



**Improving English Writing Achievement Using Game-Based Learning at the
11th Grade Students at *Madrasah Aliyah Negeri 2 Jombang***

Thesis

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UNIVERSITAS ISLAM MALANG

POST-GRADUATE PROGRAM

ENGLISH LANGUAGE EDUCATION TEACHING STUDY PROGRAM

JUNE 2025

ABSTRAK

Ashari, Aulia Rachman. 2025. *Improving English Writing Achievement Using Game-Based Learning at the 11th Grade Students at Madrasah Aliyah Negeri 2 Jombang*. Tesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (1) Dr. H. Muhammad Yunus, S.Pd., M.Pd., (2) Dr. Dwi Fita Heriyawati, M.Pd.

Kata kunci: Pembelajaran Berbasis Permainan (*Game-Based Learning*), prestasi menulis, pengajaran bahasa Inggris, teks eksposisi, penelitian tindakan kelas.

Penelitian tindakan kelas ini bertujuan untuk meningkatkan keterampilan prestasi menulis siswa kelas XI melalui penerapan pembelajaran berbasis permainan (*game-based learning*). Penelitian ini dilaksanakan di Madrasah Aliyah Negeri 2 Jombang dan dilakukan dalam satu siklus yang terdiri dari enam kali pertemuan.

Kegiatan tindakan dilakukan selama enam kali pertemuan. Pada pertemuan pertama, siswa menggunakan Quizizz untuk berlatih menulis teks eksposisi. Pertemuan kedua memperkenalkan latihan kosakata melalui Gimkit. Pada pertemuan ketiga, siswa belajar menulis teks eksposisi secara kolaboratif dan berlatih kosakata dengan mengisi bagian kosong di Gimkit, dengan bimbingan guru. Pertemuan keempat difokuskan untuk membangun pemahaman antar teman melalui kegiatan *talk-to-talk*, yang kemudian ditutup dengan refleksi peneliti. Pertemuan kelima berupa penilaian menulis individu untuk mengukur kemampuan siswa dalam menulis teks eksposisi analitis. Pertemuan keenam menilai keterampilan sosial-emosional siswa melalui aktivitas *game-based* Uno Flip, di mana perilaku siswa diamati.

Hasil penelitian menunjukkan adanya peningkatan prestasi menulis setelah diterapkannya pembelajaran berbasis permainan: 6 siswa (20%) mencapai kategori "Excellent," 18 siswa (60%) berada di kategori "Good," 4 siswa (13,3%) berada di kategori "Fair," dan hanya 2 siswa (6,7%) yang masih berada di kategori "Poor." Secara keseluruhan, 80% siswa mencapai kategori "Good" hingga "Excellent," mengalami peningkatan dari 65% sebelum tindakan.

Kesimpulannya, pembelajaran berbasis permainan terbukti efektif dalam meningkatkan prestasi menulis sekaligus keterampilan sosial-emosional siswa. Strategi ini menawarkan pendekatan belajar bahasa Inggris yang menyenangkan, kreatif, dan berpusat pada siswa.

ABSTRACT

Ashari, Aulia Rachman. 2025. *Improving English Writing Achievement Using Game-Based Learning at the 11th Grade Students at Madrasah Aliyah Negeri 2 Jombang* Thesis, English Education Department, Post-graduate Program, Universitas Islam Malang, Advisors: (1) Dr. H. Muhammad Yunus, S.Pd., M.Pd., (2) Dr. Dwi Fita Heriyawati, M.Pd.

Keywords: *Game-Based Learning, writing achievement, English language teaching, Exposition text, classroom action research.*

This classroom action research aims to improve 11th-grade students' writing achievement skills through the application of game-based learning. The research was conducted at *Madrasah Aliyah Negeri 2 Jombang* and implemented in one cycle consisting of six meetings.

