

**THE EFFECT OF GAME BASED LEARNING
TOWARD STUDENT'S GRAMMAR UNDERSTANDING
IN DIGITAL ERA**

(A Quasi-Experimental Research at 11th Grade SMAN 3 Bengkulu City
in the Academic Year of 2024/2025)

T H E S I S

Submitted as a partial requirements for the degree of
Sarjana pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Tadris Faculty UINFAS Bengkulu.



Submitted by:

YAYUK SUSANA TRIHARTATI
SRN. 2111230008

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TADRIS FACULTY
FATMAWATI SUKARNO STATE ISLAMIC
UNIVERSITY BENGKULU**

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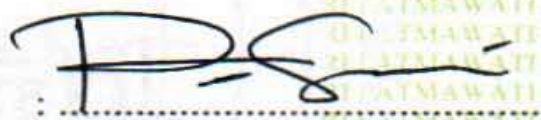
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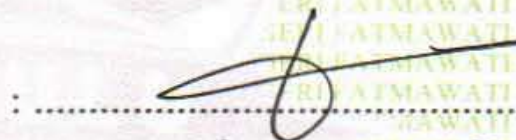
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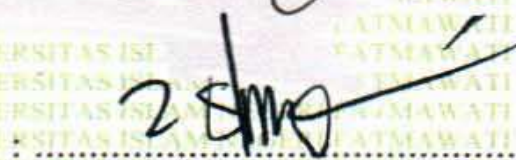
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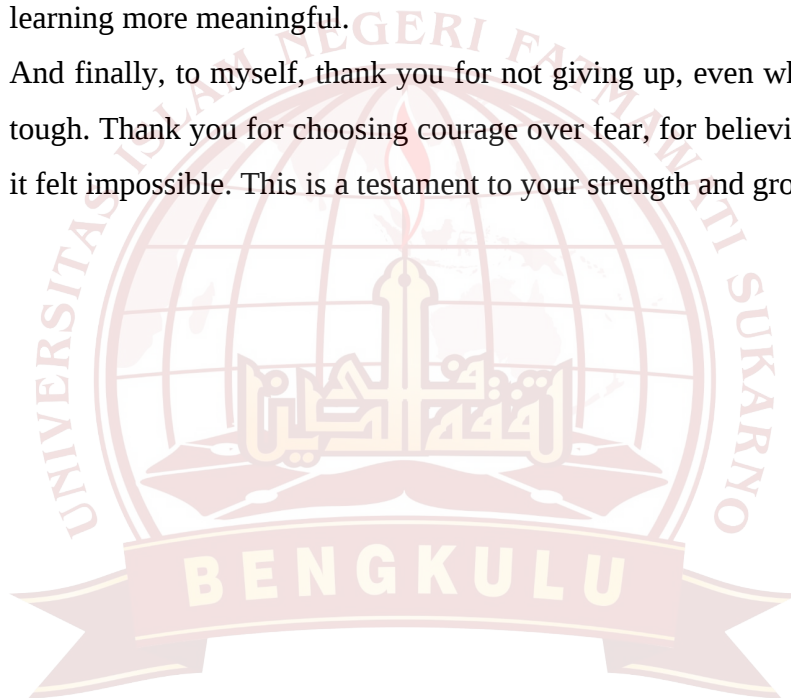
DEDICATIONS

With gratitude and Love, This thesis is dedicated to:

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Bengkulu, Mei 2025

Yayuk Susana Trihartati

ABSTRACT

Yayuk Susana Trihartati (2025) : The Implementation Of Game Based Learning Toward Student's Grammar Understanding In Digital Era (A Quasi-Experimental Research At 11th Grade SMAN 3 Bengkulu City In The Academic Year Of 2024/2025)

Advisor I : Prof. Riswanto, Ph. D

Advisor II : Yashori Revola, M.Pd

Although grammar is a crucial component of English language learning, many students still struggle with understanding tenses due to *PBL*, less engaging teaching methods. Previous studies have addressed grammar instruction generally, but limited research has focused on the use of game-based learning (GBL) in Indonesian high school contexts. This study aimed to determine whether there was a significant effect of using GBL on students' grammar understanding at SMAN 3 Bengkulu City in the digital era. The research employed a quasi-experimental design with a pre-test and post-test approach. The participants were 11th-grade students in the 2024/2025 academic year. Purposive sampling was used to select two classes: XI H (experimental class, 32 students) and XI G (control class, 31 students). The instrument used was a grammar test covering simple present, simple past, and simple future tenses. Data were collected through pre-tests and post-tests. The experimental group received treatment through GBL using platforms such as *Kahoot!*, while the control group was taught using conventional methods. The data were analyzed using SPSS version 30, involving descriptive statistics, normality test, and an independent sample t-test. The t-test results showed a significance value of 0.000, indicating that the null hypothesis was rejected. This means GBL had a statistically significant effect on students' grammar understanding. The interactive and student-centered nature of GBL helped improve engagement, motivation, and retention of grammar concepts. Therefore, it can be concluded that GBL is an effective and innovative strategy that significantly enhances grammar mastery and is recommended for wider implementation in language classrooms.

