

PREFACE

This thesis, entitled "Narrating an English Teacher Experience in Implementing Game-Based Learning in Junior High School," is submitted as partial fulfillment of the requirements for attaining the *Sarjana Pendidikan* Degree at the English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University. This study aims to describe the experiences of an English teacher in implementing Game-Based Learning (GBL) in junior high schools narratively. This topic is highly relevant as it aligns with current curriculum reforms that emphasize digital literacy, creativity, and active learning to increase student motivation. My personal motivation for conducting this research stems from a deep interest in educational innovation and teacher professional growth. I believe that teachers play a key role in bridging learning. In addition, this study also uses narratives that help to understand her real experiences and reveal valuable lessons about the process, benefits, challenges, and lessons learned during the implementation of GBL.

Through this study, I hope to shed light on the reflective and adaptive processes teachers undergo when adopting new teaching models such as game-based learning. This thesis consists of several chapters. The introduction provides the background information and context for the research, including the problem statement, research gap, significance of the study, and research aim. The literature review contains theories related to GBL. The methodology includes the research design, participants, instruments, data collection, and data analysis techniques. The findings and discussions present the result from thematic analysis and the last section is conclusions and suggestions.

I sincerely hope that this thesis can ignite readers' interest and encourage further discussion about the role of teachers as innovators in modern education. I hope that this research not only tell the story of one teacher but also inspire broader efforts to integrate creative and meaningful learning experiences into the classroom.

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