

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study on the implementation of Game-Based Learning (GBL) in English lessons for fifth grade students at SD Islam Al Azhar 51 Bengkulu, it can be concluded that GBL supports students' learning motivation, as demonstrated by their increased enthusiasm, confidence, and focus during lessons conducted through games. The classroom atmosphere became more interactive, collaborative, and enjoyable, encouraging students to actively engage by asking questions, responding, and working with peers.

Furthermore, this study reveals that students' engagement in GBL-based learning is shaped by both internal and external factors. Internal factors include enjoyment, interest, self-confidence, learning motivation, and students' awareness of the importance of English, while external factors involve the types of games used, the suitability of the games with lesson content, teacher guidance and classroom management, peer collaboration, and the overall classroom environment. Games such as Class of Champions and Scrabble were particularly effective in supporting comprehension, reducing boredom, and fostering meaningful learning.

Overall, the integration of GBL in elementary English instruction supports students' motivation as well as their engagement in the learning process. By promoting active participation, collaboration, and positive attitudes, GBL helps create a more dynamic and student-centered learning environment.

B. Implication

The results of this study carry several important implications for English language teaching, particularly at the elementary school level. First, the indications of students' motivation through the use of Game-Based Learning (GBL) suggest that teachers should not rely solely on conventional methods, but rather integrate interactive and enjoyable strategies to maintain students' enthusiasm. By incorporating games, teachers can create a learning environment that reduces boredom while encouraging active participation, collaboration, and confidence in using English. This suggests that GBL can be considered as a promising teaching approach, especially for young learners who benefit from engaging activities to stay focused and motivated.

Second, the findings imply that schools and curriculum developers may provide greater space for innovative learning strategies within the curriculum. Since GBL was found to support both intrinsic and extrinsic motivation, its integration into the English curriculum has the potential to foster more

meaningful learning experiences. Curriculum designers may therefore consider developing teaching materials and guidelines that incorporate game elements aligned with learning objectives.

Finally, the implications extend to future research and educational practice. The outcomes of GBL in this context highlight the importance of continuously exploring methods that balance enjoyment with educational value. Researchers are encouraged to investigate different types of games, digital platforms, and contexts in which GBL can be applied, while teachers are advised to adapt the method according to the characteristics and needs of their students. In this way, GBL can be further refined and more widely applied as a strategy for fostering student motivation and engagement in English learning at the elementary school level.

C. Suggestion

Based on the research findings and key discoveries, the following recommendations are proposed for school, educators, students and future researchers :

1. For schools, it is recommended to provide adequate support for the application of Game-Based Learning by preparing relevant facilities and resources as well as encouraging teacher development. Institutional support will allow GBL to be integrated more systematically into English teaching, making the learning process more engaging for students.

2. For teachers, it is suggested to use GBL as a pedagogical tool rather than mere entertainment. Teachers should select or design games that match students' needs and lesson objectives, manage classroom time effectively, and encourage collaboration so that the games truly enhance motivation, participation, and comprehension in English learning.
3. For students, it is recommended to take an active role in GBL activities with a positive mindset. By treating games as opportunities to practice English, cooperate with peers, and build self-confidence, students can maximize the benefits of this method and strengthen both their motivation and language skills.
4. For future researchers, it is recommended to examine more closely the balance and familiarity of games in English learning. This study found that while familiar games like *Class of Champions* increased enthusiasm, too many games could become distracting. Future studies should also explore the affective and social dimensions that unexpectedly appeared, such as students' awareness of the importance of learning English, stronger peer collaboration, and the role of healthy competition in sustaining motivation.

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