

**TEACHER'S CHALLENGES IN USING
GAME-BASED-LEARNING MEDIA FOR YOUNG LEARNERS
AT SD RK II FRANSISKUS PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education*



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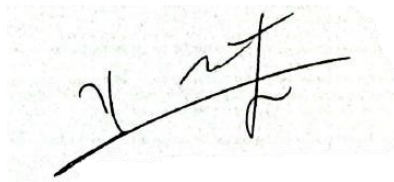
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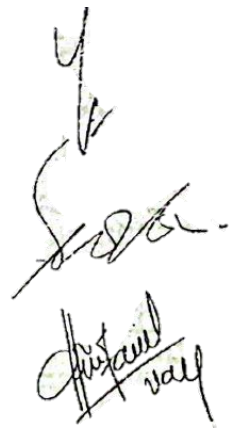
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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul "*Teacher's Challenges in Using Game-Based-Learning Media for Young Learners at SD RK II Fransiskus Padang*" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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ABSTRACT

Sari, Nadea Kirana (20018132). 2025. “*Teacher’s Challenges In Using Game-Based-Learning Media for Young Learners at SD RK II Fransiskus Padang*”. Thesis. English Language And Literature Department, Faculty Of Languages and Arts, Universitas Negeri Padang.

The primary objective of this study is to analyze the challenges faced by English teachers in implementing Game-Based Learning (GBL) for young learners at SD RK II Fransiskus Padang. This research employs a qualitative descriptive design, with data collected through interviews. The methodology focuses on identifying technological, pedagogical, and content-related challenges in GBL implementation.

The findings reveal that technological challenges include limited student access to mobile devices and the absence of interactive monitors, hindering direct engagement. Pedagogically, while GBL enhances motivation and participation, it also creates classroom management difficulties, leading to teacher exhaustion. To address disengaged students, teachers use adaptive grouping strategies. In contrast, no major content-related challenges were found, as teachers can easily access suitable learning materials online.

In conclusion, despite technological and pedagogical challenges, GBL remains an effective method for improving student engagement in English learning. Schools should invest in better technological resources, and teachers need to refine classroom management strategies to maximize GBL’s benefits. Future research could explore strategies to further enhance GBL implementation and its long-term impact on student learning outcomes.

Keywords: *Game-Based Learning, Teacher Challenges, Young Learners, English Teaching*

ABSTRAK

Sari, Nadea Kirana (20018132). 2025. “*Teacher’s Challenges In Using Game-Based-Learning Media for Young Learners at SD RK II Fransiskus Padang*”. Thesis. English Language And Literature Department, Faculty Of Languages and Arts, Universitas Negeri Padang.

Tujuan utama dari penelitian ini adalah untuk menganalisis tantangan yang dihadapi oleh guru bahasa Inggris dalam menerapkan Pembelajaran Berbasis Permainan (GBL) untuk pelajar muda di SD RK II Fransiskus Padang. Penelitian ini menggunakan desain deskriptif kualitatif, dengan data dikumpulkan melalui wawancara. Metodologi ini berfokus pada identifikasi tantangan teknologi, pedagogis, dan konten dalam penerapan GBL.

Hasil penelitian mengungkapkan bahwa tantangan teknologi meliputi keterbatasan akses siswa ke perangkat seluler dan tidak adanya monitor interaktif, yang menghambat keterlibatan langsung. Secara pedagogis, meskipun GBL meningkatkan motivasi dan partisipasi, GBL juga menciptakan kesulitan manajemen kelas, yang menyebabkan kelelahan guru. Untuk mengatasi siswa yang tidak terlibat, guru menggunakan strategi pengelompokan adaptif. Sebaliknya, tidak ditemukan tantangan utama terkait konten, karena guru dapat dengan mudah mengakses materi pembelajaran yang sesuai secara daring.

Sebagai kesimpulan, terlepas dari tantangan teknologi dan pedagogis, GBL tetap menjadi metode yang efektif untuk meningkatkan keterlibatan siswa dalam pembelajaran bahasa Inggris. Sekolah harus berinvestasi dalam sumber daya teknologi yang lebih baik, dan guru perlu menyempurnakan strategi manajemen kelas untuk memaksimalkan manfaat GBL. Penelitian di masa mendatang dapat mengeksplorasi strategi untuk lebih meningkatkan penerapan GBL dan dampak jangka panjangnya pada hasil belajar siswa.

