

The Model of The Visitor Game for Reading Explanation Text for Eleventh Students

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Abstract

This research is research and development (R and D). The subject of this research was 30 students of from SMAN 1 Sutojayan, SMAN 1 Kademangan, and SMAN 4 Blitar also six teachers for a random school in Blitar Regency. This study used a quantitative approach using a questionnaire and qualitative by using interviews, observations, and document. The result of the research showed that; (1) the model of The Visitor game to teaching and learning reading for the eleventh grade students' in high school students especially learning explanation text with 2 guide books that are guide book for teacher, and guide book for students. (2) The developed "The Visitor Game" game was valid, it proved by the result of the content English material validation (89%) and media validation (82,2%) (3) Students' and teachers' gave positive responses toward the develop "The Visitor" game as a learning media reflected from the resulting questionnaire given 83,4% from students and 85% from teachers. From the result above, it can be concluded that the developed "The Visitor" game was very valid and appropriate to be applied as an alternative media for teaching and learning reading especially explanation text on the eleventh grade students' in senior high school.

Keywords: Reading, The Visitor Game, Explanation Text.

1. INTRODUCTION

Changes in teaching and learning methods in the classroom must be implemented immediately. It is not sufficient to simply introduce students to letters through memorization. Instead, they must be taught to recognize texts, read sentences, and understand their meanings all at once. Teachers must, in fact, create media and learning solutions that match the needs of their students. According to Gerlach and Ely (Shanahan & Shanahan, 2008), the media if understood in broad outline are humans, materials and events that build conditions that enable students to acquire knowledge, skills or attitudes, while according to (Lestari et al., 2017) One of the communication aspects is media, which functions as a messenger from the communicator to the communicant. So, learning media are a means of bringing learning messages related to the direct learning model, accurately by the way the person acts as a transmitter of information, in which case the teacher should use a variety of appropriate media. Learning media is a tool that can be employed during the process of learning and teaching. Everything that can be used to stimulate the learner's thoughts, feelings, attention, and abilities or skills in order to motivate the learning process.

Based on the purpose of teaching English. To master English well, good reading skills are also required. "Reading is a complicated process. The complex way in which the reading process involves various internal and external factors of the reader. Internal factors such as intelligence, interests, attitudes, talents, motivations, reading goals, and so on. External factors can be in the form of reading facilities, background, and reading traditions. Complicated means that external and internal factors are interconnected to form a complex coordination to support reading comprehension (Schiefele et al., 2012)."

According to PERMENDIKBUD Number 35 of 2018 Amendment to the Regulation of the Minister of Education and Education Number 35 of 2018 concerning the 2013 Curriculum for Senior High Schools/Madrasah Tsanawiyah it is stated that "English is one of the general subjects of class A (Al Fata et al., 2021)." According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia. Paragraph 5 paragraph 2 "Group A's general subjects are curricular programs that aim to develop students' attitude competence, knowledge competence, and skill competence as the basis and strengthening of abilities in the life of society and nation.

Based on observation, one of the ways the teacher applied to reduce students difficulties in understanding explanation text was by showing a video and then analyzing the problem. But only showing videos is not effective in reducing students' understanding of the explanation text. Therefore, the use of technique and media are required to allow students to participate in the learning process (Wijaya & Salis, 2022). Based on observations carried out in the three schools regarding facilities and infrastructure, it showed that sma 1 kademangan, sma 1 sutojayan , and sma 4 blitar have facilities and infrastructure that are appropriate with the Disregarded regulations. In English class of the three schools, the students were uninterested and bored; some were noisy and involved in another activity rather than paying attention and listening to the teacher. Furthermore, students were participating in the teaching and learning process in a passive manner.

Based on the results of interviews with eleveth grade students in the 3 schools, the researchers found that students had difficulties in reading, especially in understanding explanation text, the structure of the text. And also the limited learning media that are less attractive so that some students become bored when studying in class (Suganda, 2022). The interview results show us the potential that exists, and the problem is the lack of the students understand reading comprehension. Teachers continue to repeat data and use other methods and techniques, but use curriculum and program-based learning resources, but with the same results. There is no special means for teaching reading. As a result, students have not mastered reading skills accurately and accurately (Dewi, 2021). It Developed as a way to teach and learn to read, this app aims to make teaching and learning fun and enjoyable. So, this is the goal of the writer to develop the learning media for reading the explanation text.

