

ABSTRAK

PENGARUH MODEL *GAME-BASED LEARNING* BERBANTUAN MEDIA *GUESSING GAME* TERHADAP PENGUASAAN KOSAKATA BAHASA INGGRIS KELAS V SDN 1 CANDIMAS

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Penguasaan kosakata bahasa Inggris merupakan kompetensi esensial bagi peserta didik SD, karena kosakata menjadi fondasi keterampilan berbahasa secara menyeluruh. Rendahnya hasil Sumatif Tengah Semester bahasa Inggris peserta didik kelas V SDN 1 Candimas menunjukkan perlunya pendekatan pembelajaran yang lebih terarah dan efektif. Penelitian ini bertujuan untuk mengetahui pengaruh model *Game Based Learning* (GBL) berbantuan *guessing game* terhadap penguasaan kosakata bahasa Inggris peserta didik kelas V SDN 1 Candimas. Metode yang digunakan yaitu kuantitatif dengan desain quasi eksperimen *nonequivalent control group*. Subjek penelitian terdiri atas kelas eksperimen ($n = 30$) dan kelas kontrol ($n = 31$). Data diperoleh melalui tes dan non-tes berupa lembar observasi. Hasil menunjukkan rata-rata *posttest* kelas eksperimen meningkat dari 47,77 menjadi 81,11, sedangkan kelas kontrol dari 50,54 menjadi 70,97. Uji $t = -4,110$; Sig. (2-tailed) = 0,000 menunjukkan perbedaan signifikan. Nilai $R^2 = 0,970$ menunjukkan 97% variasi skor akhir dipengaruhi skor awal. Dengan demikian, disimpulkan bahwa GBL berbantuan *guessing game* berpengaruh secara signifikan dalam meningkatkan penguasaan kosakata bahasa Inggris.

Kata kunci: bahasa Inggris, *game based learning*, *guessing game*, penguasaan kosakata, sekolah dasar.

ABSTRACT

THE EFFECT OF GAME BASED LEARNING SUPPORTED BY GUESSING GAME MEDIA ON ENGLISH VOCABULARY MASTERY OF FIFTH GRADE STUDENTS AT SDN 1 CANDIMAS

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Mastery of English vocabulary is an essential competency for elementary school students, as vocabulary forms the foundation for overall language skills. The low results of the English Mid-Semester Summative Assessment on the fifth-grade students at SDN 1 Candimas indicated that a more directed and effective learning approach was needed. This study aimed to determine the effect of the Game-Based Learning (GBL) model assisted by a guessing game on the English vocabulary mastery of fifth-grade students at SDN 1 Candimas. The method used was quantitative with a quasi-experimental design of a nonequivalent control group. The research subjects consisted of an experimental class ($n = 30$) and a control class ($n = 31$). Data were obtained through tests and non-test methods, specifically observation sheets. The results showed that the average post-test score of the experimental class increased from 47.77 to 81.11, while the control class increased from 50.54 to 70.97. The t-test result ($t = -4.110$; Sig. (2-tailed) = 0.000) indicated a significant difference. The R^2 value of 0.970 showed that 97% of the variation in post-test scores was influenced by pre-test scores. The study concluded that GBL assisted by a guessing game had a significant effect on improving English vocabulary mastery.

Keywords: elementary school; english; game based learning; guessing game; vocabulary mastery.