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Teachers' Perceptions, Planning, and Implementation of Game-Based Learning in English Extracurricular Program (A Case Of Smp 40 Semarang)

Citra Putri Utami✉, **Dwi Anggani L. Bharati**

Univeritas Negeri Semarang, Indonesia

Article Info	Abstract
	The present study was a case study which was aimed at investigating the teachers' perceptions, planning, and implementation of Game-Based Learning (GBL) in the English extracurricular program in SMP 40 Semarang. The participants of this study were two teachers. The data were collected through questionnaire, interview, observations, and document analysis. The result showed that the two teachers mostly have the same perceptions of GBL with the experts and researchers. In the teaching planning, the teachers planned to give seven games in one semester program. The games were mostly in the form of cooperative and competitive games, and they were aimed to improve speaking, listening, and writing skills. The lesson plans for each meeting included learning goal, time allotment, teaching materials, and classroom activities along with the scenario of teaching. In the real practices in the classroom, the teachers could successfully apply the games like in the planning. In evaluating the students, the teachers concerned on the students' performances and product. Regarding the relation of the teachers' perceptions, planning, and implementation, it was revealed that teachers' perceptions influence the way the teachers implement GBL and teaching planning affects the successful GBL implementation. It is expected that further researchers may continue his study by involving more than one school with more subjects also.

✉ Correspondence Address:
Kampus Pascasarjana Unnnes, Jl. Kelud Utara III Semarang 5023, Indonesia
E-mail: citrautami2110@gmail.com

INTRODUCTION

English education at school now has concerned on the importance of communication competence. The main purpose of teaching English is no longer only enabling the students to do the English test provided by schools, but also to use English to communicate. As stated by Ardianti and Bharati (2016), the commitment to implement communicative approch means that the domination of teacher's role in student learning should decrease then. To do that, the teachers should provide a stage for students to give active participation in classroom activities and have experience in using English. As cited by Astuti and Lammers (2017), communicative activities in which students have opportunities to use the target language have a great deal with games and role playing (Li, 1998).

People might have been familiar with the use of games as the tool for learning. It is believed as a good strategy to promote learning in a fun way. However, in real practice, there are problems in common in implementing GBL. First, the teaching materials are many and the time allotment sometimes limits the teachers to apply games. Second, the students' achievements are seen from the score of test given by schools. Because of that, the teachers cannot neglect an aim to explain the materials clearly and intensively. One common solution taken by schools is providing English extracurricular program that is expected to give the extended time for students to learn and practice English. SMP 40 Semarang is a school that provides English extracurricular program and the headmaster sets the program to be game-based learning. Therefore, it is interesting to investigate the teacher's perception, planning, and implementation of game-based learning in the English extracurricular program for junior secondary school students and the case is in SMP 40 Semarang.

Game-based learning can be defined as a learning method through fun activities that promote interaction, thinking, learning, and problem solving strategies (Talak-Kyrik, 2010). It actually has been popular and applied also by some teachers in the classroom for sometimes as the students may face a boredom towards the usual teaching. More, in game-based learning, kinds of games may vary but those usually require the physical movement, students' creativity, and sometimes cooperation in the teamwork and give challenges that build students' problem solving skills. From games, the students will also experience of having interaction with each other such as when games are played in groups. In other words, game-based learning supports the authenticity of learning. There is a sense of learning to live in this earth within any situation that brings the students to have the experiences in real life setting, and to increase the students' communicative competence as communication is part of human's life. Those roles of games have been admitted and many researchers are motivated to investigate the implementation of game-based learning in the teaching practice as well as kinds of games are created.

Regarding the junior secondary school, it is the grade or level of education for teenagers. Teenagers now are close to the games in the affordable, portable, and rapid functioning electronic devices like computers, cellphones, iPads, blackberries, etc. However, that makes the students spend much time only to sitting in front of laptop or staring to the cellphone that apparently increases the students' individuality as well as decreases their interpersonal skills. Therefore, the present study aimed to investigate game-based learning which requires the students' movement, performances, and encourages the students to communicate in English. As stated by Foreman (2003), learning through performances that can be accommodated by games require an extensive cognitive processing in which stimulating the students to build upon their previous knowledge and use their new knowledge in a situation in real life. That is similar with the Vygotsky's view of learning as cited by Smidt (2009) that learning through performance can increase the children's cognitive development.