The acting activities were carried out across six meetings. In the first meeting, students used *Quizizz* to practice writing exposition texts. The second meeting introduced vocabulary practice through *Gimkit*. In the third meeting, students collaboratively learned to write exposition texts and practiced vocabulary by filling in blanks in *Gimkit*, with the teacher guiding the process. The fourth meeting focused on building understanding among classmates through talk-to-talk activities, concluded by the researcher's reflections. The fifth meeting was an individual writing assessment to measure students' analytical exposition writing skills. The sixth meeting assessed students' social-emotional skills using the game-based *Uno Flip* activity, where students' behaviours were observed.

The findings show an improvement in writing achievement after implementing game-based learning: 6 students (20%) reached the "Excellent" category, 18 students (60%) were in "Good," 4 students (13.3%) were in "Fair," and only 2 students (6.7%) remained in "Poor." Overall, 80% of students achieved "Good" to "Excellent," an increase from 65% before the intervention.

In conclusion, game-based learning has proven effective in improving both writing achievement and students' social-emotional skills. This strategy offers a fun, creative, and student-centered approach to English learning.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research objectives, the significance of the study, scope, and limitation, and definition of the key terms.

1.1 Background of Study

Effective writing skills in English are one of the core competencies for students of *Madrasah Aliyah Negeri 2 Jombang*, where English currently plays a very important role in academic development and in the future. However, most students at *Madrasah Aliyah Negeri 2 Jombang*, 80% of students come from Islamic boarding schools or dormitories and the remaining 20% come from the general public outside the *Darul Ulum* Islamic boarding school. and currently in *Madrasah Aliyah Negeri 2 Jombang*, there are several problems related to low student writing achievement, low mastery of grammar and verbs and also low social emotions. the causes are; 1) the delivery of boring and monotonous lesson materials by several senior teachers so that students in class often skip lessons, leave class and sleep in class. 2) dense activities in the dormitory so that students from the dormitory do not have enough time to study or repeat the material they get when they are in the madrasah. 3) lack of motivation and social gaps in the class, such as classmates bringing each other down and lack of solidarity among classmates.

In this section, the researcher provides a solution to overcome the problems faced in *Madrasah Aliyah Negeri 2 Jombang*, namely; 1) by providing a "drilling" method to increase students' knowledge of verbs, namely by giving students some verbs along with their meanings and then the teacher asks students to imitate and follow the teacher to pronounce how to read the verbs and repeat it several times. 2) using interactive learning methods using Game-Based Learning where teachers can create fun learning, using game-based learning to divide groups which can train students to increase their sense of togetherness and also make students increase their social emotions towards friends in their class. 3) teachers are asked to provide

motivation to students in order to provide enthusiasm for learning, respect and support each other in their class and not to be hostile to each other. Although writing skills are important in academics, many students face difficulties in expressing their ideas clearly, organizing their thoughts logically, and using appropriate grammar and vocabulary. This greatly affects students' social-emotional side and can hinder student achievement when learning English. Writing assignments are often considered monotonous and intimidating, leading to low student engagement and poor writing results (Rosenberg et al., 2022). Writing skills in English are essential for academic success and support for professionalism in today's global world. Writing serves as a primary means of expression in both educational and professional contexts, requiring students to not only master grammar and vocabulary but also develop a strong mastery of language structure, vocabulary use, and creativity. Writing skills are especially important for Indonesian students, where English is taught as a foreign language to support their future. However, many students face significant challenges in achieving good and correct English Writing Achievement, which in turn affects their academic performance and language proficiency (Suhartono, 2023). For Indonesian students, writing in English is a challenge due to several factors. One of the main obstacles is the gap between students' receptive skills (reading and listening) and productive skills (speaking and writing). Research conducted by (Hidayah, 2022) shows that students are often able to understand texts in English but have difficulty expressing their ideas clearly in writing. In addition, limited exposure to authentic English contexts and lack of opportunities for extensive writing practice contribute to this difficulty. When Indonesian students face these challenges, writing in English becomes a very difficult task for them, they often consider writing in English as a boring and frustrating activity.

