

The use of game-based learning in English class

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Abstract - This research aims to explore the use of GBL to increase students' interest in learning English. This research was conducted at the Primary level of STB where an English teacher became the focused participant of this study. The Narrative Inquiry method was used to conduct this research by following the research procedure. The findings show that the teacher used some game-based platforms, such as Kahoot!, Quizizz, ESL Games Plus, and Duolingo because they are rich in visuals and easy to play. In this study, the teacher conducted GBL by using a structured schedule consisted of instruction, presentation, and reflection helped the students to engage with the materials being learned. The way the teacher managed the use of GBL by following a structured schedule has also promoted fun and interesting learning. Then, the teacher's reason for using GBL in the classroom was exposed as her way to engage and to motivate the students in learning English. She believes that when the students feel challenged as well as having fun during the learning, the level of interest increases. The students' achievements have also increased when the teacher uses GBL in the classroom. In conclusion, the use of GBL has successfully increased the students' interest in learning English.

Keywords: game-based learning, narrative study, students' interest

1. Introduction

English teachers may come across challenges within the process of English language teaching, especially now, when technologies and innovations grow rapidly. Brown (2001) states that when someone chooses to be a language teacher, he or she may encounter challenges more than what is expected as he or she may assist language learners to learn English as a foreign language successfully.

Recently, students are living within a digital world surrounded by industries and technological advancements. These conditions require teachers to arrange lessons that utilize the innovations provided by the technology itself. Accordingly, the teachers are challenged to occupy themselves with ICT-literacy. Besides, Schwab (2017) affirms that Industry 4.0 generates continuous changes in wide-ranging fields and rapid emergences of technology breakthroughs.

Prensky (2001) stated that the students today are all “native speakers” of the digital language of computers, smartphones, video games, and the Internet. Furthermore, Prensky (2001) also characterized these students as “Digital Natives”. The students’ domination in using technology brings more pressure for teachers to promote a higher level of technology use in the teaching and learning processes. Teachers who are trapped in a traditional comfort zone of teaching might be left behind.

Nevertheless, an English teacher of STB is familiar with new technological media to be used in the classroom. Based on the researchers’ observation, the teacher conducted Game-Based activity using new learning media, named Kahoot!, for the 6th-grade students in order to promote fun and interesting learning. By conducting game-based learning in the teaching and learning processes, from the researchers’ observation, the teacher has successfully increased the students’ interest in learning English.

In terms of following up the phenomenon that the teacher has successfully increased students’ interests in learning English, this research aims to explore the use of game-based learning in increasing students’ interest in learning English. This research was conducted at the Primary level of STB where an English teacher became the participant of this study. To trace out the issue of this study, the researchers formulated the research questions as follows. a. What game-based platforms were used by the teacher in the teaching and learning process?; b. How did the teacher conduct game-based learning to increase students’ interests in learning English?; c. Why did the teacher use game-based learning to increase students’ interests in learning English?

Based on the research questions above, the purposes of this research are as follows. a. To know game-based platforms used by the teacher in conducting game-based learning in the classroom; b. To explore step by step how the teacher conducts game-based learning in the classroom; c. To explore the reasons and thoughts of the teacher in using game-based learning to increase students’ interests in learning English.

Game-based learning is not only about providing joyful activities for students to play, but it is also preparing activities that introduce concepts and guide users towards a learning objective (Pho & Dinscore, 2015). The use of educational games is viewed to fulfill the needs of today’s children (Mattheiss et al, 2009). By this mean, children who tend to play while learning can be accommodated by playing educational games. This also shows that children will not realize that they are learning the materials while playing. It is completely important to pay attention to the studies that have shown that students learn 90% of what they have practised, but on the other hand, they only learn 20% of what they hear and read (Jin et al, 2018).

2.2. Technology in EFL Teaching and Learning

The use of technology in foreign language teaching and learning is greatly useful for both teachers and students. Today there is a great tendency among teachers to use technological tools in language teaching and learning in the classrooms. Technology can be a medium to accelerate and transform the classroom into an interactive learning environment (Costley, 2014).