In the context of English teaching and learning, game-based learning has been proven

as a learning method that successfully improves foreign language education. As cited by Bado and Franklin (2014) that games are potential to improve foreign language education in various areas such as listening and speaking (Liu, 2009; Suh, Kim, & Kim, 2010), and vocabulary acquisition (deHaan, Reed, and Kuwada, 2010; Rankin, Morrison, McNeal, Gooch, and Shute; 2009), pragmatics (Sykes, 2008). Using games is also a good way to improve students' various skills, as Wright, Betteridge and Buckby (2006) say, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication". More, games that require collaboration and interaction between players in gaming spaces have been recognized as important factors that support the foreign language acquisition and motivation (Thorne, 2008; Thorne, Black and Sykes, 2009). Other researches also show that games can encourage the students to improve their intercultural communicative competence (Struppert, 2010) and communicative language competence (Garcia-Carbonell, Rising, Montero, and Watts, 2001).

Celce-Murcia (2007) stated that communicative competence represents discourse competence. Discourse competence is formed by many components such as socio- cultural, actional, linguistic, formulaic, and strategic competence. Those components relate to each other to form discourse competence. It means that discourse competence can be achieved when the language learners master the linguistic, actional, socio-cultural, formulaic, and strategic competence.

However, there is a paucity of studies that examine the nature of game-based learning especially for teaching teenagers, such as the students in junior secondary school, which require them to move, work in groups, have the experience of using English, and understand the real world. The current studies mostly concern on the existence of games in device such as the study of second language learning in online gaming (Thorne, Black, and Sykes, 2009), the impact of video games on EFL learning outcomes (Bado and Franklin, 2014), the use of video and computer games to improve students' skills and help students to acquire knowledge (Tobias, Fletcher, and Wind, 2014), the use of digital educational games (Alyaz and Genc, 2016), the use of language learning apps or games (Gunter et. al, 2016), and the use of real-time online interaction with peers and game narratives or instructions embedded in the Massive Multiple Online Role-Playing Games (MMORPGs) to enhance language proficiency and skills (Zhang et al, 2017). Other current studies also concern on game-based learning for children such as a comparative study of teachers' experience and views of their role when using digital games in primary classroom (Allsop and Jessel, 2015), and a study of analyzing the issue of vocabulary teaching with the use of games and plays for children (Gruss, 2016). Thus, this study brings an issue of game-based learning which involves students to move, work in groups, and use their creativity. Those are under teachers' assistance, and being implemented in the classroom activities in English extracurricular program for teenagers, that is for junior secondary school students.

The main purpose of the present study was to analyze the teachers' perceptions, planning, and implementation of game-based learning in English extracurricular program. That main purpose was elaborated into six research questions: 1) What are the teachers' perceptions of game-based learning in the English extracurricular program?; 2) How do the teachers plan to run game-based learning in the English extracurricular program?; 3) How is the implementation of game-based learning in the English extracurricular program for junior secondary school students?; 4) What are the teachers' problems in implementing game-based learning in the English extracurricular program?; 5) How do the teachers evaluate the students in the game-based learning in the English extracurricular program?; 6) How is the relation between the teachers' perceptions, planning, and implementation of game-based learning in the English extracurricular program?

METHODS

This case study was employed to describe certain phenomenon containing prominent information. The research site of this study was SMP N 40 Semarang. In selecting the subject of the study, we used "multistage procedure" as suggested by Creswell (2014) and convenience sampling technique in which two teachers were chosen based on the availability. The data in this study were obtained through multiple resources include questionnaire response, response of the interviews, field notes from the observation, observation checklist, and lesson plans. In collecting the data, we distributed questionnaires to the teachers in order to investigate the teachers' perceptions of GBL. There were three aspects in the questionnaire: the concept of GBL; the GBL implementation; and the problems in GBL implementation. The questions in each aspect were adopted from the theories and previous studies. Besides, we employed the interviews to gain deep information about their perceptions, practices, and evaluation strategies. The type of interview employed was semi-structured interview. As we also investigated the teachers' plannings, we gathered the public and private lesson plans of the teachers to give the information about how the teachers made plannings. In analyzing the private lesson plan, we employed a guideline. The guideline contained the points in the standardized lesson plan that is usually used by teachers to teach in the formal classroom. Moreover, we also considered some elements proposed by Brown (2001) about planning a classroom activity. We also conducted classroom observation for three times. The observation protocol was used while observing teachers' practices. In collecting the observation data, the form of the data that was collected was videotapes and fieldnotes.

