

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions of this research on the use of Game-Based Learning to improve students' grammar mastery and reading comprehension in narrative texts for eighth-grade students at SMPN 1 Petir.

The use of Game-Based Learning is proven to be effective in improving students' grammar mastery in narrative texts. This is indicated by a significant increase in the post-test scores of the experimental group compared to the control group and supported by the results of the Mann-Whitney U Test, which showed a significant difference after the treatment.

The use of Game-Based Learning is also effective in enhancing students' reading comprehension in narrative texts. The descriptive statistical data and students' perceptions indicate that learning through games makes reading activities more enjoyable, interactive, and motivating, thus contributing to better learning outcomes.

Students have perceptions and challenge of Game-Based Learning in English lessons. Respondent of interview is experimental students who has result post-test low, middle, and high score. They find the positive impression and negative impression, which increases their motivation and participation during learning. However, some challenges were also encountered, such as difficult and lengthy questions, time constraints, technical issues, and a tendency for some students to focus more on the game's competitive elements rather than the learning objectives. This finding is in line with the theory purposed by Pablo. Therefore, this study support the existing theory regarding the effectiveness of game-based learning in improving students' motivation and learning participation.

In summary, this study confirms that Game-Based Learning is an effective and innovative teaching strategy for improving grammar and reading comprehension skills in narrative texts at the junior high school level, while also making learning activities more interactive and enjoyable for students.

B. Suggestion

Based on the conclusions above, several suggestions are proposed for teachers, students, and future researchers:

1. For Teachers

It is recommended that English teachers integrate **Game-Based Learning platforms**, into their instructional activities, particularly for teaching grammar and reading comprehension in narrative texts. Teachers should carefully manage the implementation of games by providing **clear, concise, and step-by-step instructions** before each game session to ensure students fully understand how to participate and what learning objectives they are expected to achieve. It is also important to adjust the **difficulty level of the questions** according to the students' language proficiency to avoid cognitive overload and frustration.

Furthermore, teachers are encouraged to **set appropriate time limits** for each question or game round and conduct **post-game discussions or debriefings** to review students' answers, clarify misconceptions, and reinforce the

grammar structures and reading content presented during the activity. Additionally, teachers should anticipate and prepare for possible technical issues by ensuring stable internet connectivity, providing alternative activities if needed, and offering assistance for students who face difficulties in navigating the game-based platform. Finally, teachers should emphasize to students the importance of balancing the competitive aspects of the game with the primary learning objectives to maintain the educational focus of the activity.

2. For Future Researchers

Future research is recommended to further investigate the application of **Game-Based Learning** in other English language skills, such as **speaking, listening, and writing**, to determine whether similar positive effects can be achieved in those areas. Researchers are also advised to explore the use of game-based platforms in **different text genres**, educational levels, or broader academic subjects beyond English to evaluate the adaptability and effectiveness of game-based instruction in varied contexts.

Additionally, it is suggested that future studies consider developing or customizing **game-based learning activities**

tailored to local, cultural, or thematic content, which may enhance students' engagement and comprehension. Moreover, addressing the challenges identified in this study such as time pressure, complex question wording, and technical limitations can be a valuable focus for upcoming research. Future researchers might also conduct **longitudinal studies** to measure the long-term effects of game-based learning on students' language skills development and motivation over multiple academic semesters.