

English Pre-Service Teachers' Voice: Game Based Learning to Increase Students' Learning Engagement

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Abstract. In integrating technology in language learning can be done through various way, one of them through game based learning. The game which used in the language learning, especially English class can be used to increase students' learning engagement. Since English is a foreign language in Indonesia, students need learning engagement in order to understand the material easily. However, in implementing game based learning, teacher need to consider the appropriate game based learning tool, especially pre-service teacher in their first teaching practice. The research used descriptive qualitative to describe how English pre-service teachers implement game based learning to increase students' learning engagement and how students' learning engagement is increased through game based learning through questionnaire. The subject was English pre-service teacher in one of state university in Surabaya. The result showed English pre-service teachers implemented game based learning at the first meeting, as main activity, and as assessment in order to increase students' learning engagement. Furthermore, students' learning engagement increased through the way they used the game.

Keywords: English pre-service teacher, game based learning, students' learning engagement (12pt, Times New Roman)

1. INTRODUCTION

In the 21st era, the use of technology no longer become strange things for human being in every aspect of their life. It also happened in the education field which both teachers and students were familiar with various technologies. Technology here was not only about computer, but also many terms of technologies. Technology in the form of mobile devices such as smartphones, tablets, and laptops are part of our everyday life (Cárdenas-moncada 2016). Furthermore, the use of technology in education field can be seen as learning models and tools to enhance the effectiveness of teaching learning process, especially in language learning. A variety of learning

models and tools have been created by new technology to improve the effectiveness of language acquisition (Eltahir et al. 2021).

Nowadays, the curriculum in language learning has been developed and required technology to make students familiar with it since they live in the development of ICT era. So that, the objectives which made in the curriculum need the implementation of technology to achieve it. In addition, the teaching learning process also improved as the objective improved in order to create better graduation students who are ready to face the 2.0 era. To obtain the best level of education, the learning and teaching processes must be improved and updated using new technology (Eltahir et al. 2021). One technology which can help to increase teaching learning process is digital game-based learning. Due to the quick advancements and widespread use of computer and communication technologies, digital game-based learning has been extensively used in the field of education (Chen 2022).

Digital game based learning is kind of learning model which nowadays became very popular with the development of ICT, many practitioners applied game based learning after pandemic era. Besides, they used game based learning in order to implement technology in the teaching learning process. Digital games are increasingly being used in language learning settings (Dashtestani 2022). Digital game based learning is not totally change the traditional teaching, game based learning can be seen as a new way for teachers in integrating technology in the classroom. Furthermore, game based learning fits in the language classes. With the advent of digital game based learning, traditional teaching and learning techniques have quickly given way to technology-enabled ones in the field of education (Chen 2022).

Implementing game based learning in the language class bring many advantages for both teacher and students. For students, since they are able to operate technology independently, game based learning can help them to understand the language material which is taught in the classroom. To make sure that students gain a deeper understanding of the language skills that help them correctly apply those skills in their lives, traditional education assessment strategies have evolved over the last few years with the use of high-tech applications and online platforms that rely on technology (Eltahir et al. 2021). Furthermore, according to Mei et al. (2018) in the Eltahir et al. (2021) research, to being fun and entertaining, digital games on iPods, tablets, and smartphones have the potential to be a significant and active educational tool for both students and teachers during the learning and teaching process at universities and schools, particularly for teaching and learning the language.

Since the new curriculum existed, teachers were given the freedom to apply any learning media to help them achieve the learning objectives, since learning does not always need books and paper as the medium, using games is a good idea. As a result, learning media are no longer a burden for both students and teachers (Zuhriyah and Pratolo 2020). To improve the use of suitable tools for representing, displaying, manipulating, and engaging with content, new models for the learning

process through the integration of technologies with educational content are urgently needed (Eltahir et al. 2021). In this transition, creating interactive, motivating, and engaging learning environments has been credited in large part to games (Eltahir et al. 2021).

Along with the widespread use of digital games by student gamers, the use of digital games in the educational setting, or so-called "digital game-based learning" (DGBL), has greatly increased (Umamah and Saukah 2022). Game based learning is regarded as the normative educational model (Eltahir et al. 2021). Eltahir et al. (2021) further added that the use of game based learning has increased students' motivation, engagement, and achievement. In the Eltahir et al. (2021) argued that game based learning platforms provide a tremendous opportunity to increase student motivation and engagement.

