

**ENHANCING GRAMMAR PROFICIENCY
THROUGH GAME-BASED LEARNING:
A STUDY ON ENGLISH FOREIGN LANGUAGE
FOR YOUNG LEARNERS**

T H E S I S

Submitted as a Partial Requirements for the degree
Sarjana Pendidikan (S.Pd) In English Study Program



PRIMA DWI PUTRI SARI
SRN. 2111230063

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TADRIS FACULTY
FATMAWATI SUKARNO STATE ISLAMIC
UNIVERSITY OF BENGKULU
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I hereby declare that my thesis entitled “**Enhancing Grammar Proficiency Through Game Based Learning: A Study on English Foreign Language for Young Learners**” is my own work or research and is not a plagiarism of the work of others. If in the future it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

Bengkulu, August 2025
Stated by,



Prima Dwi Putri Sari
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RATIFICATION

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MOTTO

﴿يُسْرًا أَلْتَمِرَ مَعَ فَإِنَّ﴾ ﴿يُسْرًا أَلْتَمِرَ مَعَ إِنَّ﴾

(Q.s Al-Insyirah : 6-7)

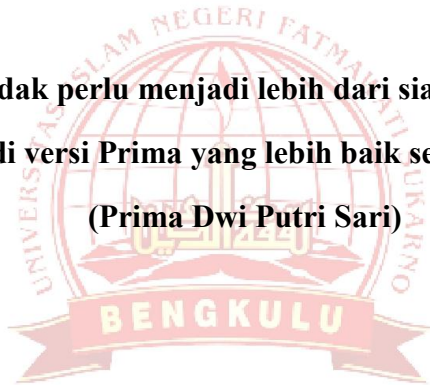
Freedom is nothing else but a chance to be better

(Albert Camus)

“Tidak perlu menjadi lebih dari siapa pun.

Cukup jadi versi Prima yang lebih baik setiap harinya.”

(Prima Dwi Putri Sari)



DEDICATION

Alhamdulillah rabbil'alamin, The researcher would like to dedicated this thesis to:

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14. My almamater UINFAS Bengkulu

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ABSTRACT

Prima Dwi Putri Sari, SRN: 2111230063. Title of Thesis: “Enhancing Grammar Proficiency Through Game Based Learning: A Study on English Foreign Language for Young Learners”. Thesis, Study Program of Tadris Bahasa Inggris, Tarbiyah and Tadris Faculty.

Supervisors: 1. Fera Zasrianita, M.Pd 2. Andriadi, M.A.

Grammar proficiency is one of the essential components in mastering English, yet teaching grammar often becomes monotonous when using conventional methods. This study aimed to investigate the effectiveness of Game-Based Learning (GBL) in improving students' grammar proficiency compared to conventional teaching methods. The research was conducted at SMPN Maur with seventh-grade students, involving 35 students in the experimental class and 34 students in the control class. Data were collected through pre-test and post-test assessments to measure students' grammar achievement. The results of the pre-test showed that both groups had relatively similar initial abilities, with the experimental group achieving a mean score of 26.23 and the control group 23.65. However, after the treatment, the post-test results revealed a significant improvement in the experimental group with a mean score of 56.97, while the control group obtained only 30.24. The Mann-Whitney U test confirmed that the difference between the two groups was statistically significant, indicating that the application of GBL was more effective in enhancing grammar proficiency than the conventional method. These findings suggest that game-based learning provides an engaging and interactive learning atmosphere that improves students' mastery of grammar, and it is recommended as an alternative instructional strategy in English language teaching.

Keyword: *Grammar Proficiency, Game-Based Learning, EFL, Grammar*

ABSTRAK

Prima Dwi Putri Sari, NIM : 2111230063. Judul skripsi : “Meningkatkan Kemampuan Tata Bahasa melalui Pembelajaran Berbasis Permainan: Studi pada Pembelajar Bahasa Inggris sebagai Bahasa Asing untuk Anak-Anak”. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

Supervisors: 1. Fera Zasrianita, M.Pd 2. Andriadi, M.A.