To make the conclusions in this present study more valid, the data triangulation was needed. According to Creswell (2014) triangulation is done in order to enhance the accuracy of the findings. It was done by examining the findings from the sources. That is

similar to the concept of member checks. According to Merriam (1998), member checks is one method to boost the internal validity which is concerned with the congruence of the research findings with the reality. Through member checks, the findings and interpretations are taken back to the participants in order to be confirmed and validated. Besides member checks, the devil's advocate approach was also applied to validate the judgements toward the findings in this present study. It was done by asking the English teachers who have experienced in teaching English and been familiar with GBL to be the devil's advocate. After that, we shared the result of this present study and let them give any comments and criticism.

FINDINGS AND DISCUSSION

Extra curricular program is well known as the program which is supposed to be fun and not as serious as the teaching and learning in the formal class. That is what the headmaster of SMP 40 expect from the program. It is expected also that the English extracurricular program can provide fun learning activities that can improve the students' skills. Therefore, the school was considered really serious to hold that program since there are two classes which involve two teachers also to run the program. The teachers are not the English teachers who teach English as the compulsory subject in SMP 40 Semarang. They were graduated from English education program with bachelor degrees. In running the program, the teachers are under the supervision from an English teacher in SMP 40 Semarang. The supervisor let the teachers to use their own thoughts to plan the teaching materials and classroom activities. I believe that the two teachers could give interesting information and facts about how they perceived GBL in English extracurricular program, planned the GBL implementation, and implemented their practices in the classroom.

The Similar Teachers' Perceptions with Experts and Researchers on the Concept of GBL, GBL Implementation, and Problems in GBL Implementation

In this study, from the questionnaire and interview response, it was revealed that the teachers mostly have the same perceptions of GBL with the experts. The teachers perceived GBL as the learning method through fun activities to complement traditional teaching method.

> I think game-based learning is a modified teaching technique which brings sense of playing in learning to accompany the traditional teaching method. The goal is to practice English in fun way. *(Teacher #1, interview 090118)*
> Yes, of course traditional teaching method is still applied such as explaining the materials; teaching how to pronounce words; and translating from English words into Indonesian. Something like that. So, games as a tool for students to practice. *(Teacher #2, interview 100118)*

That supports Boyle's study (2011, pp.3) and Vate-U-Lan (2015, pp.1) that GBL can be a good way to complement traditional teaching. Another concept of GBL which the teachers believe is games can run well and engage the students to play enthusiastically when those are played in groups than individually. That kind of concept makes the students can be involved in the GBL. As stated by Mahmoud and Tanni (2014), the students can feel the enjoyment and pleasure in learning as games can give passionate involvement to them.

Along with the sense of fun in games, in line with the experts, the teachers perceived GBL is in accordance to syllabus. That is similar with Tedd's concept of GBL (2012) that connecting games to certain goals on syllabus will integrate learning and game play. The teaching materials, the teaching methods and the teaching goals are made based on the syllabus. That includes the goal to improve the students' skills: listening, speaking, reading and writing. From that finding, it can be seen that the teachers are not only applying GBL to make the students happy but also to help the students to increase their understanding towards the materials they have received in the formal classroom. Moreover, the teachers stated in the interview that games also can give the students experiences in using the language. That is closely similar with the concept of Communicative Language Teaching (CLT). Richards and Rodgers (1992) stated that in CLT, the focus is more on communication not structure as it provides practice particular types of interactive changes.

Besides, the teachers also perceived games should be able to improve the students' skills such as listening and speaking skills which in line with Liu (2009) and Suh, Kim & Kim (2010). GBL implementation can also improve students' vocabulary acquisition and participation in the classroom (Djahimo, 2015).

The different perceptions are on the problems in GBL implementation regarding the diverse students. Some researchers have found that not every games appeal to students and some students face frustration than enjoyment. According to the teachers, those are not really matters.

