDENT 4

By Hana

R: Can using game-based learning help you improve your speaking skills? Why?

S4: Of course. Because fun games make me more involved in talking.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S4: It is quite helpful because with this game I can practice speaking directly and not just sitting in class, this helps me to be more productive in practicing speaking.

R: Do you think bamboozle game is easy to use? Why?

S4: Of course, because we can use it anytime and anywhere.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S4: There is no.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S4: Yes, I feel happy. The games in class make us more active and more involved in the lesson. It makes it easier for me to practice speaking with my friends even though I feel a little nervous at first.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S4: I agree, Games help me to overcome some nervousness and improve my speaking skills more effectively.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S4: I am satisfied with this method because games help me understand the material more interestingly than just reading a book.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S4: I want to keep playing it because it makes me feel more involved and motivated in learning.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S4: Yes I would recommend this game. The Bamboozle game makes learning English more fun and challenging, so it can motivate my friends to practice speaking more often.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S4: No, I think we can play this game just fine without any tools. As long as everyone has access to the necessary devices, the game is still effective.

STUDENT 5

By Zada

R: Can using game-based learning help you improve your speaking skills? Why?

S5: It helped a little because it made me more courageous to speak in front of many people.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S5: Quite helpful, because this game makes me more enthusiastic about speaking and practicing so that our speaking learning productivity increases.

R: Do you think bamboozle game is easy to use? Why?

S5: Quite easy, because the game format offered by Bamboozle is easy to understand

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S5: Yes, there is a problem with an unstable internet connection

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S5: Yes, I am happy because this game method makes the teaching and learning process more interesting and not monotonous.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S5: Agree, because in my opinion, the use of game-based learning methods is effective for training speaking skills

R: Do you feel dissatisfied with using this game-based learning method? Why?

S5: I feel satisfied because this game helps me understand the material faster.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S5: Yes, I am addicted because this game makes learning fun and I want to continue to feel the excitement.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S5: Yes, I will invite my friends, because this game is fun to play together.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S5: Yes, I feel that tools like paper and pen can be useful for recording scores and answers so that learning can be more structured and organized.

STUDENT 6

By Hany

R: Can using game-based learning help you improve your speaking skills? Why?

S6: Yes, it is very helpful, by playing games that involve speaking, we practice more and become more fluent in speaking.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S6: Yes, Game-based learning makes the classroom atmosphere more lively and fun, so it makes me more active in participating in speaking practice.

R: Do you think bamboozle game is easy to use? Why?

S6: Yes, because Bamboozle is designed with clear step-by-step guides.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S6: There is no.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S6: Of course, because I can play while learning.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S6: I agree, game-based learning models are relevant for students in practicing speaking.

R: Do you feel dissatisfied with using this game-based learning method? Why

S6: I am satisfied because the game makes the lesson feel lighter and I can immediately practice what I learn.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S6: Yes, I am addicted because every interesting game session makes me understand the material faster.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S6: Yes, I would recommend the Bamboozle game. With my friends, I will be more excited to practice speaking while playing.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S6: Yes, if we use aids such as projectors, it will be easier for everyone to see the questions and answers, which makes the learning experience more effective.

STUDENT 7

By Riza

R: Can using game-based learning help you improve your speaking skills? Why?

S7: Very helpful. When playing games that require us to speak, we learn how to speak clearly and confidently.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S7: Of course, because this game forces us to speak more clearly.

R: Do you think bamboozle game is easy to use? Why?

S7: It's quite easy because the game features are still basic so they can be used by all groups.

R: A Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S7: There is no.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S7: Yes, I feel happy. With this game, I can speak more freely and not be afraid of making mistakes. It helps improve my speaking skills.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S7: I agree, because games force students to practice speaking.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S7: I like this method because games make me more relaxed in studying.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S7: I felt like I wanted to keep playing it because it made me feel more active and involved in the lesson.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S7: Yes, I will invite my friends. The Bamboozle game helps us to speak faster and clearer because we have to answer questions quickly.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S7: No.

STUDENT 8

By Rara

R: Can using game-based learning help you improve your speaking skills? Why?

S8: Yes, because by applying game-based learning methods, I can train myself to speak using simple sentences.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S8: Yes, games make us more motivated to speak because we feel happy and challenged. This triggers me to continue practicing speaking.