Some studies already defined game-based learning, according to Chiang (2020), game-based learning, also referred to as gamification, is the use of games as instructional aids.. According to Zainuddin et al. (2020) in Chen (2022), popular mobile and digital trends like gamification and game-based learning, which use game aspects to influence behavior and learning results. According to Xu et al. (2019) in Umamah and Saukah (2022), digital game-based learning is a joyful activity that uses technology to meet learning goals and gauge students' progress. However, for Indonesian college students, English is a foreign language. Many pupils still struggle to learn the English language as a result (Asmara et al. 2022). So that, technology can help the teacher to help student to improve their English skill. One might anticipate that technology will be a tool that creates an engaging and enjoyable learning environment for the kids (Asmara et al. 2022). Knowing our students' interests will help teachers design engrossing and inspiring English classes (Lastari, Mustafa, and Aini 2020). So that, in this issue, teachers need to consider the interesting learning media to engage students English class.

According to Balwant (2018) in Lastari, Mustafa, and Aini (2020) study, students' engagement is student involvement in academic activities as highly stimulated and enjoyable emotional, behavioral, and cognitive involvement. According to Shu (2018) in Eltahir et al. (2021), engagement as a collection of reflective, goal-oriented behaviors that show a strong commitment to learning activities. The more actively pupils participate in class, the more effective the teaching and learning (Asmara et al. 2022). In line with the definition of learning engagement and the use of game-based learning, gamification can be included into the learning process to increase student engagement, promote uniqueness and competition, and give students opportunity to use their newly acquired language abilities in a variety of real-world contexts (Chen 2022). Furthermore, according to Hwang & Chen (2022) in Umamah and Saukah (2022), with the aid of cutting-edge technology, game-based learning could encourage peer engagement and cooperation, learning motivation, competition, and pleasure, as well as assist students in gaining knowledge to meet their academic objectives.

Edmodo, Socrative, Kahoot, Schoology, and Quizizz are a few application tools that can

be used as learning media to support the effectiveness of learning, among others (Zuhriyah and Pratolo 2020). Some teachers were already familiar with those application tools, the game display is shown on a screen in the classroom as part of the gamification process, where the teacher serves as the steward of the game display and the pupils serve as competitors (Eltahir et al. 2021). These operating systems can be utilized without any programs being created to HTML5 web technology, which also opens up a variety of new communication channels in the classroom (Eltahir et al. 2021). It can be launched by a lecturer on a laptop or personal computer using an internet browser, then connected to a huge monitor (Eltahir et al. 2021).

Furthermore, according to Lin et al. (2018) in Eltahir et al. (2021) study, a fun multiplayer classroom exercise, named "Kahoot!" allows all of your students to practice together through computer, iPad, Tablet, and Smartphone. It is a game based learning platform that is regarded as one of the popular digital games used in learning in educational institutions. According to Kaur & Naderajan (2019) in Eltahir et al. (2021), the majority of students found integrated games to be beneficial, and the Kahoot! Platform enabled them to actively engage in their language classes. In addition, another study conducted by Zuhriyah and Pratolo tried to define Quizizz offers multiplayer games that make in-class activities like answering questions more engaging and enjoyable.

All in all, game based learning has the potential to be tremendously motivating in that it gives rewards as quick feedback for each decision made or response offered. Students are pushed to the next level, which makes learning enjoyable when they succeed. Game based learning makes it easier for people to learn from their failures. Students have the option of retaking an activity in an effort to achieve better. Additionally, it provides graphic, audio, visual, and even animated cues to help students' comprehension of the words themselves (Lastari, Mustafa, and Aini 2020). Teachers' collaboration and supportive replies are required for the implementation of digital game based learning (Dashtestani 2022). Giving instructors the skills necessary to adopt digital game based learning can directly affect how frequently digital games are used in classrooms (Dashtestani 2022). It is evident and significant that teacher education plays a part in increasing the knowledge of the possibilities of digital game-based learning among pre-service EFL teachers (Dashtestani 2022).

Based on the explanation above, some previous studies about implementing game based learning in EFL classes already conducted by the researchers such as a study conducted by Eltahir et al. (2021) which focused on the impact of game-based learning for students' motivation in Arabic grammar class, furthermore, previous study conducted by Chiang (2020) and Zuhriyah and Pratolo (2020) just focused on one game such as Kahoot! and Quizizz in reading class. Previous study conducted by Umamah and Saukah (2022) focused on both experienced teachers and students' perception. However, in implementing game based learning for pre-service teacher in their first learning practice need more attention since they were also EFL students who are familiar

with the technology and the teachers who understood the importance of game based learning to increase students' learning engagement. Thus, in this research, the researchers described how was pre-service teacher perception in implementing game based learning to increase students' learning engagement since they were also an EFL student and the teacher which had the first experience in teaching in the classroom. So that, the aim of the study as followed:

1. To describe how English pre-service teachers implement game based learning to increase students' learning engagement
2. To describe how students' learning engagement is increased through game based learning

2. METHOD

This research design used descriptive qualitative research which took place in one of state universities in Surabaya. The subject of the research is some English pre-service teachers who applied game based learning in their learning practice or we call *PLP (Pengenalalan Lapangan Persekolahan)* in different schools with different region, they applied game based learning in English classroom for about 3 – 6 months. In this research, the researcher used questionnaire as data collection technique to answer both research objectives. Furthermore, set of questions become the research instrument of the study, and teachers' answer become the data source of the research. For data analyze technique, the researcher used familiarizing, organizing, coding, and interpreting.