> Maybe there are some students are more interested in doing the exercises. But mostly everybody really enjoy in playing games. *(Teacher #1, questionnaire 070118)*

We believe that if teachers are passionate to implement the GBL, and they have good understanding about kinds of activities to be best applied in the classroom, the problems will be minimalized. Tomlinson (2014) stated that teachers need to keep all students in mind when developing the lesson plans and workbook exercises, lectures, and interactive learning. The students may have different ability, characters and interests, and the appropriate learning activities should embrace that diversity. Regarding the problems with the diverse students, actually that challenges the teachers to be able to apply the appropriate learning activities for all students. Fortunately, the teachers have supervisor who is responsible for the English extracurricular program that gives suggestions sometimes. The role of an expert is helpful for the teachers.

The teachers also believe that the problem can be caused also because the students were too tired as English extracurricular program is held after school ends. If the students are not enthusiastic, everything that has been prepared will not be optimized or even fail. To handle that, the teachers need strategy to make student's mood on fire again. One of learning style that can be implemented to boost students' mood is by implementing kinesthetic style, in which kinesthetic style prefers to show a demonstrations and physical activity that involve body movement (Brown, 2007). In doing this kinesthetic style, the teachers should have a certain strategy. From the interview, one of the teachers' strategy is making games to be held outside of the classroom. The teachers believed that outside activities can lift up the students' spirit eventhough good control must be well applied.

Teachers' Planning by Giving Seven Games in One Semester Program and Inserting Learning Goal, Time Allotment, Teaching Materials, Classroom Activities along with the Scenario of Teaching in the Private Lesson Plans

The way the teachers made the teaching planning was not only based on the students' need but also the school need. It can be seen that the school expected the teachers to prepare the candidates for joining competition such as speech and debate competition through the English extracurricular program. Therefore, in the teaching planning, the games given were expected also to accomodate the learning activity which can really improve the students' skill. As a hope that there would be students were potential to be the candidates. Moreover, still relating to the school need, as a result, the teachers cannot give more games. It can be seen that from 14 meetings, there are only 7 meetings where GBL would be implemented. Thus, the GBL in the English extracurricular program sometimes cannot be implemented maximally as there is a school need and agenda. However, the teachers still implement GBL to fulfilling the school need such as when the teachers planned

to give game "Jumbled Sentences" for the preparation of speech competition.

The teaching planning of one semester program was also showing that the games given have different characteristics and goals. There are six games were included in the teaching planning. They are chain messages, observing objects, character traits roulette, people hunt, silent card shuffle, and jumbled sentences. There are two things to be discussed. Firstly, we found that the teachers aware of the various skills should be developed such as productive and responsive skills as the six games were not only about speaking activity, but there is listening activity such as in game "Chain Messages" and writing activity such as in game "Observing Objects" and "Silent Card Shuffle". That is in line with Uberman (1998) which stated that after the students learn the materials such as vocabularies and also grammar, students have the opportunity to use language in a non-stressful way whether to produce meaningful sentences or be able to respond the text. Secondly, we found that the six games are developed from various sources such as game "People Hunt" and "Silent Card Shuffle" which belong to cooperative learning technique. The teachers confirmed that they did a modification by making those activities as competitive games. Besides, there is also a game which is origined from the teachers' ideas. The teachers confirmed that they have to consider the students' interest and abilities. Thus, the games given must be appropriate. That supports Bailey's study (2006) that giving appropriate games to students in the classroom is very important as it can many impacts such as the development of social skills and social behaviors, self-esteem and pro-school attitudes, and, in certain circumstances, academic and cognitive development.

The next discussion is about the lesson plans made by the teachers for each meeting. In this study, the teachers analyzed three lesson plans. Based on the theory, there are a lot of considerations such as the teaching objectives, the teaching method, the materials, etc. As quoted by Brown (2001) lesson plan is a set of activities containing "steps" that become a

guideline for teacher in managing the classroom. Lesson plan may be varied but it contains some essential elements, such as goal(s), objectives, materials and equipment, procedures, evaluation and extra-class work (Brown, 2001). From the findings, the teaching planning the teachers made have included those components. One component that might be considered as additional is the teaching scenario. That is made by the teachers to allocate the exact times for each segments of the games to be well- applied until the end of the gameplay. Based on the interview, the teachers expect games to be finished only in one meeting as they prepared various activities for each meetings. To make that happen, the teaching scenario also helps the teachers to stay in the planning made such as the duration for each segments in the gameplay.