R: Do you think bamboozle game is easy to use? Why?

S8: Yes, because the features in it are well-designed and easy to access, so it doesn't take much time to understand them.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S8: There is no.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S8: Of course, I feel happy. This method makes me not feel bored. I became more active in class and more excited to practice speaking.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S8: I agree, Games often involve an element of competition which can motivate students to participate more actively and speak English.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S8: I feel satisfied, the game-based learning method helps me be more active and involved in the learning process, so I feel like I understand the material better.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S8: Yes, I feel addicted because learning through games is very fun and makes me impatient to try new games again.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S8: Yes, I would recommend the Bamboozle game. It is a fun way to practice speaking while learning new things through play.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S8: No, I don't feel the need for additional aids.

STUDENT 9

By Bara

R: Can using game-based learning help you improve your speaking skills? Why?

S9: quite helpful, because when playing I immediately describe the picture so it helps me improve my speaking skills.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S9: Yes, because the game reduces my fear so I am more active in speaking.

R: Do you think bamboozle game is easy to use? Why?

S9: Yes, because the Bamboozle game can be accessed easily without having to download the application first.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S9: There is no.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S9: Yes, I am happy, Games make the classroom atmosphere livelier. I am more motivated to learn and practice speaking.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S9: I agree, that games can make the process of learning English more fun and reduce boredom, so students are more engaged and practice speaking better.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S9: I am satisfied because the game makes the lesson more interesting and reduces stress during learning. I am more enthusiastic.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S9: Yes, I am addicted because this game provides a different way to learn and hone skills, and I want to keep doing it.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S9: Yes, I will invite my friends to play this game. Bamboozle game makes speaking practice more interesting and helps us speak more confidently in a relaxed atmosphere.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S9: No, I don't think the aids are that important. As long as all students can access the game on their own devices.

STUDENT 10

By Arka

R: Can using game-based learning help you improve your speaking skills? Why?

S10: This is quite helpful, with a more relaxed and fun atmosphere it makes me talk more often.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S10: Yes, because playing games overcomes my boredom in studying, so my productivity in speaking increases.

R: Do you think bamboozle game is easy to use? Why?

S10: Yes, because Bamboozle provides a variety of game templates that can be used immediately.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S10: Yes, the problem is a bad internet signal.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S10: Yes, I like using the game method because it makes learning English more fun and less boring.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S10: I agree, we can work together and help each other in practicing speaking.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S10: I feel satisfied because it is easier for me to practice speaking.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S10: I feel addicted and want to play it again at different game levels

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S10: No, because I want to try playing individually on the Bamboozle game.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S10: No, this game is enough with existing devices without the need for additional tools. The important thing is internet access and the device supports the use of the game.

STUDENT 11

By Nano

R: Can using game-based learning help you improve your speaking skills? Why?

S11: Yes, games can make us more accustomed to speaking in a fun way, so we learn faster.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S11: It helps a little because interesting and fun games can help me improve my speaking productivity.

R: Do you think bamboozle game is easy to use? Why?

S11: Yes, because Bamboozles visual appearance is very attractive and makes it easy to follow the instructions.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S11: There is no.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S11: Yes, I enjoy it. Games allow me to learn while having fun, I feel more motivated to practice speaking actively.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S11: Agree, because the application of game-based learning models trains thinking and responding quickly.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S11: I feel satisfied because this game reduces my fear when speaking English.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S11: I want to keep playing it because this game combines learning with entertainment, so I feel happier and want to continue.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S11: No, I won't invite my friends. I think this game is more suited for individuals than groups.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S11: No.

STUDENT 12

By Mira

R: Can using game-based learning help you improve your speaking skills? Why?

S12: Of course, with various language-based games, we can practice speaking directly and learn how to express our opinions clearly.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S12: Yes, game-based learning encourages me to keep talking and practicing. So not only learning theory but also practicing it directly.

R: Do you think bamboozle game is easy to use? Why?