3. RESULT

The first question related with pre-service teachers' prior knowledge about the definition of game based learning, based on their answer, all of pre-service teacher already knew the definition of game based learning correctly, however they have different answer about the use of GBL in the teaching learning process.

Game based learning is a learning activity involving kinds of game in order to engage and motivate students in learning. (Participant 1)

Game based-learning is a way to teach student by utilizing games in order to avoid learning boredom as well as improve student engagement. (Participant 3)

The pre-service teachers' answers were in line with Eltahir et al. (2021) study which argued that game based learning platforms provide a tremendous opportunity to increase student motivation and engagement.

The second question was still about pre-service teachers' prior knowledge in distinguish game based learning and traditional learning in English class.

Game based learning can use technology or non-technology game to be applied in teaching

English, but traditional learning still use paper or explanation in teaching. (Participant 1)
Game-based learning is more fun, exciting, and challenging compared to the traditional learning. (Participant 3)

According to pre-service teachers' answers', most pre-service teachers distinguish game based learning and traditional learning by mention that game based learning using game in the teaching learning process while traditional learning using paper or memorize the material. Furthermore, their answers' was in line with the research conducted by Chen (2020), argued that with the advent of digital game based learning, traditional teaching and learning techniques have quickly given way to technology-enabled ones in the field of education. Here implied that traditional learning did not use technology, while game based learning enabled technology in the teaching learning process.

The third question about time which they applied game based learning during teaching practice, they had different question since they were not in the same school at teaching practice. Each pre-service teacher gave different answer in how long they used GBL in the English Class, some of them said 3 months, another one said 1 semester, and another said 1 year, and also 4 meetings. However, although they had different time in applying game based learning, they believed that during that time they were helped by the game used in the English classroom. It was in line with the research conducted by Zuhriyah dan Pratolo (2020) which stated that using technology can help teachers do their work more quickly and successfully.

The fourth question about the example of game based which they used in the English class, pre-service teachers already knew various game which can help them in the teaching learning process, some of them mentioned Kahoot, Quizizz, and WordWall.

Quizizz, kahoot, hot potato, electronic flashcard. (Participant 1)

Kahoot!, Quizizz, Scrabble, and role play. (Participant 4)

According to their answers, most of them mentioned Kahoot! and Quizizz in English class. It was in line with the study conducted by Eltahir et al. (2021) which stated that a game based learning platform called Kahoot! can be utilized as a teaching tool in academic settings like schools and universities. Before pre-service teacher went to school where they had teaching practice, they were higher education students in the same university, they also learned about Kahoot! before they used it with their students, so that Kahoot! here was a game based tool which fitted on pre-service teacher both as university students or teacher. Another research conducted by Zuhriyah and Pratolo (2020) also talked about the use of Quizizz which fitted for any level students. Beginner-level students in elementary to college can use Quizizz. This application allows students to use their mobile devices in interactive classroom activities to improve their learning.

The fifth question was about particular game for particular language skill such as reading, writing, speaking, or listening. According to their answers, most pre-service teacher using game for reading and writing skill, and also for vocabulary. Furthermore, based on their answer, it would

be lead the researcher to answer the first research question about how English pre-service teachers implement game based learning to increase students' learning engagement since based on their answer, the researcher knew what game which they use for particular skill.

Quizizz and kahoot for grammar, flashcard for vocabulary. (Participant 2)

Quizziz and Kahoot for reading, and writing skill. Scrabble for vocabulary. Role play for speaking. (Participant 5)

Based on their answer, they had the same idea in the use of game. Since utilizing Quizizz necessitates the skimming way of reading, it has helped pupils enhance their reading skills (Zuhriyah and Pratolo 2020). In addition, Kahoot! appears to be the game-based student response system that prioritizes student participation in addition to motivating them with appealing graphics and audio elements (Eltahir et al. 2021).

Beside writing and reading skill, some pre-service teachers also argued that game based learning also helped them in teaching vocabulary.

Wordwall game for vocabulary. (Participant 7)

So that, it was in line with some previous study about the urgency of attaching vocabulary learning in foreign language in the classroom. Chen (2022), argued that language is an effective tool for exchanging information and expressing human thoughts. In line with that study, Li et al. (2019) also stated that vocabularies are the core building blocks of the four abilities that learners need to succeed. In addition, Chen (2022), further added that translation now incorporates various cultures and languages while fostering global integrity as a result of globalization.