The new generation (teachers and or students) is good at using technology. They are all greatly engaged with technological tools and somehow are fully or partly involved in the target language through technology. Teaching and learning any subjects by using the traditional methods is no longer motivating and enjoyable for learners. Learners are more greatly interactive, and teaching and learning outcomes bring about efficient results. Moreover, in the case of teaching and learning processes, the positive outcomes will lead to satisfaction for both teachers and learners.

2.3. Interest

Interest in learning may emerge into many definitions. In this study, the researchers took the definition from Hidi and Renninger (2006) who defined interest as heightened attention and emotional engagement that emerges when a person owns a positive interaction with a content area or a task of what they have to study. Some experts (e.g., Renninger & Hidi, 2002; Schraw & Lehman, 2001) in educational research have primarily focused on two types of interest: situational and individual interest. In this study, the students are characterized as individuals who were becoming the object in the implementation of game-based learning in the classroom. The students as individuals have their meaning regarding the definition of interest. As it was defined in Krapp et al (1992) that individual interest represents the specific direction of the personality, reference value, or awareness of the possibility of action. Renninger and Hidi (2002) stated that interest in learning is affected by the individual interest which is the tendency of students to engage with learning material over time. Today interest is really thought of as a process that contributes to learning and achievement of the teaching and learning processes. That is, being interested in a topic is a mental resource that increases learning, which then leads to better sustained and persistent attention (Hidi, 1990). A study of how bingo games could be used in order to improve the students' mastery of vocabulary could be considered to enrich the present research (Ermawati & Trianasari, 2019). They concluded that the game was effective to aid students' problems in vocabulary mastery.

2. Method

This research is considered narrative research which uses the qualitative research method. Narrative research is a study of a single person by collecting, reporting, and discussing the experiences of the individual (Creswell, 2012). Narrative inquiry is a way of understanding and inquiring into an experience through people who live and tell stories to create meaning (Clandinin, 2006). The narrative method is the description and restoring the narrative structure of varieties of educational experience (Clandinin & Cornelly, 1990). A result from researchers' narrative of an educational event may raise a restoring event that happens over time to prolong the process of reflective restoring.

This present research use narrative inquiry to explore the issue related to the use of game-based learning in increasing students' interests in the teaching and learning process. To collect data and achieve the goal, the researchers use a systematic procedure to have a deeper understanding of individual's experiences. To conduct this research, the researchers follow the research procedure (Creswell, 2012).

3.1. Steps in conducting narrative inquiry

The procedure represented a clear and comprehensive stage in conducting this narrative inquiry. Then, it operationalized into the research context. The steps were described from identifying phenomenon to validating the report's accuracy.

Step 1: Identifying the phenomenon to explore

From the phenomenon that the teacher has successfully used game-based learning to increase students' interests in learning English, this step aims to explore the use of game-based learning increasing students' interests in learning English. Then, it takes a role on what game-based platforms are used by the teacher, how the teacher use game-based learning, and the

reason why the teacher use game-based learning will also be explored. To identify the phenomenon, the researchers used a narrative frame and interview for the teacher.

Step 2: Selecting and deciding one or more participants to study

To select the participant in this research, the researchers used purposeful sampling. The criteria for choosing the 6th-grade teacher as a participant was that she was the one who teaches English for the 6th graders and has experience in teaching English for more than 7 years in STB. The 6th-grade teacher is considered a focused participant. Her perception of how she applies game-based learning to increase students' interests has become the researcher's attention. She believes that by using game-based learning, the students are not only going to have fun and interesting learning but also become more interested in learning English.

To enrich the data collection, the researcher added narratives from a student and a teacher's colleague. These participants are considered as supporting participants. The data collected from these supporting participants facilitate validation of data through cross verification from the teacher's narratives. It also tested the consistency of the findings obtained.

Step 3: Collecting participants' stories

There were two stories collected by the researchers; the teacher's stories and the supporting participants' stories. In collecting teacher's stories, the researchers used a Narrative Frame adapted from Barkhuizen et al (2014). Barkhuizen et al (2014) defined that a narrative frame as a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths.