Traditional methods used by teachers to teach English Writing Achievement in the classroom usually focus only on grammar exercises, vocabulary exercises, and structured writing tasks such as essays or reports. Although these activities are valuable, they are considered boring by some students, leaving little room for creativity for them to learn. In addition, these methods often fail to meet the need

for motivation, which is essential for students to be actively involved in writing tasks. According to (Daryanto, 2023), the lack of motivation in traditional writing teaching causes students to be reluctant to write and prefer passive learning experiences. Traditional writing teaching methods, which tend to focus on memorization and repetitive tasks, have proven to be ineffective in motivating students and improving their writing skills. As a result, many students struggle to improve their writing skills and often work on writing tasks with less confidence (Boudah et al., 2023). This situation highlights the need for an alternative teaching strategy that is more interesting and also exciting that can foster students' curiosity in learning English writing such as creativity, language structure and vocabulary as well as full student involvement in English learning. Game-Based Learning (GBL), which involves the integration of game mechanics into educational activities, has emerged as a promising alternative to traditional teaching methods. GBL has been shown to increase student engagement and motivation by providing an interactive, fun, and low-pressure environment for learning (Anderson et al., 2023). By integrating elements such as challenges, rewards, and real-time feedback, Game Based Learning encourages students to actively participate and take ownership of their learning process (Zhao et al., 2022). However, despite the effectiveness of Game Based Learning in improving English language skills, and has been well documented in various educational contexts, its impact on English Writing Achievement in the environment, especially at *Madrasah Aliyah Negeri 2 Jombang*, is still under-explored and under-applied. This problem occurs due to the teachers who are less competent in IT mastery, do not want to develop themselves when teaching in the class, and lack of concern for students in madrasahs where students who should be able to learn optimally are disturbed because of this. For students, the ability to write English in terms of structure, vocabulary and creativity is very important not only for their academic success but also their ability to express their ideas clearly in an academic environment at a higher level in the future. English writing, which is often an important part of academic assessment, requires students to demonstrate not only competence in grammar but also vocabulary, creativity, and the ability to develop their own arguments or narratives.

To overcome this problem, the education community held a socialization and briefing by inviting young and old English teachers to apply this new learning method from traditional learning strategies to innovative learning strategies that can offer a more interesting and interactive experience for students in schools. One strategy that has attracted attention in recent years is game-based learning (GBL). Game Based Learning combines several game mechanisms, such as prizes, challenges, and competitions, into the learning process, creating a more interesting environment and can arouse students' learning motivation. By combining entertainment and education, Game Based Learning aims to change learning from a passive and boring activity cantered on teacher explanations to an active experience directed by the teacher and carried out by students also these strategies can improve students' achievement when learning English Writing Achievement also their social emotion. This approach is based on the belief that when students are engaged and motivated, learning outcomes will improve (Gee, 2021).

Additionally, the instant feedback provided by many game-based learning platforms allows students to reflect on their mistakes and correct them in real-time, which accelerates the learning process (Bates & Dunning, 2023). In addition, Game Based Learning also introduces the element of problem solving in grammatical structures, an important skill in the English writing process. Writing often involves making decisions about grammatical structures, vocabulary, and creativity. Through game-based tasks, students are faced with challenges that require them to think critically and learn how to solve a problem in a way that improves their English Writing Achievement and also their achievements. This can affect the improvement of English writing and can train their social emotions. This activity reflects the challenges they face in English writing tasks when using traditional methods, but is packaged in a game context that makes the process more interesting and less intimidating for students.

In *Madrasah Aliyah Negeri 2 Jombang*, where this research was conducted, English language proficiency is very important in addition to Arabic. Although they have studied English as part of the national curriculum, many students in this school still have difficulty in developing English Writing Achievement needed for