S12: Yes, because Bamboozle allows users to choose the type of questions they want to use, making it flexible and easy to implement.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S12: There is no.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S12: Yes, very happy, game-based learning allows me to practice speaking in more enjoyable situations. I feel more comfortable and confident.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S12: I agree, that game-based learning can provide me with the opportunity to practice speaking repeatedly which strengthens my speaking skills.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S12: I am satisfied with this method because the learning atmosphere becomes more positive and I can learn while having fun with my friends.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S12: I want to keep playing it because every time I play it I feel more excited.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S12: I will invite other people, so we can work together to solve the questions in this game.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S12: Yes, tools such as a timer or clock can help monitor the game and ensure that each student gets a fair chance to answer questions.

STUDENT S13

By Rani

R: Can using game-based learning help you improve your speaking skills? Why?

S13: Yes, because this game requires me to speak or explain something and it helps me improve my speaking skills.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S13: Of course, a fun game-based learning model, makes me want to continue practicing speaking.

R: Do you think bamboozle game is easy to use? Why?

S13: It's quite easy because there is no time limit in using this game.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S13: No obstacles.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S13: Yes, I feel very happy! The games in the lessons make me more excited and easier to practice speaking English.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S13: I agree, because by implementing game-based learning modalities, they can learn without feeling embarrassed or afraid.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S13: Game-based learning methods make me more active in participating and not easily bored so I feel more satisfied.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S13: Yes, I'm addicted because I feel like I master the material faster through games.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S13: Yes, I will invite my friends. This game provides an opportunity to speak in a relaxed situation and makes speaking practice more fun.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S13: No.

STUDENT 14

By Nina

R: Can using game-based learning help you improve your speaking skills? Why?

S14: Yes, because learning through games makes speaking practice reduce fear so I can speak more confidently.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S14: Yes, because games make the learning process more interesting, so I am more enthusiastic about practicing speaking regularly.

R: Do you think bamboozle game is easy to use? Why?

S14: Quite easy, because each game is equipped with simple instructions so it is easy to understand.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S14: Network constraints that must be stable.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S14: Yes I enjoy this method, this game helps me to be more active in practicing speaking by making simple sentences directly.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S14: I agree, that by using games, students can learn to speak in a fun context, which can make me more confident when speaking in English.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S14: I feel satisfied because, with this method, I can learn more without feeling afraid.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S14: I want to keep playing it because it provides an opportunity to practice and learn while having fun with friends.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S14: I invite friends to make learning more fun.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S14: Yes, I need a projector so we can play together.

STUDENT 15

By Garot

R: Can using game-based learning help you improve your speaking skills? Why?

S15: Of course, with games that require me to speak. That way, I can hone my speaking skills.

R: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.

S15: Of course, because game-based learning involves group work, it makes me more courageous and productive in speaking than before.

R: Do you think bamboozle game is easy to use? Why?

S15: Yes, because this game is suitable for beginners who are still unfamiliar with playing games.

R: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?

S15: There is no.

R: Do you feel happy when using game-based learning methods in speaking classes? Why?

S15: Of course, I feel happy. With games, I can learn while competing with friends, making the learning process more interesting and challenging.

R: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.

S15: Agree, because games have a positive influence to help improve speaking skills and add new vocabulary.

R: Do you feel dissatisfied with using this game-based learning method? Why?

S15: I am satisfied with this method because the games help me understand and remember the lessons better in a fun way.

R: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?

S15: I want to keep playing it because it makes me feel more motivated and want to keep improving my learning skills.

R: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?

S15: Not yet, I want to use this game independently so I can focus more.

R: Do you need any tools to help you play this game to maximize your learning? Please mention.

S15: No.

Appendix II

STUDENT'S RESPONSES

Table 5.1 English Students' Responses

Q1: Can using game-based learning help you improve your speaking skills? Why?	
S1	Yes, of course. Game-based learning helps me speak more because I often practice speaking while playing bamboozle games.
S2	Yes, it helps. With games, I can be more confident in speaking because the atmosphere is more relaxed and fun.
S3	Of course, because this game makes me talk more.
S4	Of course. Because fun games make me more involved in talking.
S5	It helped a little because it made me more courageous to speak in front of many people.
S6	Yes, it is very helpful, by playing games that involve speaking, we practice more and become more fluent in speaking.
S7	Very helpful. When playing games that require us to speak, we learn how to speak clearly and confidently.
S8	Yes, because by applying game-based learning methods, I can train myself to speak using simple sentences.
S9	Quite helpful, because when playing I immediately describe the picture so it helps me improve my speaking skills.
S10	This is quite helpful, with a more relaxed and fun atmosphere it makes me talk more often.
S11	Yes, games can make us more accustomed to speaking in a fun way, so we learn faster.