To anticipate the limitation of the narrative frame such as restricting teacher's stories (if she wants to write more) and researchers' accessible data. The researchers provided a narrative empty box with an appropriate prompt at the beginning and end of the actual sentence-smarter frame for the participant to write freely and additional information that they want to share (Barkhuizen, et al, 2014). The narrative empty boxes also followed the above narrative elements.

Besides the narrative frame and narrative empty box, to collect teacher's stories regarding the use of game-based learning in the classroom, the researchers used the interview as the instrument. Brinkmann (2014) stated that the qualitative research interview is "the most objective method of inquiry when one is interested in qualitative features of human experience, talk, and interaction". In this research, the researchers used semi-structured interviews because semi-structured interviews could assist the researchers to guide as resources to direct the interviews, but at the same time, it can be used to utilize the potential of dialogue produced in an interview to follow up an important point of view from the interviewee (Brinkmann, 2014).

In collecting supporting participants' stories, the researchers used the interview as the instrument of collecting data. Both the interview for the student and the teacher's colleague was conducted by using a semi-structured interview. This way allows the supporting participants to express their views on their own terms.

Step 4: Retelling the individual story

This step will involve examining the raw data, identifying key elements, organizing and sequencing these elements, and then retelling a story that describes the individual's experiences.

Step 5: Collaborating with the participant-story teller

Throughout the processes of a narrative story collection, the researchers worked with the participants as the storytellers to ensure the participants' experiences are accurately and portrayed. This step took place during the process of conducting research. It aimed to validate the data source.

Step 6: Reporting the finding of the participants' experiences

The researchers reported the findings by using thematic analysis. The findings section is divided into several sub-themes representing the main themes as the results of data analysis. The findings section consists of subsections depicting the major categories as the result of the content analysis, and these are then further divided into the themes that patterned together to

make up their categories (Barkhuizen et al, 2014). Finally, the finding section outline is presented in the following model (Barkhuizen et al, 2014).

Table 1 Organization of the findings

Section: Teacher's Experience	Section: Teacher's Experience	Section: Teacher's Experience
Subsection: Theme 1 Discussion	Subsection: Theme 2 Discussion	Subsection: Theme 3 Discussion
Excerpt of data Discussion	Excerpt of data Discussion	Excerpt of data Discussion
Excerpt of data Discussion	Excerpt of data Discussion	Excerpt of data Discussion
etc.	etc.	etc.

Step 7: Validate the Report's Accuracy

The researchers were in touch with the participant throughout the processes since collecting, restoring, and reporting their narratives. The report on the findings is accomplished after validating processes such as triangulation, the completion of data source, and searching for disconfirming evidence are conducted.

3.2. The quality of the study

The researchers hold onto the issues proposed on rigor and trustworthiness in order to ensure the quality of the research (Barkhuizen et al, 2014). To achieve the exaction, the researchers analyzed the data systematically by reading and analyzing repeatedly to figure out the themes and elaborate them, also to find the fruitful experience. Then, to build the trustworthiness of this narrative inquiry, the researchers referred to the work of Lincoln and Guba (2001) and the current sample by Loh (2013) which use the three criteria of trustworthiness: 1) credibility 2) dependability and 3) confirmability.

In terms of credibility, it was stated that it is similar to internal validity which is built by sustained engagement in the field of the study (Lincoln & Guba, 2001). They argued that member check is one of the important aspects by having continuous testing of hypotheses and interpretation with stakeholders in the study.

Triangulation in this research refers to the combination of different data sources with multiple perspectives and hypotheses in mind (Denzin, 1978). Therefore, the researchers confirmed the teacher's stories related to her experiences by asking for information from her colleague in teaching English using game-based learning. The confirmation was also taken from a selected student about the way the teacher was teaching in the classroom using game-based learning.

To achieve dependability and confirmability of this study, the researchers preserved: 1) a dependability audit examining the process of inquiry: how the data were collected, how the data was kept, the accuracy of the data) and 2) confirmability audit (examining the product to provide that the findings, interpretation, and recommendations were supported by data). To meet the two kinds of audits, the researchers made sure that every finding was supported by data.

