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If at a later date it turns out to be conclusively proven that part or all of this thesis is the result of plagiarism, I am willing to accept the sanctions and consequences in accordance with applicable regulations.

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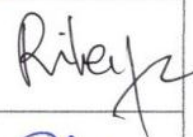
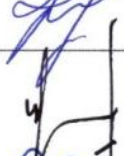
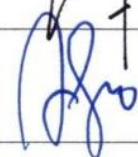
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Kami telah bersepakat bahwa tesis magister tersebut sudah dapat diajukan kepada Program Pascasarjana UIN Sultan Maulana Hasanuddin Banten untuk diajukan guna mengikuti UJIAN TESIS dalam rangka memperoleh gelar M.Pd (Magister Pendidikan).

Wassalamu'alaikum wr.wb

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ABSTRACT

SITI ANUGRAH MUHAROMAH (232623109), Using Game-Based Learning on Students Reading Comprehension and Grammar in Narrative Texts

This research revealed the analysis of students' reading comprehension and grammar mastery in narrative texts through Game-Based Learning using the Blooket and Magic School platforms. In this study, the main objectives were to discover whether Game-Based Learning is effective in improving students' reading comprehension and grammar, and to explore students' perceptions and challenges during the use of game-based activities. The researcher applied the use of mix method design. The sample was chosen purposively in a number of 106 eighth-grade students at SMPN 1 Petir. The result in the quantitative aspect using SPSS 26.0 showed a significant improvement in the students' reading comprehension and grammar in narrative texts. The experimental class experienced a higher increase in post-test scores compared to the control class. In addition, the qualitative data supported this finding through thematic analysis using NVivo 12 Pro on two main aspects: students' perception in using game based learning and students' challenge using Game-Based Learning. The findings showed that most students perceived the game-based activities as positive impression and negative impression, although some challenges such as technical issue and difficulty understanding questions. This research has implications for providing interactive and contextual learning media for junior high school students and offering alternative digital learning strategies for teaching reading comprehension and grammar, especially through narrative texts in the EFL classroom context.

Keywords: Game-Based Learning, Reading Comprehension, Grammar.

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Finally, the writer really realizes that are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

“May Allah Almighty bless you, bless me, and bless us”

Author



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