

THE EFFECT OF GAME BASED LEARNING (GBL) ON READING COMPREHENSION OF NARATIVE TEXT

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Abstract

This research aimed to determine whether Game-Based Learning (GBL) can effectively improve students' ability in reading narrative texts. The population of the study consisted of 265 Grade XI students, with a sample of 45 students from SMK-S Amir Hamzah in the 2024/2025 academic year. A quantitative research method was employed, and data were collected through an essay test. The results showed that the mean pre-test score was 57.60 for the experimental group and 54.25 for the control group. The implementation of Game-Based Learning proved effective in enhancing students' reading skills. Data were analysed using the t-test formula. The analysis revealed that the t-score ($3,99 > 2,016$) significance level with 43 degrees of freedom. This indicates that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

Keywords: Problem Based Learning Model, Reading comprehension, Narrative Text,

INTRODUCTION

The significance of the English language in modern society is immense, as it serves both as a native tongue and a widely-used international language across nearly every country. English is regarded as a global foreign language that everyone should learn. In senior high schools, English education encompasses various goals, such as understanding and producing spoken and written communication through the four main language skills listening, speaking, reading, and writing as well as understanding and creating a variety of short functional texts.

English as a foreign language is a mandatory subject included in the curriculum to enhance students' language proficiency. In primary schools, it is also offered as an elective or local subject and is one of the subjects assessed in national examinations. There are four essential language skills students need to master: writing, speaking, listening, and reading. Reading involves recognizing written symbols and interpreting their meanings. This skill requires a high level of concentration to fully grasp the content. To understand what they read, readers must be able to comprehend and explain the meaning of the text. Without proper comprehension, it becomes difficult to identify key points or extract information.

Therefore, students must learn to understand the context of a text to effectively gain information from it.

Reading comprehension refers to the ability to understand the meaning of a text and extract all relevant information related to the topic. This means that when students read, they are encouraged to think critically in order to fully grasp the content. Successful reading comprehension is often demonstrated by a student's ability to correctly answer questions based on the text. Therefore, understanding the text thoroughly is essential before attempting to respond to any questions about it.

Many students lack motivation when it comes to reading comprehension, which often leads to a poor understanding of the texts they read. This lack of engagement is frequently linked to limited vocabulary, especially in English. Additionally, some students show little interest in reading comprehension due to various factors, such as lengthy texts that lead to boredom, or stories that are too unfamiliar or complex for them to grasp.

Based on a preliminary observation at SMA Swasta T. Amir Hamzah Indrapura, it was found that most Grade XI students struggled with reading comprehension. When reading their textbooks, they often failed to understand the content and could not interpret the meanings of words within the passages. Instead of focusing on understanding the text, they tended to concentrate only on answering the questions in the reading tests. This indicates that they were not using effective strategies to support their reading, which made it difficult for them to answer questions accurately.

METHOD

This research adopts a quantitative descriptive method. According to Unaradjan (2019), quantitative research involves the systematic investigation of a phenomenon through the collection of measurable data, which is then analysed using statistical, mathematical, or computational techniques. It is termed "quantitative" because both the theories applied and the data gathered are expressed in numerical form and processed through statistical analysis.

The study will take the form of an experimental design aimed at examining students' reading comprehension as influenced by game-based learning. Two student groups will be involved: an experimental group and a control group. The experimental group will receive instruction using game-based learning (GBL), while the control group will be taught through conventional methods. Both groups will be given a pre-test and a post-test to measure their progress.

This study analyses two variables: Variable X, the independent variable (game-based learning), and Variable Y, the dependent variable (students' ability in reading comprehension). The sample will be selected using a simple random sampling technique, with class XI-1 serving as the experimental group and class XI-2 as the control group. The research design is.

Table 1. Two Groups Pre-test Post-test

	retest	Treatment	Post-test
Experimental	X1	Using Problem Based Learning by Assisted Quick Response Code	X2
Control Group	Y2	Using Conventional	Y2

Where A : Experimental Group

B : Control Group

X : Using Game Based Learning

Y : Using Conventional Way

The data collection process in this study follows a structured and systematic approach. The first stage involves fulfilling essential administrative requirements before beginning data collection. A critical step in this process is obtaining official permission from the principal, which ensures approval for conducting research within the school setting. This authorization is crucial for compliance with regulations and securing the school's full support. After receiving permission, the next phase involves direct classroom observations. These observations aim to analysed various aspects of the learning process and student activities, ensuring that the collected data is relevant and aligned with the research objectives. This stage is essential for gathering accurate and comprehensive data.

1. Pre-test

The students took a pre-test to assess their writing abilities before the experiment began. Both groups completed the pre-test, and their work was graded. The scores from the pre-test were used as preliminary data for the study.

2. Treatment

The experimental group received instruction through game-based learning (GBL), whereas the control group was taught solely through traditional explanations. Despite the difference in teaching methods, both groups learned the same subject matter and content.

3. Post-test

The post-test was administered to evaluate the students' performance after the treatment. Once the test was completed, the results were collected. The test was used for both the experimental group and the control group to determine the mean scores.