3. Results and Discussion

Findings of teacher's experiences will be divided into three themes. The three themes are directed to answer the research questions. The first theme is "Using Game-based Platforms in Game-based Learning" which refers to game-based platforms used by the teacher to teach English. It covers the findings of exploring game-based platforms used

by the teacher and her reasons for using them. In using game-based learning, the teacher needs to comprehensively master the technological tools used in order to conduct it successfully. One of the technological tools required in the game-based learning activity is the online game which is related to teach English. Because not all games are related to teaching and learning English. In this study, the teacher has chosen some game-based platforms to teach English in the classroom. The games that were chosen by the teacher and have been using for several years such as; Kahoot!, Quizzes, ESL Games Plus, and Duolingo. From those lists, Kahoot! has been the most used by the teacher in game-based learning.

I used Kahoot!, Quizizz, ESL Games Plus, Duolingo, etc to support my teaching in using game-based learning in the classroom. B.2 (TGP.1)

I usually saw the teacher used Kahoot! and Quizizz. But mostly Kahoot! A.5 (SGP.1)

I think she mostly used Kahoot, Quizzes, Duolingo. And maybe other apps also. A.5 (TCGP.1)

The second theme is “Conducting Game-Based Learning to Increase Students’ Interest” which refers to the situation on how the teacher manages game-based learning as a strategy to increase students’ interest in learning English. A few instructional sequences are necessary for using game-based learning managed by the teacher. These instructions helped the students to have prior knowledge about when and how GBL would be used in their learning. She usually began to manage using GBL by asking the students to bring their smartphones the day when English was scheduled. Explaining learning instruction and materials they were going to learn had been given after. Then, the selected game was used to be played by the students. At the end of the learning, reflection and discussion were conducted to measure the understandings of the students and to wrap the learning session in the classroom.

First, I asked them to bring smartphones when we have English lesson on that day. Secondly, I provide explanation about the instruction and materials we’re about to learn. Then, I would ask them to play the selected game individually or in groups depends on the situation. Finally, we would discuss and reflect about the materials and the game at the end of the session. B.5 (TMa.1)

Despite of the strategy used by teacher to teach, there must be benefits and challenges that occur during the learning. In this study, the teacher has experienced some benefits and challenges when using GBL to teach English in the classroom. She obtained benefits in terms of exploring her knowledge to conduct GBL and managing her students better. Besides, the teacher could also use GBL to make the students feel interested in learning when they were not in good mood to learn.

I gained benefits in exploring my knowledge more related to conducting game-based learning. And I know better now how to manage my students. B.6 (TBe.1)

I thought game-based learning was useful in some ways to increase the level of students’ interest to learn English, even though sometimes they were not in good mood to learn. NF (TBe.2)

In terms of challenges occurred in using GBL to teach English in the classroom, the teacher divided them into two parts, which are technical and non-technical problems. During the teaching using GBL, the technical problems faced by the teacher were related to game-based platform (GP). Some GPs have levels for the learners and some other don’t. For GP that considered having access to learner’s level, sometimes the teacher had an issue in choosing what level is appropriate for her students. She described that sometimes the material or topic of grade 6 level in some GPs were too easy for her students. If this happened, she decided to go to upper level of the GP with the similar material or topic.

Some materials of the games on game-based platforms are too easy for the 6th graders, so that sometimes I need to use similar topic from upper level materials to be given to the students. NF (TCha.1)

On the other side, non-technical problems pointed out that the teacher, even though she kept reminding the students to bring their smartphones before the learning, faced unpredictable situations when not all students brought their smartphones on schedule. Furthermore, the using of various gadgets by the students affected to how stable they could catch the school wi-fi signal. It's because not all gadgets were new and adequate to be used for playing online learning games.

I faced problems such as; sometimes 1 or 2 students forgot to bring their smartphones and internet connection was not really stable. B.7 (TCh.2)

The main goal of assuring students' engagements toward the learning materials was by seeing their performance's improvements. In the last session of the learning, there were discussion and reflection. The teacher utilized this session to check whether the students made mistakes or not. By checking the students' mistakes on answering the game's quizzes, the teacher assumed that the students would take it as reflection. So, in the following learning session, the students were able to review and to overcome their mistakes. This step went over and over again in order that the students achieve better in the future.

