

**THE ELEVENTH GRADE STUDENTS' PERCEPTIONS OF
GAME-BASED LEARNING METHODS TO INCREASE
ENTHUSIASM IN WRITING AT SMA NEGERI 4 LAHAT**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

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BASED LEARNING METHODS TO INCREASE ENTHUSIASM IN
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THESIS

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MOTTO AND DEDICATION

MOTTO

"Tanamkan dalam pikiran bahwa segala sesuatu itu mudah yang membuatnya sulit hanyalah pikiran kita sendiri. Jika sejak awal kita merasa susah, maka semuanya akan terasa sulit. Namun, ketika diri sudah meyakinkan bahwa hal itu mudah, segala sesuatu akan lebih ringan untuk dijalani."

(Papa)

"Selalu sabar, berusaha, dan berdoa. Jangan pernah melupakan Allah, karena Dia pemegang kunci segala urusan dan selalu memberi jalan terbaik di luar dugaan kita."

(Mama)

"Plans can fail, but belief always provides a way"

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The researcher presents this work as a sign of deep gratitude to:

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***"The Eleventh Grade Students Perceptions of Game-Based Learning
Methods to Increase Enthusiasm in Writing at SMA Negeri 4 Lahat"***

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya **tidak benar atau ada klaim** dari pihak lain terhadap keaslian skripsi saya.

Palembang, 30 Agustus 2025

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ABSTRACT

Fianah, P. A. 2025. *The Eleventh Grade Students Perceptions of Game-Based Learning Methods to Increase Enthusiasm in Writing at SMA Negeri 4 Lahat*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisor: (1) Hj. Asti Gumartifa, S.Pd., M.Pd. And (2) Dian Septarini, S.Pd., M.Pd.

This study investigated the perception of eleventh-grade students of SMA Negeri 4 Lahat regarding the application of the Game-Based Learning (GBL) method to increase enthusiasm for writing in English. The background of the study highlighted issues such as boredom, lack of motivation, and passive participation among students in English writing activities. Employing a descriptive qualitative method, this study involved grade XI P.1 students who were selected through purposive sampling techniques. Data collection was carried out through observation, interviews, and questionnaires. The results of observations showed that GBL makes students more focused, active, enthusiastic, and confident to expressing themselves. The findings of interviews and questionnaires consistently indicated that students had strong positive perceptions of GBL, as it learning enjoyable and engaging, enhanced their retention and understanding of the material, and motivated them to participate more actively. GBL was also found to increase students' confidence, collaboration, and competitive spirit, as well as develop students' writing skills, creativity, and critical thinking. Furthermore, the role of teachers as motivating facilitators and providers direct feedback proved to be crucial in triggering enthusiasm. It was concluded that the Game-Based Learning method was very effective in increasing students' enthusiasm, motivation, confidence, and active participation in learning to English writing.

Keywords: students' perception, game-based learning (GBL), enthusiasm, writing English, learning motivation

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The researcher acknowledges that this thesis is far from perfect. Despite its limitations, the researcher hopes that this work can contribute to the advancement of knowledge. The researcher sincerely hopes to receive constructive criticism and suggestions for future improvements. May this thesis be a small contribution to the world of education.

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PAF

TABLE OF CONTENTS

TITLE PAGE.....	i
AGREEMENT PAGE	ii
APPROVAL PAGE.....	iii
MOTTO AND DEDICATION	iv
STATEMENT LETTER.....	vi
ABSTRACT.....	vii
ACKNOWLEDGEMENTS.....	viii
TABLE OF CONTENTS	x
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Formulation of the Problem	4
C. Objectives of the Research	4
D. Significance of the Research	5
CHAPTER II LITERATURE REVIEW	6
A. The Concept of Students Perception	6
B. Writing Skills in English Language Learning	7
C. Enthusiasm in Learning.....	9
D. Game-Based Learning.....	11
E. Impact of Game-Based Learning on Writing Skills.....	13
F. Implementation of Game-Based Learning in the Classroom	14
G. Previous Related Studies.....	15
CHAPTER III RESEARCH METHODOLOGY	18
A. Method of The Research.....	18
B. Subject of the Research.....	18
C. Sources of Data.....	20
D. Techniques of Collecting the Data	20
E. Techniques of Analysis the Data	24