Keywords: *Game-Based Learning, Grammar Understanding, Digital Era, Quasi-Experimental, Tenses*

ABSTRAK

Yayuk Susana Trihartati (2025) : Penerapan Pembelajaran Berbasis Permainan terhadap Pemahaman Grammar Siswa di Era Digital (Penelitian Kuasi-Eksperimen pada Siswa Kelas XI SMAN 3 Kota Bengkulu Tahun Ajaran 2024/2025)

Pembimbing I : Prof. Riswanto, Ph. D

Pembimbing II : Yashori Revola, M.Pd

Meskipun tata bahasa merupakan komponen penting dalam pembelajaran bahasa Inggris, banyak siswa masih kesulitan memahami tenses akibat metode pengajaran tradisional yang kurang menarik. Studi sebelumnya telah membahas pengajaran tata bahasa secara umum, namun penelitian yang fokus pada penggunaan pembelajaran berbasis permainan (GBL) dalam konteks sekolah menengah atas di Indonesia masih terbatas. Penelitian ini bertujuan untuk menentukan apakah terdapat efek signifikan dari penggunaan GBL terhadap pemahaman tata bahasa siswa di SMAN 3 Kota Bengkulu pada era digital. Penelitian ini menggunakan desain kuasi-eksperimental dengan pendekatan pre-test dan post-test. Peserta penelitian adalah siswa kelas XI pada tahun ajaran 2024/2025. Sampling purposif digunakan untuk memilih dua kelas: XI H (kelas eksperimen, 32 siswa) dan XI G (kelas kontrol, 31 siswa). Alat ukur yang digunakan adalah tes tata bahasa yang mencakup tenses simple present, simple past, dan simple future. Data dikumpulkan melalui pre-test dan post-test. Kelompok eksperimen menerima intervensi melalui GBL menggunakan platform seperti *Kahoot!*, sementara kelompok kontrol diajarkan dengan metode *PBL*. Data dianalisis menggunakan SPSS versi 30, meliputi statistik deskriptif, uji normalitas, dan uji t sampel independen. Hasil uji t menunjukkan nilai signifikansi 0.000, menunjukkan bahwa hipotesis nol ditolak. Hal ini berarti GBL memiliki efek yang signifikan secara statistik terhadap pemahaman tata bahasa siswa. Sifat interaktif dan berpusat pada siswa dari GBL membantu meningkatkan keterlibatan, motivasi, dan retensi konsep tata bahasa. Oleh karena itu, dapat disimpulkan bahwa GBL adalah strategi yang efektif dan inovatif yang secara signifikan meningkatkan penguasaan tata bahasa dan direkomendasikan untuk diterapkan secara luas di kelas bahasa.

Kata Kunci: *Game-Based Learning, Pemahaman Grammar, Era Digital, Kuasi Eksperimen, Tenses*

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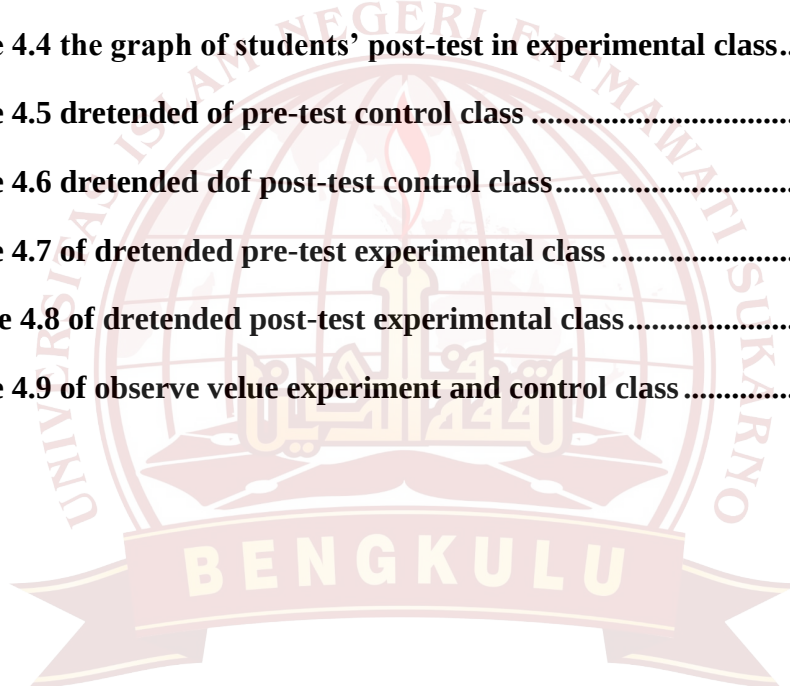


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