I could assure that the students were engaged by seeing their performance's improvements. Every time after we have game session, we would check whether they make mistakes or not. And how would they overcome their mistakes in answering the questions from the games will be reviewed over and over again in the future. B.8 (TAs.1)

Other than that, to make sure that the students were really engaged to the learning, the researchers took the data from the teacher's student and colleague. The student stated that when the teacher was using GBL to teach English, she had a great response. Even before studying, the student couldn't wait to learn English because she was so excited. She didn't want to miss bringing her smartphone to the class.

My response was great. When the teacher asks me to bring gadget, I really make sure not to forget to bring it. Because I'm so excited. A.3 (SAs. 1)

Besides, the data taken from the teacher's colleague explored the situation when the teacher was teaching English using GBL. When he was visiting the primary 6 class, he saw the situation of the students playing games in English lesson. The students were really excited and engaged to the learning. He claimed that the students knew exactly what to do during the learning. He assumed that the students were well-comprehended related to the teacher's instruction during GBL.

I saw the students were really excited and engaged to the learning. I think they knew what to do with their gadgets and how to play the games. Maybe it's because they paid attention to the teacher's instruction. A.4 (TAs.1)

By using GBL, the teacher stated that having fun during the lesson was not enough. The students also needed to understand the materials. The improvements of the students were one of the teacher's consideration. Therefore, the teacher made sure that the games were related to the materials given. Nevertheless, the teacher has utilized different types of learning games to be played by the students. This was intended to make the students not getting bored easily. Various games that relate to the materials helped the students to have fun, to improve and to keep interested on learning.

I usually make sure that the game relates to the materials given. For me, it is important to make sure that the game is not also fun but also give improvement to their understandings. I also used different types of games so that the students will not get bored easily. B.9 (TE.3)

The way that the teacher used various games was apt to increase students' engagement. The data taken from the student provided fact that this way brought the lesson becoming more challenging in the eyes of the students. The student also took it as a consideration that she could

also learn and play at the same time. Although the student loved to play games, but playing games was not merely the main reason of why she liked to learn English using GBL.

I like it a lot. Because it is nice to learn and play at the same time. Actually, it's not playing the games that I like more, but the games make the lesson more challenging. A.4 (SEn.1)

The third theme is ‘Making up your mind’ which exposes the teacher’s reasons for using game-based learning to teach English in the classroom and her plans to conduct better teaching and learning process by using game-based learning. A teacher who deals with students from Early Childhood Education to Primary Education must come up with many strategies in teaching to promote fun, engaging, and meaningful learning. As one of the teachers in primary education, the teacher in this study has done many strategies to teach her students in the classroom. The idea of using GBL to teach English was to make the students engaged and motivated.

I decided to use game-based learning to make the students engaged and motivated to learn English. A.3 (TRe. 1)

There were some reasons from the teacher on using GBL to teach English in the classroom. She stated that GBL was able to make the students collaborate, communicate, interact and work in teams. She also read some articles related to the using of GBL to teach in the classroom. It was written that games helped the students to improve the functioning of the brain. Moreover, playing games that relate to learning was also increased the students’ interest in learning the subject.

For me, Game-Based Learning plays important role in teaching by making students collaborate, communicate, interact and work in teams. I have read some articles that games improve the functioning of the brain. In my experience, gaming can also increase students’ interest in learning the subject. B.1 (TRe.2)

Additional narratives from the teacher’s colleague might be helpful to understand deeper the teacher’s vision in using GBL to teach English in the classroom. From the narrative of the teacher’s colleague, it was confirmed that the main reason why the teacher decided on using GBL was that its effectiveness to promote students’ motivation and interest in learning English. The other reason, according to him, was besides increasing students’ interest, the teacher also aimed that the students could have fun while learning.

Based on my sight, the effectiveness to promote students’ motivation and interest in learning English was one of the main reasons. But she ever told me that besides increasing students’ interest, she also wanted the students to have fun while learning. A.8 (TCRe.1)

Teaching the students by using GBL has been the teacher’s most often strategy used. Yet, GBL must be improved in such a way so that its effectiveness will continue to give a bigger impact on the students’ interest in learning. Besides its use to increase the students’ interest, GBL needs to be developed in some ways to fill in empty spaces of students’ developmental aspects; such as collaboration, teamwork, and critical thinking. It was very interesting that the teacher came up with such a great mindset so that GBL was not only promoting fun and engaging learning but also promoting wider students’ developmental aspects.

