

CHAPTER I

INTRODUCTION

A. Background of Study

English education in schools is crucial to prepare students to participate in international discourse and access global opportunities. However, although English learning has increasingly gained attention, many students at the school where researcher intend to conduct my research still encounter difficulties in mastering language skills, particularly in using correct tenses, constructing sentences with appropriate tenses, and understanding the content of reading texts. Based on the observations the researcher has conducted, it was found that only 30% of the students were able to understand the material well, while the remaining 70% still faced difficulties. This indicates that the students at this school have low proficiency in reading comprehension and grammar. Therefore, researcher have chosen this school as the location for my research.

Grammar serves as the foundation of English proficiency, providing the structural framework needed to communicate effectively in reading, writing, speaking, and listening. On the other hand, reading comprehension is a vital skill that enables students to understand,

interpret, and respond to written texts accurately. In narrative texts, these two competencies are closely interconnected, as understanding the use of past tense and the sequence of events is essential for following the storyline and overall meaning of the text. Unfortunately, in conventional classroom learning, students often find grammar instruction monotonous and reading activities difficult to comprehend, which ultimately leads to low motivation, incomplete assignments, and unsatisfactory learning outcomes.

To address these challenges, educators have increasingly turned to technology-based learning innovations. One such innovation is game-based learning, a learning method that integrates educational content into interactive games to create a more engaging and enjoyable learning experience. Game-based learning is known to enhance students' motivation, participation, and academic performance by presenting instructional materials in a fun, competitive, and interactive format.

Several recent studies have investigated the effectiveness of game-based learning in language education. For example, a study by Putra et al. (2020) reported that the use of digital games significantly improved students' motivation and comprehension in reading activities.

Similarly, Setiawan & Wiedarti (2021) found that game-based applications enhanced grammar learning outcomes among junior high school students. Another study by Ningsih (2022) showed that integrating online games into English language classrooms increased students' engagement and accuracy in using grammatical structures, particularly tenses. These findings reflect the growing recognition of game-based learning as an effective instructional strategy in language education.

Although previous research has shown positive outcomes, most studies have tended to focus on improving either grammar or reading comprehension separately. There is still limited research investigating the combined effect of game-based learning on both grammar mastery and reading comprehension within a single instructional context, especially in narrative texts, which require students to understand the chronological sequence of events using correct tense forms. Furthermore, the integration of game-based learning in completing homework assignments and out-of-class activities has also been rarely explored.

Based on these conditions, this study utilizes Blooket as a game-based learning platform for grammar and reading comprehension

instruction. Blooket is an interactive quiz platform in a game format that students can access online using their own devices, both during classroom learning and while completing homework at home. Through various interesting and competitive game modes, Blooket is expected to enhance students' motivation, engagement, and understanding of grammar materials and narrative texts. In addition, this study also employs Magic School, an AI-based platform that helps teachers create lesson plans and teaching materials more quickly and efficiently. This tool enables teachers to design structured and engaging learning scenarios that suit students' needs.

Therefore, this study aims to fill the research gap by examining the effectiveness of game-based learning using Blooket in improving students' grammar mastery and reading comprehension in narrative texts, while utilizing Magic School to support teachers in creating more adaptive learning tools. It is expected that the findings of this study will contribute to the development of more creative, interactive, and effective English teaching strategies in today's digital era.

B. Identification of the Problem

Based on the problems which have been discussed above, the problem identifications can be classified as follows:

1. Limitations of traditional media.
2. Lack of research on Game Based Learning especially Blooket and Magic School use.
3. The students understand little about narrative text.

C. Research Question

Based on the background of the study, the researcher formulates the problem by making research questions as follow:

1. How is the use of Game-Based Learning effective for students' reading comprehension in narrative text?
2. How is the use of Game-based Learning for effective students' grammar mastery in narrative texts?
3. What are the perception and challenge of student doing Game-Based Learning?

D. Limitation of the Problem

This study is limited to a specific context and served as the basis for the study. The research focused on the use of the game based learning. The researcher examined how game based learning could improve students' abilities in reading comprehension and grammar, with particular attention in narrative texts. The subjects of this study were eighth-grade students at SMPN 1 Petir.

E. Objective of the Study

In the research, the researcher formulates the objective of the study as follow:

1. To examine the effectiveness of Game-Based Learning for students' reading comprehension in narrative text.
2. To identify the effectiveness of Game-Based Learning for students' grammar mastery in narrative texts.
3. To explore the perception and challenge of students using Game-Based Learning.

F. Benefit of the Study

In the research, the researcher formulates the benefit of the study as follow:

1. Theoretical Benefits

This research contributes to understanding how the Game Based Learning application can increase students' motivation in completing homework and support understanding of grammar and reading comprehension, as well as enrich the literature on interactive technology-based learning.

2. Practical Benefits

The results of this study help teachers in implementing Game Based Learning effectively to improve student motivation and understanding, as well as provide recommendations for schools and policymakers to integrate gamification technology in learning.

