

ABSTRACT

RAHMA CHAIRANI. 2026. "IMPLEMENTING GAME-BASED LEARNING IN THE EFL CLASSROOM: WHAT DO STUDENT TEACHERS DO?". English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Siliwangi, Tasikmalaya.

The purpose of this qualitative study was to investigate what student teachers do when implementing Game-Based Learning (GBL) in the EFL classroom. The study involved two student teachers from the English Education Department of Universitas Siliwangi who participated in a school-based internship program (FKIP EDU) at a junior high school in Tasikmalaya. Data were collected through semi-structured interviews. The data were analyzed using thematic analysis to identify patterns and themes related to the planning, facilitation, and reflection stages of GBL. The findings reveal that student teachers implemented GBL as a coherent and pedagogically intentional instructional cycle rather than as a mere entertainment activity. This cycle consists of three interlinked phases: (1) Strategic Instructional Preparation (2) Adaptive Facilitation During Gameplay, and (3) Reflective Learning Consolidation. The implication of this study suggests that the effectiveness of GBL in the EFL classroom is not primarily determined by the game itself, but by the teacher's agency in managing it as a structured, goal-oriented, and reflective teaching strategy. Consequently, thorough preparation and post-game reinforcement are essential for ensuring that the game yields meaningful language learning outcomes.

Keywords: *Game-Based Learning, EFL Classroom, Student Teachers*