I hope GBL that I regularly used could be improved effectively to give a bigger impact on my students and myself. Moreover, GBL needs to be improved in order to fill students’ developmental aspects, such as collaboration, teamwork, and critical thinking. NE (TPI.1)

In this study, the teacher claimed that she has selected the game-based platforms before bringing them out into learning in the classroom. Some game-based platforms have been used by the teacher to teach English using GBL. These game-based platforms were Kahoot!, Quizziz, ESL Games Plus, and Duolingo. From that list, Kahoot! was identified as the most

used game-based platform. The teacher was often to use Kahoot! because it was rich in visuals and easy to be played.

The main reason for using Kahoot! was to promote fun and engaging learning. This reason was in line with the study conducted by Licorish et al (2012:759) which found out that the use of Kahoot! triggered students' attention and focus, and it is also captured and sustained students' attention.

Kahoot! was also used by the teacher to monitor the improvement of the students' performances. By taking scores after having Kahoot!'s quizzes, the teacher was able to assess the level of students' achievements. So far, based on the teacher's observation of the students' achievements using GBL, the marks of the students confirmedly shown better results during the learning. As the study conducted by Ares et al (2018:1221) revealed that the use of a gamification tool (Kahoot!) in a classroom had generally improved students' learning and marks.

During the learning, the teacher started the lesson by giving instruction about what and how they were going to learn. By listening to the teacher's instruction, the students were expected to understand completely related to the using of GBL by the teacher on that day. Delivering instruction to the students was essential because if the students didn't comprehend the instruction, they would not be able to follow the whole session of the learning. Even for the students with great potential due to playing games using GBL, they would get difficulties in catching up with the lesson if they don't pay attention to the instruction. In previous research related to content-based instruction, Ilhomovna et al (2015:106) stated that meaningful input of instructional learning helps the students to improve communicative skills in foreign language development.

So, having a complete understanding of the teacher's instruction towards the learning is much more important than the playing session itself. Because it promotes greater knowledge on understanding the journey of the learning. What has been done by the teacher by giving clear instruction to the students played an essential role to help the students of having complete understanding toward the journey of the learning.

In implementing GBL to teach English in the classroom, the teacher ended the session by conducting reflection and discussion sessions. These sessions encouraged the students to reflect on whether their results were in line with their efforts in learning by playing games in GBL. The teacher has also been given supportive feedbacks to level up the students' achievements. The results which appeared on the games' screens were useful as references for the students to monitor their own achievements. In this case, games as learning tools played their role to deliver informational feedback to assist the students in monitoring their progress in learning. Kapp (2012:3) stated that games give players "informational" feedback that indicates the correctness or incorrectness of action, and directional feedback that guides the player toward the correct action.

Based on the teacher's narratives, she decided to teach English using GBL because she wanted to make the students engaged and interested in the learning. She claimed that interest was vital and it affected how the students learn the subject. If the students were interested in the way and the process of learning English, they would also achieve better in the learning. Hidi (1990) stated that interest which is conducted in situational contexts leads to the increasing of long-lasting personal interest. That is, being interested in a topic is a mental resource that increases learning, which then leads to better performance and achievement.

The improvements of the learning achievements shown by the students were proved that by using GBL to teach English in the classroom encouraged the students to engage and focus on the learning. These results became the teacher's references in terms of the use of GBL increased the students' interest by looking at the students' learning improvements. Therefore, in this case, the teacher strongly claimed that the use of GBL was capable to increase the students' interest in learning English. This belief was in line with relevant studies which have

been indicated that digital game-based learning possesses significant potential for increasing students' knowledge and motivation (Papastergiou, 2009).