academic qualifications. Many senior teachers still use traditional and monotonous methods in this school. so that often do not provide enough opportunities for students to be active or fully involved, making students lose motivation to learn and sleep in class so that it can be difficult for students to develop English writing habits and skills in structural aspects, vocabulary and also problem solving. The gap in English writing learning in this madrasah highlights the need for innovative approaches such as game-based learning to support the improvement of students' English Writing Achievement, social emotions. Game-based learning, by providing an interactive and interesting environment, has the potential to overcome many of the challenges associated with learning English writing compared to using traditional methods. By incorporating Game-Based Learning into classroom teaching strategies, students can not only improve their English Writing Achievement, understand the structure of grammar behaviour shown by students, but also improve their overall language proficiency in a fun and meaningful way. This study aims to explore how game-based learning can be used effectively in teaching English writing, focusing on its potential to improve key aspects of writing such as language structure, vocabulary, and creativity as well as social emotions shown by students when learning to improve their English Writing Achievement. The ability to write well and correctly in English is a core competency for students at *Madrasah Aliyah Negeri 2 Jombang*, where English plays an important role in academic development and the future.

1.2 Research Questions

From the background of the study above, these research questions can be concluded as follows:

1. How can game-based learning improve the development of English writing achievement toward 11th-grade students at *Madrasah Aliyah Negeri 2 Jombang*?
2. Which specific aspects of writing are most improved following the implementation of game-based learning?

1.3 Research Objectives

Related to the statement of the research questions above, this study is intended to:

1. To identify game-based learning can improve the development of English writing achievement toward 11th-grade students at *Madrasah Aliyah Negeri 2 Jombang*.
2. To identify which specific aspects of students' writing are most improved following the implementation of game-based learning in an 11th-grade English class at *Madrasah Aliyah Negeri 2 Jombang*.

1.4 Significance of the Study

This study offers both theoretical and practical significance.

Theoretically, it enriches the existing literature on game-based learning in English language education by highlighting its role in improving students' writing achievement. Specifically, it contributes to our understanding of how game-based learning can enhance students' use of grammatical structures, vocabulary, and influence their social-emotional skills during English writing activities.

Practically, the findings of this study serve as evidence-based recommendations for educators, especially through the implementation of Classroom Action Research (CAR). By demonstrating how game-based learning can be integrated into writing instruction to improve language structure, vocabulary use, and foster positive social-emotional development, this study is expected to help teachers design more engaging, creative, and effective learning experiences for their students.

1.5 Scope and Limitation

The scope of this study is limited to a classroom action research conducted with 11th grade students at *Madrasah Aliyah Negeri 2 Jombang*. It specifically focuses on improving students' English writing achievement through the implementation of Game-Based Learning (GBL). The aspects examined include students' use of grammatical structures, vocabulary, and the social-emotional skills demonstrated during the writing process.

As a limitation, this study only explores the effects of GBL within the context of analytical exposition text writing in English and does not address other language skills such as speaking, listening, or reading. Furthermore, the findings are limited to one classroom and may not be generalized to different educational settings without further research.