An interesting fact revealed from the interview regarding the making of the teaching planning. The English teacher in the formal classroom who is responsible for supervising the English teachers for EEP never explicitly instruct the teachers to make lesson plan. She only reminds the teacher to give fun activities and particularly games in some meetings. The idea to make the lesson plan is based on the teachers' need. The components they included in the lesson plan were also coming from the need analysis. As a means that they need to set goals or teaching objectives as well as the teaching method needed to execute fun activities in the classroom. The games chosen are also based on the teachers' preferences and they also see the students' interest. Kinds of games are from some references they found in the internet but some others are created by the teachers themselves. From that fact, we can see that the school allow the teachers to use their creativity and do not limit the teachers' idea to bring GBL in the EEP in order to make EEP as a helpful program. That is in line with Mustafa' study (2010) which investigated the essential requirements for effective teaching learning in which teaching planners should have a relatively clear understanding of all the components necessary to create a positive environment for English teaching and learning such as can propose good

classroom practices such as use activity-based activities teaching techniques like TPR, games, and project.

Another discussion is relating to the teachers' response to the questionnaire that they agree that the teaching materials including the materials on games are based on the syllabus. We see in the lesson plan that the teachers write down the teaching materials in details and they added some pictures or illustrations. It means that the teachers followed the elements of a good lesson plan proposed by Brown (2001), asserting that a good planning should contain what the teachers' need in the classroom.

Successful GBL Implementation in Teachers' Practices with Several Problems Occurred

The observation gained many facts about how the teachers implement GBL in the classroom, kind of activities given to implement GBL, and the situation during GBL implementation. Freeman, Freeman, and Mercuri (2003) in their study stated that it is important for the teachers who teach the diverse students to consider some basic differences among those students and provide instructions that will challenge all the students without overwhelming them. First, in the three meetings we observed, we can see that the teachers tried to engage the students in the GBL activities. They introduced first about kinds of games the students would play and said to the students that the games are fun and enjoyable. From that, we revealed the importance of raising students' interest to the games such as by explaining clearly about the games to play and what makes them interesting.

Second, the teachers delivered the materials using different media. Teacher #1 used printed picture and Teacher #2 used PowerPoint. Both teachers successfully were able to catch students' attention to the materials. From that, we saw the teachers realized the importance of motivation in running GBL. That support Djahimo's study (2015) that he found the use of games and pictures in teaching and learning process is an interesting phenomenon

athat can improve the students' motivation in learning English.

Therefore, when the students played the games, they have been acknowledged about the contents in the games they played. The next point, the teacher opened question and answer section first before play the games. They ensured that the students really understand about what to do.

The implementation of GBL in two classes for three meetings was through three different kinds of games. Those were games that associate with movement and integrate to writing and speaking activity called game "Observing Objects'; with picture and integrate to listening activity called game "Chain Messages"; and speaking practice such as in the game "Character Traits Roulette". The first and the second games were done outside of the classroom and in groups. The third game was done individually and in the classroom.

The first game was aimed to enable the students to work in team, describe objects using correct prepositions, and write sentences with correct spelling. The second game was aimed to make the students understand about how to describe objects with correct prepositions; enable the students to work in team, and speak with correct pronunciations. The teachers considered this activity as a game because there was a sense of fun and challenging. Regarding that, Jabbar and Felicia (2015) also stated that games should be able to raise students' motivation. Gameplay engagement is really important. We saw the students more engaged in this game. More, this activity was done in groups. The third game was aimed to enable the students to describe someone's character and encourage the students to speak confidently. In the implementation of those three games, the teachers could successfully have done the GBL until the last segment of the games.

We found the weaknesses from the implementation of game "Character Traits Roulette" which was done not in groups. They are the classroom was chaos and the students talked to each other. From that, we can see that the games played in groups are more fascinating

than done individually. Teacher's assistance is much more needed. The way the teachers came to each student to ask the students' progress is a good strategy. The students were being motivated and encouraged as the teachers also gave help. From the interview, the teachers stated that the students are more confident to play games in groups. Richard in theory of group formation (2001) stated that grouping is important to create positive interdependence. By grouping, the positive interdependence enables the students to feel togetherness.