S12	Of course, with various language-based games, we can practice speaking directly and learn how to express our opinions clearly.
S13	Yes, because this game requires me to speak or explain something and it helps me improve my speaking skills.
S14	Yes, because learning through games makes speaking practice reduce fear so I can speak more confidently.
S15	Of course, with games that require me to speak. That way, I can hone my speaking skills.

Table 5.2 English Students' Responses

Q2: Can using game-based learning improve your productivity in learning to speak? Give me the reasons why.	
S1	Yes, because games make learning more fun and less boring, so you are more motivated to speak and practice.
S2	Of course! Because I can learn while playing, this makes me excited to learn to speak.
S3	Yes, because when playing in a relaxed atmosphere it makes me more active in speaking.
S4	It is quite helpful because with this game I can practice speaking directly and not just sitting in class, this helps me to be more productive in practicing speaking.
S5	Quite helpful, because this game makes me more enthusiastic about speaking and practicing, so our speaking learning productivity increases.
S6	Yes, Game-based learning makes the classroom atmosphere more lively and fun, so it makes me more active in participating in speaking practice.
S7	Of course, because this game forces us to speak more clearly.
S8	Yes, games make us more motivated to speak because we

	feel happy and challenged. This triggers me to continue practicing speaking.
S9	Yes, because the game reduces my fear so I am more active in speaking.
S10	Yes, because playing games overcomes my boredom in studying, so my productivity in speaking increases.
S11	It helps a little because interesting and fun games can help me improve my speaking productivity.
S12	Yes, game-based learning encourages me to keep talking and practicing. So not only learning theory but also practicing it directly.
S13	Of course, a fun game-based learning model, makes me want to continue practicing speaking.
S14	Yes, because games make the learning process more interesting, so I am more enthusiastic about practicing speaking regularly.
S15	Of course, because game-based learning involves group work, it makes me more courageous and productive in speaking than before.

Table 5.3 English Students' Responses

Q3: Do you think bamboozle game is easy to use? Why?	
S1	Yes, because the Bamboozle game can be accessed for free.
S2	Yes, because the Bamboozle game is easily accessible to everyone.
S3	Yes, because the Bamboozle game has a simple way of playing, so it is easy to understand for beginners.
S4	Of course, because we can use it anytime and anywhere.
S5	Quite easy, because the game format offered by Bamboozle is easy to understand.
S6	Yes, because Bamboozle is designed with clear step-by-

	step guides.
S7	It's quite easy because the game features are still basic so they can be used by all groups.
S8	Yes, because the features in it are well designed and easy to access, so it doesn't take much time to understand them.
S9	Yes, because the Bamboozle game can be accessed easily without having to download the application first.
S10	Yes, because Bamboozle provides a variety of game templates that can be used immediately.
S11	Yes, because Bamboozle's visual appearance is very attractive and makes it easy to follow the instructions.
S12	Yes, because Bamboozle allows users to choose the type of questions they want to use, making it flexible and easy to implement.
S13	It's quite easy because there is no time limit to using this game.
S14	Quite easy, because each game is equipped with simple instructions so it is easy to understand.
S15	Yes, because this game is suitable for beginners who are still unfamiliar with playing games.

Table 5.4 English Students' Responses

Q4: Do you think the Bamboozle game has any obstacles in implementing the speaking learning process?	
S1	There is no
S2	There is no
S3	There is no
S4	There is no
S5	Yes, there is a problem with an unstable internet connection.
S6	There is no.

S7	There is no.
S8	There is no.
S9	There is no.
S10	Yes, the problem is a bad internet signal.
S11	There is no.
S12	There is no.
S13	No obstacles.
S14	Network constraints that must be stable
S15	There is no.