Kata Kunci: *Pembelajaran Berbasis Permainan, Tantangan Guru, Pembelajar Muda, Pengajaran Bahasa Inggris*

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This thesis is submitted to the English Language And Literature Department, Faculty of Languages And Arts, Universitas Negeri Padang as a partial fulfillment of the requirements to obtain Bachelor of Education (B.Ed) in English Language Education. In the process of completing this thesis, I am sure that this thesis would not be completed without the help, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported and suggested her during the process of writing this *thesis*. This goes to **Yati Aisya Rani, S.Pd., M.Pd.** as the thesis Advisor who has given me invaluable advice, dedication and encouragement throughout the completion of this thesis. **Dr Phil. Salam Mairi, S.Pd., M.Sc.** and **Dinovia Fannil Kher, S.Pd., M.Pd.** as the examiner who have given me dedication and direction in completion of this thesis. **Honesty Yonanda Ayudhia, M.Pd.** as the validator who has given advice and suggestion in validation the instrument of this thesis. **Dr. Fitrawati, S.S., M.Pd.** as the academic advisor who has given me ideas, suggestion, correction, advice and encouragement in process of completion of my study. **All of the lecturers** of the English Language and Literature Department who has given me support in my effort. **Refi Perdana, S.S.** as the research participant who helped me during the research.

My beloved parents who always give prayer, love and support to finish everything in my life that she cannot mention one by one. I would like to say "Thank you for accompanying, guiding, providing assistance and motivating me to get through my days. Thank you for always being there to share every happy moments, laughter, tears and every best or even worst unforgettable moment in my life. I dedicate this thesis to you my beloved mom and dad". Then, **My beloved sister** who gives me support in completing my study and thank you for your love, laughter and bicker. **Vinni Nasrul. S.Pd., Gr.** who have given support, helped and shared the happiness and sorrow me to finish all of my courses. Moreover, **for all people** who helped and gave a big support in making this thesis that can not mentioned the name by name.

Finally, I realize that this thesis is still far from perfection. Thus, comments, critics and suggestions will be openly appreciated for better future studies. I hope

that this research would be a positive contribution to the educational development, the readers and the other researchers.

Padang, April 10th 2025

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ABSTRAK

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CHAPTER I INTRODUCTION

A. Background of Research Problem

English is a foreign language for Indonesian students. Previously, English is not taught in elementary schools but when the Kurikulum Merdeka was launched by ministry of education of Republik Indonesia, English is one of school subjects for Elementary school in Indonesia. English is taught from the first until the sixth grade by the English teachers. In English Lesson for young learners or elementary students, teachers teach about the basics of vocabulary, grammar, speaking, listening, writing and reading.

The main purpose to introduce English in elementary level or in young-learners level are to improve the quality of input and output English language acquisition (Huda, 1999; Sutarsyah 2004 cited in Sujana, 2011). Moreover, in learning English from the age before puberty, it causes the young learners' brain have a high degree of elasticity that enables in learning the language more quickly (Lennerberg in Sujana, 2001; Khrasen in Sutarsyah, 2004 cited in Sujana, 2011). In the other hand, learning English at the younger age can be more successful because the children do not feel afraid to make mistakes than adult learners.

Based on an interview with an English teacher at SD RK II Fransiskus Padang, the researcher found out about the teacher' problems when teaching English for elementary students. The first problem is about the learning method. The teacher implemented the *Kurikulum Merdeka* that are asked to integrate English lesson material and media with using technology. The second problem is about classroom management. The teacher has to make students interesting in

English as a foreign language. Because the students still like playing than studying, the teacher tries to teach English class with game-based learning method to make their happy during learning English. Till today, students cannot be separated from digital technology both at school and outside of school. English teachers need to consider how are important media, teaching methods, curriculum, and classroom management during teaching English for young learners. This creates several urgencies because starting from the absence of English teachers who focus more on teaching elementary school children and the lack of English literacy materials for elementary school students. Moreover, most of elementary school students do not normally speak English at home or at school and many students have low motivation. When they are trying to learn English, they do not know the it and they said English is so scary. Furthermore, the third problem is about English material. Most of teachers only teach lessons from books without realizing the level of ability, growth and development of each elementary school students. In this case, the elementary school students still tend to like playing rather than studying and they cannot be forced to understand every English vocabulary words.

