

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study, it can be concluded that the application of game-based learning had a significant positive impact on the grammar proficiency of seventh-grade students at SMPN Maur. The descriptive statistical analysis revealed that although both the experimental and control groups started with relatively similar abilities in the pretest, the post-test results showed a clear distinction. The experimental group achieved higher scores with a mean of 56.97, compared to the control group's mean of 30.24. This indicates that students who were taught through game-based learning demonstrated greater improvement in grammar achievement than those taught through conventional methods.

Furthermore, the results of the Mann-Whitney U test confirmed that the differences between the two groups were statistically significant, with the experimental group obtaining a much higher mean rank than the control group. These findings suggest that game-based learning not only makes the learning process more engaging and interactive but also effectively enhances students' grammar mastery. Therefore, the implementation of game-based learning can be considered an effective instructional strategy to improve grammar

proficiency among junior high school students, particularly in the context of SMPN Maur.

B. Suggestion

The following suggestions are formulated based on the findings and interpretation of this research to provide practical contributions for teachers, curriculum developers, and researchers in the field of English language education:

1. Junior high school educators are encouraged to systematically integrate game-based learning strategies into the grammar teaching curriculum.
2. Teachers should select and design educational games that are appropriate for students' proficiency levels and aligned with specific learning objectives.
3. In addition, teacher training on the implementation of game-based learning (GBL) is essential to ensure the effectiveness of this method.
4. Further research is recommended to explore the long-term impact of GBL and how this method can be adapted for other language skills, such as speaking, listening, and writing, within the context of secondary education.

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