The sixth question was about how English pre-service teachers implement game based learning in English class to answer the first research question. Some pre-service teachers implemented game based learning at the first meeting in new chapter in order to know students' prior knowledge. In addition, some of them used it when explaining the material as main activity and vocabulary. The other teachers implemented game based learning as assessment for material which have been taught.

Sometimes I used it for knowing students' background knowledge so it is implemented in the beginning of the class. (Participant 1)

While, when I wanna check students' understanding I implemented it in the end of the lesson. (Participant 2)

First I deliver the material (basic) and then play games that related to the material to make my student more understand. (Participant 3)

For Quizizz and Kahoot usually they just use it to answer question to measure their knowledge about the material that have been taught. Then, the Scrabble is used to improve their vocabulary. Meanwhile, the role play is used to test students speaking skill based on situation they picked. (Participant 4)

Based on their answer, it was in line with the study conducted by Chiang (2020), which stated that

the usage of Kahoot! as an assessment tool in the classroom appeared to be well-received by the pupils. It further added that, in the research, one or two kids became excited while taking the quiz using Kahoot! and shouted out the answers (Chiang 2020). Furthermore, in line with the use of Kahoot!, by using Quizizz as an assessment tool, teacher may encourage students' curiosity and raise engagement levels (Zuhriyah and Pratolo 2020). Quizizz was seen by students as an efficient and engaging application tool to complete the assignment in an English class at the university level since it prevented them from feeling bored and allowed them to maintain attention (Zuhriyah and Pratolo 2020).

The seventh and eighth questions were about pre-service teachers' perception in the difference of implementing game based learning and traditional learning in the classroom. All of English pre-service teachers believed that there was difference between implementing GBL and traditional learning in the classroom, in addition, one of them believed that GBL is more flexible than traditional learning.

The traditional learning usually is teacher centered, while the game based learning is more flexible compared to traditional learning. (Participant 3)

Furthermore, when explaining the difference between implementing game based learning and traditional learning, most pre-service teachers argued that game based learning in English class make students more engaged in the material has been taught, furthermore, some of them answered that game based learning also make teaching learning process interesting and the students become more active in the classroom. It was in line with the study conducted by Benhadj et al. (2019), game based learning was successful in producing higher levels of engagement, accomplishment, and satisfaction as well as more willingness to use ICT technologies in upcoming educational experiences. Another research conducted by Zuhriyah and Pratolo (2020), also added about the use of Quizizz was successful in raising students' motivation since its feedback feature encouraged them to review and comprehend the flaws in the chosen answers.

The ninth and tenth questions were tend to answer second research question about how students' learning engagement increased in the English classroom by giving students' response and result in implementing game based learning. The ninth question was about the students' response and the tenth question was about kind of engagement which students gave. Most pre-service teachers believed that by using game based learning, students response it through various ways. They became active, engage, understand, excited, and interest with the English material. Furthermore, according to pre-service teachers, kinds of engagement which students gave was became more active, understood the material, enthusiastic, had a good grade, enjoyed the meeting, eager to speak more in English class.

Students were more active, engaged and understanding. They were more active in learning, they understood more the lesson. (Participant 1)

They happy with this method because they understood the material easily and in a fun way.

My students are more enthusiastic about learning English as indicated by their almost always complete attendance and the increase in grades that occur in every task or activity. (Participant 2)

Mostly, students are more engaged when we apply game-based learning due to their boredom towards traditional learning. Students are enjoying the learning process and speak more during the implementation of game-based learning. (Participant 5)

The students want to have a good score, and they are compete each other to get a best score. (Participant 7)

Based on those answers, it was in line with the study conducted by Umamah and Saukah (2022) which argued about the adoption of digital game based learning in educational settings was enthusiastically received by the pupils. The study also confirmed the previous study conducted by Chiang (2020), which stated that the game-based learning environment was welcomed by the students. Furthermore, students' interest in the lessons and aspirations for success may be increased by playing games in the classroom, which encouraged them to participate more actively in class (Ebadi, Rasouli, and Mohamadi 2021). In addition, in the Lastari, Mustafa, and Aini (2020) study, they specified the use of one game based learning tool which increase students' learning engagement, most students said Quizizz exercises were fascinating, enjoyable, and engaging.

4. CONCLUSION

Based on the result and discussion above, English pre-service teachers implemented game based learning in order to increase students' learning engagement through using Kahoot!, Quizizz, or other game based learning tool at the first meeting in new chapter in order to know students' prior knowledge. Or they used it when explaining the material, and the game became main activity and way to teach vocabulary. Furthermore, they also implemented game based learning as an assessment for material which have been taught. After that, in order to know how students' learning engagement increased during their teaching practice, it can be seen through students' response and learning result. Students became more active, engage, understand, excited, and interest with the English material. They further added that learning engagement which students gave was became more active, understood the material, enthusiastic, had a good grade, enjoyed the meeting, eager to speak more in English class.

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