In rapidly evolving field of education in teaching English, many teachers implement TPACK (Technology, Pedagogy, and Content Knowledge) approach especially in implementing GBL to make the students interesting in their English class. Game-based learning (GBL) has emerged as a promising method to enhance students' engagement and learning outcomes. It is a way to engage learners through interactive and immersive experiences that leverage the mechanics and dynamics of games. Bavelier et al. (2012) stated that "games can enhance cognitive skills and teach critical thinking. It transforms traditional learning into an engaging process,

allowing students to explore concepts in a fun and dynamic environment. Moreover, Steinkuehler & Squire (2014) described GBL as "the use of games for the purpose of learning," highlighting how games can foster engagement and understanding of complex subjects in educational contexts. GBL for learners can practice skills, receive immediate feedback, and collaborate with peers, making education more effective and enjoyable. For young learners, GBL can provide an interactive and stimulating environment that supports language acquisition and cognitive development. However, despite its potential benefits, the implementation of GBL in the classroom presents various challenges for teachers. The challenges can be known from the aspects of technology, pedagogy, and content in implementing GBL during teaching and learning English.

Several previous research on that related about GBL challenges in this research had been conducted such as Elina and Kirsi (2022) conducted employs qualitative methods and built on in-depth interview data from 22 experienced university teachers with a project management teaching background. It shows that teachers perceive beneficial consequences for students from gaming, such as increased interest and knowledge acquisition with a memorable learning experience. The perceived challenges of GBL for students manifest as increased cognitive load and stress. This paper contributes to a deeper understanding of the impact of GBL methods while identifying challenges and disadvantages, which are not as widely discussed as benefits. The findings may help teachers to decide whether GBL could be used in their courses.

Then, the research by Putri, Winarno, and Murwaningsih (2023) conducted using qualitative approach with a case study design. Data collection was carried out

through observation, interviews with teachers, and analysis of documents related to the use of technology in learning in elementary schools. It showed that the implementation of TPACK in elementary schools is still in the development stage and faces several challenges, especially related to limited facilities and training provided to teachers. However, technology can have a positive impact on the learning process if it is used appropriately and accompanied by good pedagogical knowledge. To increase TPACK implementation, schools and governments need to provide more training and adequate technological resources.

The other research conducted by Siera, Iglesias and Rodríguez (2024) with used descriptive qualitative approach to diagnose the level of TPACK mastery among primary school teachers in the Colombian Caribbean, to understand how teachers integrate technology in their learning, as well as to identify existing challenges and training needs. although teachers in the Colombian Caribbean have a good understanding of pedagogical and content knowledge, they still face many challenges in developing and implementing TPACK effectively, especially in terms of technology use. The main challenges identified were limited technological resources and the need for further training in educational technology.

The differences between this research and several previous researches that related about GBL were from the sample, location and urgencies with the previous study. Gaps in research can provide valuable insights into the specific challenges faced by teacher at SD RK II Fransiskus Padang in implementing GBL. This understanding can guide the development of tailored support, training, and resources, ultimately enhancing the effectiveness of GBL strategies for young learners.

Based on the background above, the researcher is interested to conduct the research with the title "**Teacher's Challenges in Using Game-Based-Learning Media For Young Learners at SD RK II Fransiskus Padang**". At SD RK II Fransiskus Padang, a school committed to innovative teaching methods, the use of GBL for teaching English has been explored. This research seeks to understand the specific challenges teacher face in using GBL as an interactive media for English language learning, and how these challenges impact both teaching practices and student outcomes.

B. Focus of The Research

Concerning the background of the problems above, the focus of this research is to investigate and analyze the challenges faced by teacher when implementing game-based learning (GBL) as an interactive media for teaching English to young learners at SD RK II Fransiskus Padang. The challenges would be analyzed from 3 aspects; technological challenges, pedagogical challenges and logistical challenges.