Another fact revealed from the GBL implementation we have observed is about the time management. We saw the teachers could finish the classroom activities until the evaluation before closing the meeting. One game could be run in one meeting as well as the evaluation. That shows the English extracurricular can be a good program to accommodate GBL. In formal class, the duration for one meeting is only 40-45 minutes. It might be difficult to run games or the games might be continued to the upcoming meeting as the time is limited. Therefore, EEC can be the solution to give the students more experiences in learning English.

Seeing the Teachers' Problems in GBL Implementation

According to the questionnaire, the teachers gave opinions relating to the problems in GBL implementation such as not every games appeal to students; the students are not in a good condition or mood; the games are too difficult for students; and the students are more focusing on winning the game rather than practicing the language. In line with Muslihatun's study (2013) that those problems existed when applying games. Regarding the first problem, the two teachers have different opinions. Teacher #1 believed that all students must enjoy the games. While the Teacher #2 stated in the interview that there are some students have low interest to play games. Some of them are more excited to do tasks like in the formal class than play games. Some others are used to play digital games than games that require physical movements.

Regarding the second problem, from the observation we saw that the students are more enthusiastic if games were played in groups, not individually. Muslihatun (2013) also found that the students were enthusiastic since games were played in groups. In this study, when the teachers gave game "Character Traits Roulette", the students were not so excited. They tended to talk to each others and discuss other topics. Fortunately, the teachers tried to control and assist students so that all the students could do the game. Moreover, to control the students, the teachers find it easier to give instructions in Indonesian than in English.

The third problem is the games are too difficult to students. From the interview, the teachers stated that deciding the level of difficulty is hard. There are students with different ability. Some students may do the games easily but some others can be frustrated instead. For example, in the first game we observed "Chain Messages", the students do not understand the messages so that the game did not run well. In that case, the teachers might give difficult vocabularies. Fortunately, the game was held outside of the classroom which means still relaxing for students, and the teachers had good control for it. Another fact found is when the teachers find that the games will be more fun to be held outside of the classroom, the supervisor does not allow it sometimes as that may disturb other extracurricular activity. However, the supervisor is helpful too. The lesson plan is sometimes checked and get corrected if the game will be given is too difficult or too easy. Thus, the role of supervisor is needed to decide the level of difficulty of the content in games.

Relating to the last problem, the students will more focus on winning the games when the teachers involve them in competitive games and give reward for the winner. That might be questioning why that is considered as a problem. If the students are eager to win, they must have done the game as a means that they have completed the task given. From the observation, we saw competitive games in groups more appeal to students. That supports Tomlinson

and Masuhara's study (2009) in which they also found that competitive games provide potential activities that can promote educational development. The reward for the winning team also became motivation. As stated by Juniar (2016), the students' motivation and confidence can be a key to succeed the learning process and lead them to reach their goals. We assumed that there might be some students do not really participate in the teamwork and tend to be passive. That causes a problem as there might be only one student who really do the task. To figure out which one is not really working is hard as in the evaluation, the teachers do not test the students one by one but as a group. It might be easier to figure out whether students really think themselves to complete the work if the competitive game done individually.

The Teachers' Concerns on the Students' Performance and Product for Evaluation

In this study, the teachers evaluate their teaching by assessing the students' performance and product. As stated by Gensee and Upshur (1996), assessment of student's progress or achievement is an important component of evaluation that includes the measurement and analysis of information about student learning. The assessment is done to score the students' ability as it is required to be the students' score during their participation in English extracurricular program. In GBL implementation, particularly, the evaluation is always done before closing the meeting. The participants in this study have various ways to assess students. Teacher #1 evaluated the students from their results in doing the exercises given after the teacher delivers the materials and by looking at the students' performances when they get down practicing. While Teacher #2 assessed the students by asking orally the students about what they have learned and their opinions about the games they play. After that, she evaluates the product the students have made, such as their feelings and thoughts in written form, to know their ability as well as their progress. As stated by Chastain (1988),

teachers can do the evaluation on the basis of students' reaction and participation.