CHAPTER IV FINDINGS AND DISCUSSIONS	25
A. The Findings of the Research	26
1. Observation Findings.....	26
2. Interview Findings	27
2.1 Students' Perception of the Game-Based Learning Method (GBL)	28
2.1.1 Fun and Interesting	29
2.1.2 Enhanced Retention and Material Understanding	30
2.1.3 Comparison with Monotonous Methods	31
2.2 Students' Enthusiasm in Writing.....	32
2.2.1 Motivation and Enthusiasm for Writing	32
2.2.2 Self-Confidence and Active Participation	33
2.2.3 Competition and Collaboration	34
2.2.4 Role of Peer Support.....	35
2.3 The Impact of Game-Based Learning on Writing Skills	36
2.3.1 Improvement Writing Skills	36
2.3.2 Creativity and Critical Thinking Skills.....	37
2.3.3 Engagement in Learning.....	38
2.3.4 Recognizing Personal Strengths	39
2.4 The Role of Teacher in Game-Based Learning.....	40
2.4.1 Facilitator	40
2.4.2 Feedback	41
3. Questionnaire Findings.....	46
B. Interpretations on the Study	54
CHAPTER V CONCLUSION AND SUGGESTION.....	58
A. Conclusion.....	59
B. Suggestion.....	60
REFERENCES.....	61
APPENDICES	

LIST OF TABLE

Table 3.1	Subject of the Research.....	19
Table 3.2	Students Perceptions of the Impact of Game-Based Learning on Increasing Enthusiasm for Writing Activities	23
Table 3.3	Likert Scale Score	23
Diagram 1	Students Perceptions of Game-Based Learning Methods to Increase Enthusiasm in Writing	28
Table 4.1	Structure in Analyzing Students Perception of Game-Based Learning Methods to Enthusiasm in Increasing Writing.....	42
Table 4.2	Students Perceptions of Game-Based Learning Methods to Increase Enthusiasm in Writing	46
Table 4.3	I feel that learning to write in English is more enjoyable with games.....	47
Table 4.4	Writing activities using game-based methods make it easier for me to remember the lesson	48
Table 4.5	I am more enthusiastic about attending English writing lessons because of the games.	48
Table 4.6	I feel that my writing skills have not improved despite using the game method.....	49
Table 4.7	I am more motivated to learn English writing through game-based learning.....	49
Table 4.8	I feel more confident in writing after learning with game-based methods.....	50
Table 4.9	The activities increased my competitive spirit in writing.	50
Table 4.10	Language games increased my engagement in English writing learning process.....	51
Table 4.11	I feel more confident to ask questions during game-based activities.	51
Table 4.12	Game activities are challenging because they make me think critically before writing.....	52
Table 4.13	I feel more confident to participate in my English language class	52
Table 4.14	This method is effectively in improves my English writing skills	53
Table 4.15	Game activities boost my confidence in communicating ideas in English	53

LIST OF APPENDICES

1. Observation Sheet
2. Teacher Interview Sheet
3. Interview Transcript
4. Questionnaires
5. Tabulasi
6. Usulan Judul Skripsi
7. Surat Tugas Pembimbing Proposal Skripsi
8. Surat Undangan Ujian Seminar Proposal
9. Surat Tugas Penguji Seminar Proposal
10. Daftar Hadir Dosen Penguji Seminar Proposal
11. Daftar Hadir Simulasi Proposal Mahasiswa
12. Lembar Persetujuan Perbaikan Seminar Proposal Skripsi
13. Surat Keputusan (SK) Dosen Pembimbing
14. Kartu Laporan Kemajuan Bimbingan Skripsi
15. Surat Permohonan Penelitian ke Kepala Dinas Pendidikan Provinsi Sumatera Selatan
16. Surat Permohonan Penelitian ke SMA Negeri 4 Lahat
17. Surat Keterangan/Balasan Penelitian dari SMA Negeri 4 Lahat
18. Surat Permohonan Ujian Skripsi
19. Surat Persetujuan Ujian Skripsi
20. Surat Undangan Ujian Skripsi
21. Daftar Hadir Dosen Penguji Skripsi
22. Bukti Perbaikan Skripsi Hasil Ujian NBNKOKO
23. Daftar Hadir Siswa SMA Negeri 4 Lahat
24. Dokumentasi