Table 5.5 English Students' Responses

Q5: Do you feel happy when using game-based learning methods in speaking classes? Why?	
S1	Yes, I feel happy. The game-based method makes the lesson more fun and not boring. I can learn while playing, so it is easier to understand the material.
S2	Of course, I am very happy. I can also learn new vocabulary in a more relaxed atmosphere.
S3	Yes, I am very happy. With the game, I don't feel pressured when speaking. It makes me more excited to speak and practice.
S4	Yes, I feel happy. The games in class make us more active and more involved in the lesson. It makes it easier for me to practice speaking with my friends even though I feel a little nervous at first.
S5	Yes, I am happy because this game method makes the teaching and learning process more interesting and not monotonous.
S6	Of course, because I can play while learning.
S7	Yes, I feel happy. With this game, I can speak more freely and not be afraid of making mistakes. It helps improve my

	speaking skills.
S8	Of course, I feel happy. This method makes me not feel bored. I became more active in class and more excited to practice speaking.
S9	Yes, I am happy, Games make the classroom atmosphere more lively. I am more motivated to learn and practice speaking.
S10	Yes, I like using the game method because it makes learning English more fun and less boring.
S11	Yes, I enjoy it. Games allow me to learn while having fun, I feel more motivated to practice speaking actively.
S12	Yes, very happy, game-based learning allows me to practice speaking in more enjoyable situations. I feel more comfortable and confident.
S13	Yes, I feel very happy! The games in the lessons make me more excited and easier to practice speaking English.
S14	Yes, I enjoy this method, this game helps me to be more active in practicing speaking by making simple sentences directly.
S15	Of course, I feel happy. With games, I can learn while competing with friends, making the learning process more interesting and challenging.

Table 5.6 English Students' Responses

Q6: Do you agree that game-based learning is used as a method for learning to speak? Give reasons.	
S1	I agree, that game-based learning makes me more enthusiastic and excited to learn English.
S2	I agree because by implementing the game-based learning model, boredom in speaking learning can be overcome.
S3	Agree. Games encourage me to speak more actively.

S4	I agree that games help me to overcome some nervousness and improve my speaking skills more effectively.
S5	Agree, because, in my opinion, the use of game-based learning methods is effective for training speaking skills.
S6	I agree, game-based learning models are relevant for students in practicing speaking.
S7	I agree because games force students to practice speaking.
S8	I agree that games often involve an element of competition which can motivate students to participate more actively and speak English.
S9	I agree, that games can make the process of learning English more fun and reduce boredom, so students are more engaged and practice speaking better.
S10	I agree, we can work together and help each other in practicing speaking.
S11	Agree, because the application of game-based learning models trains thinking and responding quickly.
S12	I agree, game-based learning can provide me with the opportunity to practice speaking repeatedly which strengthens my speaking skills.
S13	I agree because by implementing game-based learning modalities, they can learn without feeling embarrassed or afraid.
S14	I agree, that by using games, students can learn to speak in a fun context, which can make me more confident when speaking in English.
S15	Agree, because games have a positive influence to help improve speaking skills and add new vocabulary.

Table 5.7 English Students' Responses

Q7: Do you feel dissatisfied with using this game-based learning method? Why?	
S1	I am satisfied with this method because learning while playing makes lessons more fun and easier to remember.
S2	I feel satisfied because the game makes me more focused and not get bored quickly. I also learn to work together with friends.
S3	I am satisfied, the game-based learning method is very fun so it helps me become more enthusiastic and more active in learning in class.
S4	I am satisfied with this method because games help me understand the material more interestingly than just reading a book.
S5	I feel satisfied because this game helps me understand the material faster.
S6	I am satisfied because the game makes the lesson feel lighter and I can immediately practice what I learn.
S7	I like this method because games make me more relaxed in studying.
S8	I feel satisfied, the game-based learning method helps me be more active and involved in the learning process, so I feel like I understand the material better.
S9	I am satisfied because the game makes the lesson more interesting and reduces stress during learning. I am more enthusiastic.
S10	I feel satisfied because it is easier for me to practice speaking.
S11	I feel satisfied because this game reduces my fear when speaking English.
S12	I am satisfied with this method because the learning atmosphere becomes more positive and I can learn while

	having fun with my friends.
S13	Game-based learning methods make me more active in participating and not easily bored so I feel more satisfied.
S14	I feel satisfied because, with this method, I can learn more without feeling afraid.
S15	I want to keep playing it because it makes me feel more motivated and want to keep improving my learning skills.

