

ABSTRACT

M. Zidan Kamaludin (2026). The Effect of Group-to-Individual Gamified Learning on Junior High School Students' Grammar Accuracy. A Research Paper of the Department of English Education, the Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung, 2026.

Grammar accuracy is an essential skill that junior high school students are expected to master as part of their English learning, yet in practice many students still struggle to use grammar correctly, particularly the Simple Past Tense. This was also the case at SMP Al-Isma'iliyah, where eighth-grade students were found to have difficulty with grammar largely because it had mostly been taught through rote memorisation rather than actual practice, affecting their ability to communicate clearly in English. This problem indicates the need for an instructional strategy that combines collaborative practice with individual accountability to help students internalise grammatical rules more effectively. Therefore, this study aimed to investigate the effect of Group-to-Individual Gamified Learning (GI-GL) on students' grammar accuracy in using the Simple Past Tense. This study employed a quantitative method with a pre-experimental one-group pretest-posttest design. The participants were 25 eighth-grade students of class VIII B at SMP Al-Isma'iliyah, selected through non-random assignment. Data were collected through pre-test and post-test grammar accuracy tasks administered before and after four treatment sessions using the GI-GL strategy. The collected data were analysed using descriptive statistics, the Shapiro-Wilk normality test, the Wilcoxon Signed-Rank Test, and N-Gain analysis. The findings revealed that students' grammar accuracy improved substantially after the implementation of the GI-GL strategy. The mean score increased from 21.92 in the pre-test to 80.00 in the post-test. The Wilcoxon Signed-Rank Test showed a Z value of -4.378 and an Asymp. Sig. (2-tailed) value of .000, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. In addition, the N-Gain analysis produced a mean score of 0.74, falling into the high-improvement category, with 80% of students achieving high-category gains, 12% medium, and 8% low. These findings suggest that the Group-to-Individual Gamified Learning strategy contributed positively to the improvement of students' grammar accuracy, particularly in the use of the Simple Past Tense.

Keywords: Group-to-Individual Gamified Learning, Grammar Accuracy, Simple Past Tense, Junior High School, EFL Learners