CHAPTER I

INTRODUCTION

This chapter is divided into four sections: (1) the background of the study, (2) the formulation of the problem, (3) the objectives of the research, and (4) the significance of the research.

1. Background of the Research

Utilizing technology in education is essential for improving the learning process for students. As noted by (Susilo et al., 2023), aligning technology with the Contextual Teaching and Learning (CTL) framework emerges as an important factor in maintaining the continuity of value instillation in educational practice (p. 51). Technology plays a role in various components of education, such as curriculum, instructional delivery methods, teaching aids, and tools to enhance the learning process (Maslin, 2021). Furthermore, educational technology in the 21st century is highly relevant for helping students adapt to modern developments, strengthening learning outcomes, fostering active student engagement, and developing analytical and problem-solving skills (Kalyani, 2024).

According to (Godsk & Møller, 2024), technology plays an important role in efforts to increase student participation and academic achievement, providing educators with the opportunity to adopt specific educational technologies into their teaching methods or as development strategies that emphasize student engagement. However, amid rapid technological advancements, the use of technology requires careful attention and oversight to ensure its effectiveness (Tuma, 2021).

In this context, technology-supported education can create a learning environment that is more adaptive and responsive to the diverse needs and learning styles of students. According to a survey by the National Center for Education Statistics (NCES) in 2020, approximately 67% of teachers reported using technology in their teaching, including game-based learning methods to enhance the quality of education. Thus, Game-Based Learning (GBL) is a

creative method with the potential to improve learning outcomes through the incorporation of game elements into educational activities.

The theoretical framework underlying this research focuses on the constructivist approach. According to (Olusegun, 2015), constructivism is an approach in education that emphasizes how learning occurs as a result of individuals' efforts to create their own mental understanding. In line with this, (Kumar Shah, 2019) asserts that constructivism encourages learners to actively build their knowledge through meaningful and contextually relevant learning experiences. Therefore, responsibility for learning outcomes lies entirely with the learners, where creativity and perseverance are important aspects in developing cognitive skills independently (Suhendi & Purwarno 2018). Game-Based Learning (GBL) aligns with this principle by providing students with the opportunity to learn through direct experience and collaboration with peers. This approach can enhance students' understanding and retention of writing concepts.

In the context of writing skills, critical thinking and problem-solving abilities play an important role in producing quality writing. Therefore, an appropriate and relevant learning approach is needed to support the development of these abilities. Research (Cicchino, 2015) showed that the use of Game-Based Learning (GBL) enhances students' critical thinking skills through participation in group discussions and reflective processes. (Barata et al., 2017) even noted a 25% increase in students' critical thinking skills after participating in Game-Based Learning (GBL) activities, indicating higher cognitive engagement. Based on a meta-analysis by (Mao et al., 2022), which demonstrates the effectiveness of Game-Based Learning (GBL), particularly through role-playing games that foster analytical skills and reflective attitudes in decision-making. Furthermore, (Olayvar, 2023) emphasizes that the implementation of Game-Based Learning (GBL) contributes to increased motivation and learning performance among students. These findings reinforce the importance of Game-Based Learning (GBL) in the context of writing instruction, where students are expected to evaluate ideas deeply and communicate them clearly in the written work they produce.