Table 5.8 English Students' Responses

Q8: After using the game-based learning method, do you feel addicted and want to continue playing it? Why?	
S1	Yes, I feel addicted because the game makes learning so much fun, so I want to keep playing while studying.
S2	Yes, I am addicted because this game makes lessons more fun.
S3	I feel like I want to keep playing it because each game provides a new challenge, and that makes me more excited to learn more.
S4	I want to keep playing it because it makes me feel more involved and motivated in learning.
S5	Yes, I am addicted because this game makes learning fun and I want to continue to feel the excitement.
S6	Yes, I am addicted because every interesting game session makes me understand the material faster.
S7	I felt like I wanted to keep playing it because it made me feel more active and involved in the lesson.
S8	Yes, I feel addicted because learning through games is very fun and makes me impatient to try new games again.
S9	Yes, I am addicted because this game provides a different way to learn and hone skills, and I want to keep doing it.
S10	I feel addicted and want to play it again at different game

	levels.
S11	I want to keep playing it because this game combines learning with entertainment, so I feel more happy and want to continue.
S12	I want to keep playing it because every time I play it I feel more excited.
S13	Yes, I'm addicted because I feel like I master the material faster through games.
S14	I want to keep playing it because it provides an opportunity to practice and learn while having fun with friends.
S15	I want to keep playing it because it makes me feel more motivated and want to keep improving my learning skills.

Table 5.9 English Students' Responses

Q9: After using this application, will you invite other people to use the same application to improve their speaking skills? Why?	
S1	Yes, I will invite my friends to try the Bamboozle game. I think this game is very helpful in improving speaking skills because we have to speak and think fast.
S2	Yes, I will invite my friends to use this game. Bamboozle game provides an opportunity to speak in front of others and this is good for practicing confidence in speaking.
S3	Yes, I will invite my friend, so we can study together.
S4	Yes, I would recommend this game. The Bamboozle game makes learning English more fun and challenging, so it can motivate my friends to practice speaking more often.
S5	Yes, I will invite my friends, because this game is fun to play together.
S6	Yes, I would recommend the Bamboozle game. With my friends, I will be more excited to practice speaking while

	playing.
S7	Yes, I will invite my friends. The Bamboozle game helps us to speak faster and clearer because we have to answer questions quickly.
S8	Yes, I would recommend the Bamboozle game. It is a fun way to practice speaking while learning new things through play.
S9	Yes, I will invite my friends to play this game. Bamboozle game makes speaking practice more interesting and helps us speak more confidently in a relaxed atmosphere.
S10	No, because I want to try playing individually on the Bamboozle game
S11	No, I won't invite my friends. I think this game is more suited for individuals than groups.
S12	I will invite other people, so we can work together to solve the questions in this game.
S13	Yes, I will invite my friends. This game provides an opportunity to speak in a relaxed situation and makes speaking practice more fun.
S14	I invite friends to make learning more fun.
S15	Not yet, I want to use this game independently so I can focus more.

Table 5.10 English Students' Responses

Q10: Do you need any tools to help you play this game to maximize your learning? Please mention.	
S1	Yes, I think tools like a projector or whiteboard would be very helpful. With these tools, everyone can see the questions.
S2	No.
S3	No, I don't need any additional tools. Bamboozle games

	can be played easily using simple devices such as computers or mobile phones.
S4	No, I think we can play this game just fine without any tools. As long as everyone has access to the necessary devices, the game is still effective.
S5	Yes, I feel that tools like paper and pen can be useful for recording scores and answers so that learning can be more structured and organized.
S6	Yes, if we use aids such as projectors, it will be easier for everyone to see the questions and answers, which makes the learning experience more effective.
S7	No.
S8	No, I don't feel the need for additional aid.
S9	No, I don't think the aids are that important. As long as all students can access the game on their own devices.
S10	No, this game is enough with existing devices without the need for additional tools. The important thing is internet access and the device supports the use of the game.
S11	No.
S12	Yes, tools such as a timer or clock can help monitor the game and ensure that each student gets a fair chance to answer questions.
S13	No.
S14	Yes, I need a projector so we can play together.
S15	No.