Another discussion is teachers do not include evaluation particularly in the lesson plan. That is written in the scenario that in the end of the activity students should present their works or performance. According to Jabbarifar (2009), to create a useful and affective evaluation and assessment, teachers should make planning and it should be integrated to each lesson or unit as well as general planning at the beginning of the school year or course. Thus, eventhough the teachers did not particularly include the evaluation in the lesson plan, they have prepared planning for evaluation and assessment which is written in the scenario of teaching that the teachers make. As the result, I saw the the teachers successfully administered the evaluation that has been prepared before ending the lesson. As cited by Jabbarifar (2009), if evaluation is planned along with instruction, the time required for assessment activities will most likely be available.

The Relation of Teachers' Perceptions, Planning, and Implementation of GBL in English Extracurricular Program

There are three concerns of this study: teachers' perceptions, planning, and implementation of GBL. Based on the findings, those have relation to each other. Firstly, teachers' perceptions influence the way the teachers implement GBL. Borg (2001) stated that perception becomes a guide to thought and behavior that lead to action. For instance, in selecting kinds of games. Teachers perceived that GBL is associated with movement. In GBL implementation, we observed that the teachers gave games that done outside of the classroom and allow the students to walk around the school area to describe some objects. The teachers also gave game 'chain messages' that encourage the students to be able to work in team and it is done on the school yard. On that game, the students also have to move to send the message to their friends in group. The teachers also perceived that in GBL, the games are associated with pictures. In game 'chain

messages', the task for students is arranging some pieces of pictures to tell the message.

The second relation is teaching planning affects the GBL implementation. In this case of GBL implementation, the teachers when planning to give games to students, they make a scenario for running the GBL. The scenario is detailed consisting the segments of the games and the duration per segments. The teachers also include an evaluation in the scenario before ending the lesson to assess the students. In the real practice, we saw the games were done as planned on the scenario. The duration might change as there might be many possible situations happened such as the students were misbehaved or uncontrolled and some also faced difficulty and need the teachers' help. Apart from the things that might happen differently from what have been planned in the scenario, the teachers successfully could run the GBL until the end. We can see that the scenario to run GBL is helpful as the segments are clear as well as the time allotments.

CONCLUSION

The teachers in this study mostly have the same perceptions of GBL with the experts and researchers of previous related studies The teachers' planning which showed various kinds of games would be given during one semester program of English extracurricular, revealed that the games given in seven meetings out of 14 meetings. The games were mostly as cooperative games, competitive games, and aimed to improve speaking, listening, and writing skills. The teachers' planning which is written as a personal lesson plan has included good points. the teachers included four aspects out of six in the lesson plan such as learning goal, time allotment, teaching materials, and classroom activities along with the scenario of teaching. The implementation of GBL in two classes for three meetings was through three different kinds of games. Those were games that associate with movement and integrate to writing and speaking activity called game "Observing Object"; with picture and integrate to listening activity called game "Chain Messages"; and speaking practice such as in the game "Character Traits Roulette". In the implementation of those three games, the teachers could successfully have done the GBL

until the last segment of the games, that is evaluation segment. The teachers mostly have the same perceptions about the problems in implementing GBL such as agreed that in implementing GBL, they dealt with problems like the students are not in a good condition or mood; the games are too difficult for students; and the students are more focusing on winning the game rather than practicing the language. The teachers in evaluating the students have the same concerns. They concern on the students' performances and product. There are three concerns of this study: teachers' perceptions, planning, and implementation of GBL. Based on the findings, those have relation to each other. Firstly, teachers' perceptions influence the way the teachers implement GBL. The second relation is teaching planning affects the GBL implementation. In this case of GBL implementation, the teachers when planning to give games to students, they make a scenario for running the GBL. The scenario of teaching makes the GBL run until the last segment.

LIMITATIONS

We acknowledge that there are some limitations in my study. First, the period of time in revealing the teachers' perceptions, planning and practices were so limited so that we only highlight some points and some topic may not be explained well. Second, there are only two teachers as the participants of the study since we only focused on the GBL in SMP 40 Semarang which only provide two classes for English extracurricular program. It is expected for further research to observe more than one school which obviously will involve more participants of the study. Third, in collecting data, we did not directly observe both classrooms since it was held in the same time. We observed the activities through video recorder since we asked someone else to record the other class. Despite of those limitations, this research still could answer the proposed research questions. The data were adequate to answer all of the research questions since it was gathered from various instruments.

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