C. Formulation of The Problem

Based on the limitation of the problem, the problem of this research was formulated into, "What are the teacher's challenges in Using Game-Based-Learning Media For Young Learners at SD RK II Fransiskus Padang?"

D. Research Questions

The research questions in this research are:

1. What are teacher' challenges of using Game-Based Learning media in the aspect of technology at SD RK II Fransiskus Padang?

2. What are teacher' challenges of using Game-Based Learning media in the aspect of pedagogy at SD RK II Fransiskus Padang?
3. What are teacher' challenges of using Game-Based Learning media in the aspect of content at SD RK II Fransiskus Padang?

E. Purpose of Research

According to the formulation of the problem mentioned above, the purposes of this research were:

- a) to find out the teacher's challenges of Game-Based-Learning media in the aspect of technology at SD RK II Fransiskus Padang.
- b) to find out the teacher' challenges of Game-Based-Learning media in the aspect of pedagogy at SD RK II Fransiskus Padang.
- c) to find out the teacher' challenges of Game-Based-Learning media in the aspect of content at SD RK II Fransiskus Padang.

F. Significance of the Research

The result of this research is estimated to be useful later for several parties. There are two significants of the research:

1. Theoretically

The result of the study helped other researchers to use it as a reference about teacher' challenges in using game-based-learning for young learners at SD RK II Fransiskus Padang.

2. Practically

The result of the study helped teacher and school practically. First, teacher can use Game-Based-Learning as an Interactive English learning media for young learners in the classroom. Second, Future researcher can use it as references.

G. Definition of Key Terms

1) Teacher's challenges: are the challenges faced by English teacher at SD RK II Fransiskus Padang.

2) Game-Based-Learning: is an instructional approach that incorporates games into the educational process to enhance student learning and engagement.

3) Young Learners : are students at SD RK II Fransiskus Padang, typically ranging from ages 7 to 12.

highlight the importance of adequate resources, training, and pedagogical adaptation in overcoming barriers to its successful implementation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research interview which had conducted at SD RK II Fransiskus Padang, this research was aimed to know about the teacher's challenges in using game-based learning media for young learners. Thus, there are two challenges in Game-Based

Learning that happened by the teachers. The first challenge is from the technological challenges where some of the students do not have handphones and also the school do not allow to bring and use their handphones every day. In the other hand, sometimes they can bring their handphone in certain day. Then, the interactive monitor is not available in every class at SD RK II Fransiskus Padang. The second challenge is pedagogical challenges where the students were enthusiastic but the teacher feel exhausted. Furthermore, when one or two students were not enthusiastic, he teacher gives them opportunity to get the group that has the smart and active students, so they can follow the game until finished.

With using online Game-Based-Learning, the teacher was able to make the student enthusiast, more interested and fun in learning English. Students were more motivated and understood in learning English, it could be seen during English learning proses the students understand about the instruction from the English teacher and they more understand about simple vocabulary words. As a result, teacher felt easier teach English after using Game-Based-Learning than before they were not using Game-Based Learning. Then, the teacher must be able to adapt on the use of technology and they can search in social media or online media before did Game-Based Learning during English teaching and learning process.

B. Suggestions

Based on the conclusion that have been written, there are some suggestion proposed for others:

1. Recommendation for the school, the school should give the opportunity for all of the students with technology in learning English. Thus, the school can buy the tablet or pc for the students and interactive monitor for all of the classes.
2. For the teacher, the teacher should improve her teaching skills to make her students enthusiastic and interested during English learning by using Game-Based-Learning. Teachers should be smart to choose the interesting and suitable for their students in English teaching learning media that it can make influence the students' interest in the teaching learning process. With using Game-Based-Learning media can be used to make students more understand with the material that taught by the teacher. As a result, the students also have motivation in learning English. Therefore, the teacher must choose appropriate media in teaching English for their students, especially in using Game-Based-Learning media.
3. For further research, this research only focuses on teachers as the main source/informant, so that a different perspective is found from this research. Then, this research involved a small number of teachers', and for future research can add informants so that more findings in the field.

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