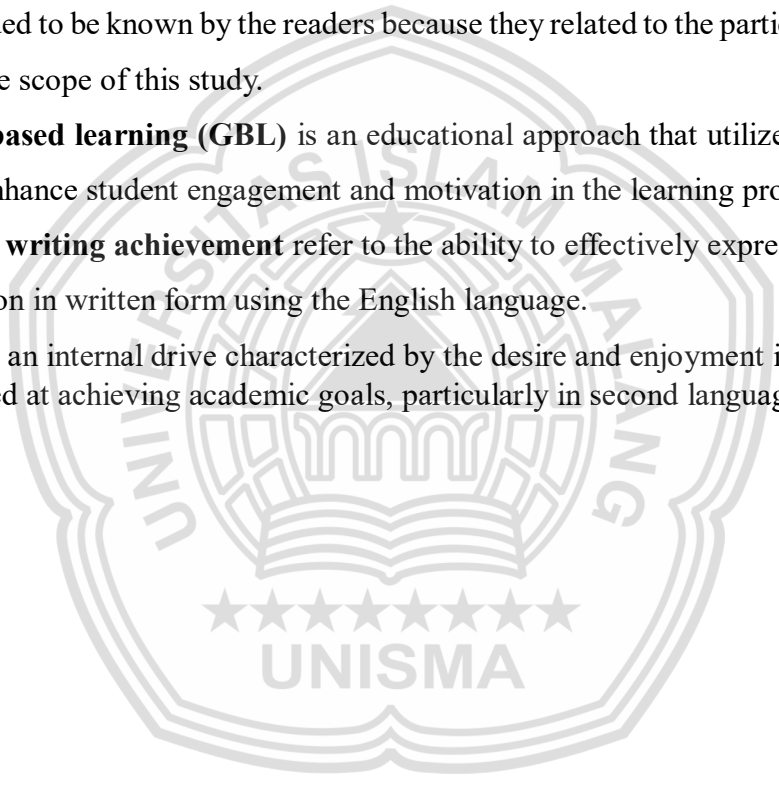
1.6 Definition of Key Terms

This part, discuss some necessary points that are attached in the title. These terms are needed to be known by the readers because they related to the participants' criteria and the scope of this study.

Game-based learning (GBL) is an educational approach that utilizes game elements to enhance student engagement and motivation in the learning process.

English writing achievement refer to the ability to effectively express ideas and information in written form using the English language.

Motivation is an internal drive characterized by the desire and enjoyment in learning, aimed at achieving academic goals, particularly in second language acquisition.



CHAPTER VI

CONCLUSION AND SUGGESTION

After conducting research and looking for the data to complete the last part of this research, the researcher can conclude and give suggestion to the students or for the other researchers who are conducting research objects that are almost the same as what the researcher does.

6.1 Conclusion

Based on the findings and discussions, it can be concluded that the implementation of Game-Based Learning (GBL) successfully improved English on writing achievement among 11th-grade students at *Madrasah Aliyah Negeri 2 Jombang*.

The acting stage consisted of six meetings. In the first meeting, students practiced writing analytical exposition texts using *Quizizz* as a game-based learning tool. The second meeting focused on vocabulary building through *Gimkit*. In the third meeting, students collaboratively wrote exposition texts and practiced vocabulary by completing *fill-in-the-blank* activities in *Gimkit* under teacher guidance. The fourth meeting involved motivational discussions and reflections to support students' writing process. The fifth meeting was an individual writing assessment conducted offline to measure students' analytical exposition writing skills. Finally, the sixth meeting included reflective activities to review students' writing progress and achievements.

The results indicated a significant improvement: 6 students (20%) achieved scores in the "Excellent" category, 18 students (60%) in "Good," 4 students (13.3%) in "Fair," and only 2 students (6.7%) remained in "Poor." Overall, 80% of students reached the "Good" to "Excellent" categories, an increase from 65% before the intervention. The reduction in the number of students in the "Fair" and "Poor" categories further demonstrates an improvement in writing achievement.

In conclusion, Game-Based Learning proved effective in enhancing students' English writing achievement by creating an interactive, engaging, and

student-centered learning environment. This approach encouraged active participation and supported the development of analytical exposition writing skills among 11th-grade students.

6.2 Suggestion

After conducting research on improving students' English writing and social-emotional achievement through the integration of game-based learning, the researcher explained that the media improves student-centered learning rather than teacher-centered learning. The researcher gives the suggestions:

For English Teachers

It is recommended that English teachers consider incorporating Game-Based Learning (GBL) as a regular strategy in writing instruction. The interactive and engaging nature of games can foster students' motivation, creativity, and emotional well-being, while also improving their academic performance, particularly in organizing ideas and using vocabulary effectively.

For Students

Students are encouraged to actively participate in game-based learning activities and view them not only as a form of entertainment, but also as a meaningful opportunity to enhance their writing skills and social-emotional competence. Students should take initiative in collaboration, self-expression, and peer feedback during these activities.

For School and Educational Institution

Schools should support the integration of innovative learning models such as GBL by providing adequate digital infrastructure, training for teachers, and flexible curriculum planning. Emphasizing both academic and affective development through such models can create a more holistic and student-centered learning environment.

For Future Researcher

Explore GBL in other language skills or educational contexts, and consider combining it with digital platforms or emotional intelligence programs to examine its broader impact.

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