Kemahiran tata bahasa merupakan salah satu komponen penting dalam penguasaan bahasa Inggris, namun pembelajaran tata bahasa sering kali menjadi monoton apabila hanya menggunakan metode konvensional. Penelitian ini bertujuan untuk menguji efektivitas Game-Based Learning (GBL) dalam meningkatkan kemampuan tata bahasa siswa dibandingkan dengan metode konvensional. Penelitian dilaksanakan di SMPN Maur pada siswa kelas VII dengan melibatkan 35 siswa di kelas eksperimen dan 34 siswa di kelas kontrol. Data dikumpulkan melalui pre-test dan post-test untuk mengukur pencapaian tata bahasa siswa. Hasil pre-test menunjukkan bahwa kedua kelompok memiliki kemampuan awal yang relatif sama, dengan nilai rata-rata kelas eksperimen sebesar 26,23 dan kelas kontrol 23,65. Namun setelah perlakuan, hasil post-test memperlihatkan peningkatan signifikan pada kelas eksperimen dengan nilai rata-rata 56,97, sedangkan kelas kontrol hanya mencapai 30,24. Uji Mann-Whitney U mengonfirmasi bahwa perbedaan antara kedua kelompok signifikan secara statistik, yang menunjukkan bahwa penerapan GBL lebih efektif dalam meningkatkan kemampuan tata bahasa dibandingkan metode konvensional. Temuan ini mengindikasikan bahwa pembelajaran berbasis permainan mampu menciptakan suasana belajar yang interaktif dan menyenangkan, serta direkomendasikan sebagai alternatif strategi pengajaran dalam pembelajaran bahasa Inggris.

Keyword: *Kemahiran Tata Bahasa, Pembelajaran Berbasis Permainan, EFL, Tata Bahasa*

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The Researcher sincerely prays that Allah SWT rewards all acts of kindness, support, and guidance from every individual involved with abundant blessings.

The Researcher is fully aware that this thesis still contains shortcomings and imperfections. Therefore, feedback and recommendations that are constructive in nature are warmly appreciated by the researcher.

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Prima Dwi Putri Sari
SRN. 2111230063

TABLE OF CONTENT

COVER	i
PRONOUNCEMENT	ii
RATIFICATION	iii
ADVISOR RATIFICATION SHEET.....	iv
THESIS APPROVAL SHEET.....	v
ADVISOR'S NOTE	vi
MOTTO	vii
DEDICATION	viii
ABSTRACT	xii
ABSTRAK	xiii
ACKNOWLEDGEMENT	xiv
TABLE OF CONTENT	xvi
LIST OF TABLE	xviii

CHAPTER I INTRODUCTION

A. Background	1
B. Identification of the Problem	8
C. Limitation of the Problem	8
D. Research Questions	9
E. The Purposes of the Research	9
F. The Significance of the Problem.....	9
G. Operational Definition of Key Terms.....	10

CHAPTER II LITERATUR REVIEW

A. Grammar Skill	12
1. Definition of Grammar Skill	12
2. The Importance of Grammar Skill	
Language Learning.....	14
3. Development of Grammar Skill in	
English Language Learning	16

4. Challenges in teaching Grammar Skills to Student.....	19
5. Effective Approaches and Strategies for Teaching Grammar	21
B. Game Based Learning.....	24
1. Definition of Game Based Learning	24
2. Elements in Gmae Based Learning	26
3. The Impact of Game Based Learning on Language Learning.....	29
4. The Benefits and Advantages of Game Based Learning in Grammar Instruction	31
C. Young Learners.....	34
1. Definition of Young Learners (Children as Learners)	34
2. Characteristics of Young Learners in the Context of Language Learning.....	36
3. Learning Needs for Young Learners.....	38
4. Challenges in the Teaching Grammar to Young Learners.....	41
5. Effective Teaching Strategies for Young Learners.....	43
D. Theoretical Framework.....	45
E. Some Related Previous Studies.....	48

CHAPTER III RESEARCH METHOD

A. Research Design.....	52
B. Population and Sample	53
C. Research Instrument.....	55
D. Data Collecting Technique	56
E. Data Analysis	58

CHAPTER IV RESULT AND DISCUSSION

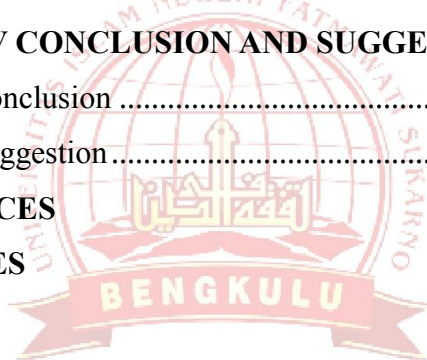
A. Result	59
B. Discussion	71

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	75
B. Suggestion.....	76

REFFERENCES

APPENDICES



LIST OF TABLE

Table 3.1 Research Population.....	54
Table 3.2 Research Sample	55
Table 3.3 Mapping of Instrument Usage and Collected Data	57
Table 4.1 Students' Score Categories in the Post-Test.....	60
Table 4.2 Students' Score Categories in the Post-Test.....	64
Table 4.3 Mean score of pre-test and post-test	72