G. Previous Study

The first review related to this study and the title is “EFL Students’ Perceptions on the Use of Blooket in Grammar Classes” which has been research by Anh Tuan Pham and Danh Thanh Ly (2023) the student of FPT University, Can Tho, Vietnam. The researcher employed a combination of qualitative and quantitative methods. 132 EFL students from a private institution in Vietnam participated in the study, which used a semi-structured interview and a 7-point Likert scale questionnaire to collect data. According to the results, students had favorable opinions of Blooket in grammar classes in terms of its perceived utility, perceived usability, attitude toward technology, behavioral intention to use the system, and satisfaction. Because they believed that Blooket was beneficial, students were happy with the application in grammar classes¹. The distinction between this

¹ Anh Tuan Pham and Danh Thanh Ly, *EFL Students’ Perceptions on the Use of Blooket in Grammar Classes*, *ACM International Conference Proceeding Series* (Association for Computing Machinery, 2023), 1, doi:10.1145/3 606094. 3606117.

study and my research lies in the research focus. My study specifically focuses on the use of game-based learning on students' reading comprehension and grammar skills.

The second review related to this study and the title is “The Impact of Blooket on Vocabulary Achievement of Grade XI MIPA 2 Students at SMA Sutojayan” which has been research by Alen Isha Kinanti and Hesty Puspita Sari (2024) the student of Universitas Islam Balitar. The purpose of this study is to use Blooket as a learning tool to assess and improve the vocabulary achievement of students at SMAN 1 Sutojayan, specifically in class XI MIPA 2. This study uses a one-group pre-test post-test design and a quantitative technique. Thirty-five pupils from class XI MIPA 2 are the research subjects. The results of this study may be a useful addition to initiatives to raise the standard of instruction at SMAN 1 Sutojayan and other comparable educational establishments. It is strongly advised that future studies investigate alternative methods for enhancing pupils' vocabulary². The distinction between this study and my research lies in the research focus. My study specifically focuses on the use of game-based learning to students' reading comprehension and grammar skills.

² Alen Isha Kinanti and Hesty Puspita Sari, ‘The Impact Of Blooket On Vocabulary Achievement Of Grade XI MIPA 2 Students At SMA Sutojayan’, *Jurnal Riset Rumpun Ilmu Bahasa*, 3.1 (2024), pp. 123–32, doi:10.55606/jurribah.v3i1.2801. *The Impact of Blooket on Vocabulary Achievement pf Grade XI MIPA 2 Student at SMA Sutojayan*. 2024. Blitar Islamic University.

The last review related to this study and the title is “Improving Students’ Reading Comprehension and Vocabulary by Using Offline English Indonesia Dictionary Application at the Tenth Grade of Sekolah Menengah Kejuruan (SMK) Sains Medika Serang in Academic Year 2023/2024” which has been research by Sinta Sartika from Master Program English Education Universitas Sultan Ageng Tirtayasa (2024). The purpose of this study is to investigate the implementation of using offline English dictionary application for teaching reading comprehension and vocabulary. Students' perceptions of playing the Blooket game will be the topic of a quantitative method using Classroom Action Research (CAR). Purposive sampling was used to choose every study participant. The result shows that the offline English dictionary application can improve students’ reading comprehension and vocabulary³. The distinction between this study and my research lies in the research focus. My study specifically focuses on the use of game-based learning to students’ reading comprehension and grammar skills.

³ Sinta Sartika. *Improving Students’ Reading Comprehension and Vocabulary by Using Offline English Indonesia Dictionary Application*. 2024. Sultan Ageng Tirtayasa University.

H. Novelty

In recent years, there has been a lot of research on the incorporation of gamification in education, with several studies showing how it improves student motivation and engagement. However, the majority of these research have mostly concentrated on general language skills, such reading comprehension or vocabulary acquisition, leaving the particular area of grammar learning comparatively understudied. Furthermore, there is no research on the effects of more recent gamified tools like Blooket and Magic School, especially when it comes to homework assignments, whereas platforms like Kahoot and Quizizz have been thoroughly examined. Since grammar and reading comprehension is a basic but frequently difficult component of language learning, creative methods are needed to maintain students' interest and drive. By examining how Game-Based Learning affects students' motivation to finish their grammar and reading comprehension assignments, this study aims to close this gap and shed light on how useful it is as a teaching tool in this particular field. This study adds to the expanding corpus of research on technology-enhanced learning by tackling a neglected facet of gamification in the classroom and provides useful advice for teachers looking to enhance grammar and reading comprehension instruction.

I. Organization of Writing

This research have is five chapters, every chapter has some points to explain the chapter, there are:

Chapter I Introduction, this chapter is consists of the background of the study, identification of the problem, research of the problem, limitation of the problem, objective of the study, benefit of the study, previous study, novelty, and organization of writing.

Chapter II Theoretical Foundation, this chapter is consists of definition of game based learning, reading comprehension, and grammar.

Chapter III Method of Research, this chapter is consists of research method, place and time, population and sample, data collection, data analysis, and hypothesis.

Chapter IV Finding and Discussion, this chapter is consists of Finding and Discussion

Chapter V Conclusion and Suggestion, this chapter is consists of conclusion and suggestion.