According to a report from Pusat Penilaian Pendidikan (Puspendik) showing that the English writing ability of secondary school students has shown improvement, the challenge of maintaining text coherence and grammatical accuracy is still the main obstacle. As many as 45% of students also showed a low level of confidence in carrying out writing activities using English. The findings indicate that progress has not fully addressed key issues, such as low self-confidence and limited language skills. Therefore, there is a need to strengthen the writing learning process that is more systematic and sustainable in order to encourage the development of writing skills optimally.

In response to these challenges, innovative learning approaches such as Game-Based Learning (GBL) were considered one of the alternative solutions. Game-based learning created an interactive and enjoyable learning environment, which had the potential to increase student' motivation and active engagement. Previous studies indicated that GBL not only strengthened students' critical thinking and problem-solving skills (Cicchino, 2015; Barata et al., 2017; Mao et al., 2022), but also contributes positively to students' confidence in learning, including in the context of writing (Olayvar, 2023).

Based on direct observations, it was found that most English teachers at SMA Negeri 4 Lahat had implemented the Game-Based Learning (GBL) method in teaching writing. The researcher conducted further observations by directly teaching eleventh-grade students in class XI P.1 using the GBL method in writing lessons. The results showed that students demonstrated higher creativity and positive emotional engagement, which resulted in a more dynamic classroom atmosphere and increased overall student participation. These findings encouraged the researcher to conduct further research on students' perceptions of the GBL method in improving their English writing skills.

The interview results indicated that students experienced difficulties in selecting interesting writing topics. Based on interviews with teachers during the writing learning process, many students tended to be passive compared to their engagement in other language skills. This low level of active engagement served as an indicator of obstacles in understanding the material and

interacting with the lesson. One tangible impact of this condition was a decline in students' participation in writing activities, particularly in language lessons. This inactivity was suspected to result from low enthusiasm, weak interest, and minimal emotional connection between the students, the learning materials, and the teachers.

Through this research, the researcher aimed to explore the perspectives of eleventh-grade students on the implementation of Game-Based Learning (GBL) in English writing instruction and to assess the extent to which this approach could increase their enthusiasm and motivation. This research was expected to provide valuable insights for teachers, particularly in developing more engaging and effective writing teaching strategies.

In conclusion, the implementation of game-based learning in writing instruction provided a valuable opportunity to increase student engagement and enthusiasm at SMA Negeri 4 Lahat. Observations and interviews revealed that most students exhibited a high level of enthusiasm, as reflected in their active participation, creativity in writing, and collaboration within groups. By examining students' perceptions of the application of Game-Based Learning (GBL), the research aimed to enrich more effective teaching practices and to provide a foundation for the development of future instructional strategies. As the educational landscape continues to evolve, it was important for educators to apply innovative approaches that addressed the needs and interests of students at that time.

B. Formulation of the Problem

This research is based on the following research question: What are eleventh grade students' perceptions regarding game-based learning methods to increase enthusiasm in writing at SMA Negeri 4 Lahat?

C. Objective of the Research

The main objective of this research was to find out the perceptions of eleventh grade students regarding game-based learning methods to increase enthusiasm in writing at SMA Negeri 4 Lahat.

D. Significance of the Research

For providing information about learning and teaching, the results of this research are expected to shed light on the Game-Based Learning (GBL) method in writing instruction.

For researcher, this research provided an opportunity to explore the implementation of the Game-Based Learning (GBL) method in teaching writing. By investigating its effectiveness, the researcher gained insights that could inform future educational practices and innovations.

For educators, the findings were expected to provide valuable strategies for implementing Game Based Learning (GBL), particularly in creating a more enjoyable learning environment, especially in writing activities. This approach aimed to increase students' interest and motivation, making the writing process more interactive and engaging.

For students, the implementation of Game-Based Learning (GBL) was expected to enhance their motivation, active participation, creativity, and collaboration skills. This approach not only improved their writing abilities but also strengthened their confidence and enthusiasm in learning English, particularly in writing activities.

For other researchers, this research served as a reference for those interested in applying the Game-Based Learning (GBL) in various contexts and subjects. By laying the groundwork for further research, this research encouraged the exploration of effective teaching methodologies in education.

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