4. Scoring

The only way to grade students' writing after the post-test is to evaluate their work and assign a score. A writing skill rubric can be used to assess students' work, with categories ranging from excellent to very good, good, fair, or poor.

RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

Table 2. The Sore of Pre-test and Post-test in Control Group

NO	Students' Initial	Score Pre-Test	Score Post-Test	X ²	Y ²	X.Y
1	AS	60	70	3600	4900	4200
2	AM	60	75	3600	5625	4500
3	AH	50	70	2500	4900	3500
4	HC	45	65	2025	4225	2925
5	BLA	70	80	4900	6400	5600
6	DW	70	80	4900	6400	5600
7	DS	55	75	3025	5625	4125
8	ES	45	60	2025	3600	2700
9	HF	60	70	3600	4900	4200
10	FA	60	70	3600	4900	4200
11	IM	55	75	3025	5625	4125
12	IF	50	65	2500	4225	3250
13	IM	45	70	2025	4900	3150
14	MI	55	65	3025	4225	3575
15	MD	50	70	2500	4900	3500
16	MR	45	70	2025	4900	3150
17	MV	40	65	1600	4225	2600
18	MW	55	70	3025	4900	3850
19	MAAF	45	60	2025	3600	2700
20	MM	70	80	4900	6400	5600
TOTAL		$\sum X=1085$	$\sum Y=1405$	$\sum X^2=60425$	$\sum Y^2=99375$	$\sum XY=77050$

Based on the data above, it can be seen that the highest and lowest scores in the pre-test are for the highest score of 70 there are 3 students, a score of 60 there are 4 students, a score of 55 there are 4 students, a score of 50 there are 3 students, a score of 45 there are 5 students, and the last the lowest score for the pre-test is 40 there is 1 student.

Based on the table above, it can be seen that the highest and lowest values in post-test are for the highest score of 80 there are 3 students, a score 75 there are 3 students, a score of 70 there are 8 students, a score of 65 there are 4 students, and the last the lowest score for the post-test is 60 there are 2 students.

Based on the data above, it can be seen that students' scores in the pre-test were lower than in the post-test. The mean score in the pre-test was 54,25, and after receiving treatment through conventional methods, it increased to 70,25 in the post-test.

Table 3. The Score of Pre-test and Post-test in Experimental Group

No.	Students' Initial	Score Pre-Test	Score Post-Test	X ²	Y ²	X.Y
1	AF	60	80	3600	6400	4800
2	ZI	50	70	2500	4900	3500
3	RF	80	90	6400	8100	7200
4	SM	80	80	6400	6400	6400
5	FH	70	80	4900	6400	5600
6	FPP	85	90	7225	8100	7650
7	DAG	60	80	3600	6400	4800
8	MY	60	80	3600	6400	4800
9	MAS	60	90	3600	8100	5400
10	AP	60	90	3600	8100	5400
11	RA	70	85	4900	7225	5950
12	MRN	60	85	3600	7225	5100
13	MDI	80	90	6400	8100	7200
14	MHI	60	80	3600	6400	4800
15	RW	60	85	3600	7225	5100
16	BIL	80	85	6400	7225	6800
17	DS	60	85	3600	7225	5100
18	IP	80	90	6400	8100	7200
19	NA	80	85	6400	7225	6800
20	MA	60	90	3600	8100	5400
21	AA	60	85	3600	7225	5100
22	MRM	75	85	5625	7225	6375
23	SH	70	85	4900	7225	5950
24	MRA	70	80	4900	6400	5600
25	FZ	60	80	3600	6400	4800
TOTAL		ΣX=1690	ΣY=2105	ΣX ² =116550	ΣY ² =177825	ΣXY=142825

Based on the data above, the highest score in the pre-test was 85, achieved by 1 student. A score of 80 was obtained by 6 students, 75 by 1 student, 70 by 4 students, and 60 by 12 students. The lowest score recorded was 50, achieved by 1 student.

Based on the table above, the highest score in the post-test was 90, achieved by 7 students. A score of 85 was obtained by 9 students, and 80 by 8 students. The lowest score recorded in the post-test was 70, achieved by 11 students.

From the data above, it is evident that students' scores in the pre-test were lower than in the post-test. The average score in the pre-test was 67.60, and after applying the GBL treatment, the mean score increased to 84.20 in the post-test.

CONCLUSION

This research employed a quantitative approach and utilized a cluster random sampling technique to select the sample, which consisted of students from classes X-1 TSM and X-2 TSM at SMK-S Amis Hamzah in the academic year 2024/2025. To collect data, pre-tests and post-tests were administered using essay texts as the primary instrument. The results indicate a difference in scores between the experimental group and the control group. The experimental group, which was taught using Game-Based Learning (GBL) in reading narrative texts, achieved higher scores than the control group, which was taught using conventional teaching methods. This suggests that GBL has a significant effect on students' ability to read narrative texts. The use of GBL in the form of puzzles appears to help students practice reading more effectively, as it increases their engagement and interest in the learning process.

Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, indicating that Game-Based Learning has a significant effect on students' reading of narrative texts.

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