Appendix III

LESSON PLAN

Subjects	: Bahasa Inggris
Subject matter	: Teks Descriptive
Class	: VII
Time	: 2x40
Platforms used	: LCD

A. LEARNING OBJECTIVES

Students can give and ask for information related to descriptions of pets orally by paying attention to text structure and linguistic elements, demonstrating responsible, caring, cooperative, and peace-loving behavior.

B. INDICATOR

Learning Activities:

1. Students are able to verbally describe the physical characteristics and behavior of animals shown in the game images.
2. Students are able to compare the social functions, text structures, and linguistic elements of several descriptive texts in games related to animals.

3. Students are able to verbally describe pets related to giving and asking for simple information related to the physical characteristics and behavior of animals.

C. LEARNING ACTIVITIES

Table 6.1 Lesson Planning

Activity	Description	Time Allocation
Introduction	<ol style="list-style-type: none"> 1. The teacher opens the learning activity with greetings and leading a prayer 2. The teacher asks how the students are and checks their attendance 3. The teacher provides apperception and motivation 4. The teacher conveys the scope of the material. 	15
Kegiatan Inti	<p>Observing</p> <ol style="list-style-type: none"> 5. Students are facilitated by the teacher through a screen display that is read in class 6. Students listen to the teacher's explanation and observe a descriptive text about animals 7. Students identify generic structures in the descriptive text displayed on the screen 8. Students identify language structures found in the descriptive text 	50

	<p>Questioning</p> <p>9. Students provide several questions related to the descriptive text of animals to obtain information related to the contents of the text.</p> <p>10. Students provide questions related to the descriptive text material</p> <p>Experimenting</p> <p>11. Students listen to the teacher's explanation regarding the steps for using the bamboozle game</p> <p>12. Students work together to play games with their respective small groups</p> <p>13. Students discuss the pictures with their respective groups</p> <p>Associating</p> <p>14. Students understand the contents of descriptive text to be able to guess the picture of the animal</p> <p>15. Students analyze the picture to be able to create descriptive text using simple sentences</p> <p>Communicating</p> <p>16. Students guess the type of animal directly based on the contents of the descriptive text.</p> <p>17. Students describe animals directly using simple sentences.</p>	
Penutup	18. After participating in the	15

	<p>learning activities at this meeting, students were asked how they felt as a form of reflection</p> <p>19. The teacher asked questions to find out whether students had understood the topic of descriptive text material</p> <p>20. The teacher asked students questions about what obstacles they felt when using this bamboozle game</p>	
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Appendix IV

Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor : 3975/Un.10.3/K/KM.00.11/09/2024

Semarang, 18 September 2024

Lamp : -

Hal : Izin Riset/Penelitian

Kepada Yth.

Kepala Sekolah SMP Hasanuddin 06 Tugurejo Semarang
di Semarang

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir penelitian skripsi pada mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : IMMA SALSABILA

NIM : 2003046045

Semester : IX

Judul Skripsi : *STUDENT PERCEPTION OF GAME BASED LEARNING APPROACH
IN SPEAKING CLASSROOM : CASE STUDY AT SMP HASANUDDIN 06
TUGUREJO*

untuk melakukan riset/penelitian di Sekolah SMP Hasanuddin 06 Tugurejo Semarang yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset/penelitian pada tanggal 18 September 2024 sampai dengan tanggal 25 September 2024 dan dukungan data dengan tema/judul skripsi/tugas akhir sebagaimana tersebut diatas.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan tercabulnya permohonan ini disampaikan terima kasih.

Wassalamu' alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix V

Documentation

1. Documentation of the implementation of game-based learning in the classroom



Figure 1.1 Implementation of the first game.



Figure 1.2 Implementation of the second game.



Figure 1.3 Students answer the teacher's questions.



Figure 1.4 Students describe the pictures in the game.



Figure 1.5 Students hold small discussions with each member.

2. Documentation when the researcher conducted interviews with students



Figure 2.1 Researchers conducted interviews with students.



Figure 2.2 Interviews were conducted with different participants.

CURRICULUM VITAE

Name : Imma Salsabila
Date of Birth : Pati, 26 November 2001
Religion : Islam
Phone Number : 085236458399
E-mail : Immasalsabila32@gmail.com
Address : Alasdowo 05/02, Pati
Formal Education : MIN 2 PATI
MTs Manahijul Huda
MA Manahijul Huda
Universitas Islam Negeri Walisongo