By using GBL to teach English in the classroom, the teacher was considered to be successful in increasing the students' interest in learning. This statement is based on the narratives from the people who have interacted directly with the teacher as the main participant in this study. The student who has been studying for one year with the teacher claimed that GBL increased her interest in learning English. Its positive feature that rich in visuals supported the student to understand the materials better. The student was so interested and engaged in the variety of the games that the teacher used. This variety created more interactive and challenging learning for the whole students. Keeping the students have fun while learning was the key to the teacher's success in using GBL to teach English. The student often asked the teacher whether she would learn English using GBL for the following session or not. It is because she could not wait to have another session of learning using GBL. The feeling that was felt by the student was clearly normal, because when game-based learning is viewed from a motivational perspective, it can be powerful motivators for students to experience new and deep learning in the classroom (Gee, 2003).

Another supporting statement came from the teacher's colleague who has been working together with the teacher for more than 7 years. This colleague was sometimes visited the teacher's class in relation to work. During his visit, he witnessed how the teacher was using GBL to teach English in the classroom. By using GBL, the colleague described, the teacher has successfully promoted fun and engaging learning. The teacher, according to the colleague's narrative, maintained the awareness and focus of the students. Even though the teacher conducted the GBL in fun ways, but she did not get lost in controlling the students. She was still able to give instructions and tasks during the use of GBL. Based on the colleague's narrative, the students seemed interested and engaged in learning the subject. He claimed that the teacher has successfully increased the students' interest in learning English. Allowing herself to reflect on her teaching practice gives her awareness of lifelong learning. Jarvis (2004) defines lifelong learning as the combination of processes throughout a lifetime whereby whole person experiences social situations which are then transformed cognitively, emotively, or practices resulting in a continually changing.

4. Conclusion

The first finding reveals that the teacher mentioned some game-based platforms that she used to conduct GBL in the classroom. The game-based platforms were Kahoot!, Quizizz, ESL Games Plus, Duolingo, etc. From those platforms, Kahoot! was considered the most used game during the use of GBL in teaching English. The reason why she utilized those platforms was that they are rich in visuals and easy to play. The games also provide levels for the learners.

The second finding describes how the teacher managed the use of GBL to teach English in the classroom. The way the teacher managed the use of GBL by following a structured schedule has promoted fun and interesting learning. Besides conducting fun and interesting learning, she also made sure that the games relate to the materials being learned. Checking students' scores or results after learning and playing by using GBL was an important aspect that was regularly done by the teacher to make sure that the students engage in the learning materials.

The third finding reveals that the teacher searched some related works of literature in using GBL to increase students' interest before conducting GBL in her classroom. She decided to use GBL to teach English because she wanted to make the students engaged and interested in the learning. Based on the teacher's experiences, she claimed that the use of GBL has successfully increased the students' interest in learning English.

In her reflection towards the use of GBL to increase students' interest in learning English, the teacher stated that even though she was considered a success in conducting English learning by using GBL and managing her students in the learning, she still needed to improve her knowledge and skills to achieve better results in her teaching. She also planned to conduct more interactive games related to language skills. This plan, she hoped, will make the students perform better day by day.

After revealing the teacher's experiences in using GBL to increase students' interest, there are some suggestions have been made for the teacher and future researchers. For the teacher, it is the teacher's responsibility to accommodate the needs of the students during the learning. The students who sometimes forgot to prepare and bring gadgets due to the fixed schedule must have the same opportunity to learn. The teacher should pay more attention to the students who couldn't participate completely in the learning because they couldn't bring the gadgets. Unstandardized gadgets are becoming an issue concerning having appropriate conditions in learning by using GBL. The teacher needs to find a solution by involving all stakeholders at school, including the parents. Win-win solutions are needed in order to have a better learning situation.

Related to the increasing of the students' interest, the teacher needs to make sure that the references are not based on the scores only. But she needs to add more aspects and perspectives so that the learning interest which is gained by the students follows them simultaneously. The continuous interest must be monitored by the teacher inside and outside the classroom. The teacher can create more assessments to determine the progress of the students' interest after having GBL in the classroom.

For future researchers on increasing students' interest in learning English by using GBL, it is suggested to explore how to maintain the sustainability of students' interest in learning English by using GBL. Moreover, one student as one of the supporting participants might not be enough to generalize the perception of all students in the classroom. Future researchers may also focus on a specific purpose of using GBL such as the development of students' achievement in learning English by using GBL. Some specific ways involving the increasing of students' interest could be analyzed and explored to be assigned in similar studies.

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