2. RESEARCH METHODOLOGY

The methodology of the research according to Sugiono, is a research method used to develop a product and test its effectiveness. The data was analyzed using both qualitative and quantitative methods. The Researcher can collect quantitative data using questionnaires, pre-tests, post-tests, and expert validation, whereas qualitative data can be collected via observation, interview, and documentation. This research uses a qualitative approach, including observation, interview, and documentation as instruments (Sugiyono, 2013).

It was thought that by using the research and development technique, new items could be discovered and developed that would benefit people, institutions, and society. In this research, the researcher developed learning materials in the form of The Visitor Game for for teaching and learning and learning reading explanation text in senior high school that have been validated based on the development processes. So that the products created can be used in both individual and regular learning activities.

The purpose of this research was to develop a new product to be used in an educational institution, and the design of this research was Research and Development (R and D). The product was created in response to the requirements of the field (school). The Visitor Game for was for teaching and learning and learning reading explanation text in senior high school the product that was supposed to be developed.

The materials were created using a model provided by Sugiyono, which proposes ten processes for developing course materials (Sugiyono, 2013). They were product design and development, design validation, design revision, product testing and trial out, evaluation product, product revision, and final product.

3. RESULT AND DISCUSSION

The research objective build The Visitor game application based on basic competencies of 3.8 and 4.8. This helps students to learning reading comprehension for eleventh grade in Senior high school. From the explanation of the research objectives, the results of this study consist of three phases. To find out the potential problem and solution the researcher did a policy study, field study, and theoretical research study. Based on the results of interviews with eleveth grade students in the 3 schools, the researchers found that students had difficulties in reading, especially in understanding explanation text, the structure of the text. And also the limited learning media that are less attractive so that some students become bored when studying in class.

The interview results show us the potential that exists, and the problem is the lack of the students understand reading comprehension. Teachers continue to repeat data and use other methods and techniques, but use curriculum and program-based learning resources, but with the same results. There is no special means for teaching reading. As a result, students have not mastered reading skills accurately and accurately. Developed as a way to teach and learn to read, this app aims to make teaching and learning fun and enjoyable. As a result of field research, researcher have discovered potential problems they may face when learning to read. In other words, (1) grade 11 students have difficulty learning English because they do not know the correct reading skills. (2) Students are not interested in language. In particular, the use of English in class (3) is a learning method that is less diverse, distracts students, and students are not interested in learning. The solution to these problems is to use interesting and fun teaching materials. The product that researcher created is The Visitor Game. The material based on the 2013 curriculum, about Explanation Text. This aim of the games for teaching and learning reading explanation text of eleventh grade students' of Senior high school. The game consist of 3 levels. It can be played using android, laptop or computer.

Figure 01. The Visitor Game



The product made by researcher are validated by experts so that good and quality product was created with the assessment carried out by 6 experts consisting of three material experts and three media experts. Reseacher done the product testing in several day. It was 30 students of the eleventh grade of Senior High School of SMAN 1 Kademangan and 6 teacher of english teacher of the eleventh grade. The Students and teacher were from different school.

First step of doing product testing were explain the purpose. The researcher told the purpose that would hold the preception test to find out the appopriatness of digital pictorial learning media for teaching reading especially explanation text. Second, shared the aplication to the students and teacher. The researcher shared the appliction game to student's or teacher's laptop or smartphone. Third step was explaining the product. It was explaining the function of media, the content of media, how to play then how to use this media and learn the content of it. Forth, open game and guide book then learn

the material from those media together. Sixth, finish understand the material after that continued to play game start easy until hard level. The developed "The Visitor Game" game was valid, it proved by the result of the content English material validation (89%) and media validation (82,2%). It was validated by 3 material expert and 3 media expert to obtain the following results table 01.

Table 01. Validation by Material Expert

Material Expert	Percentage	Criteria
Expert 1	92	Very Valid
Expert 2	86	Very valid
Expert 3	86,1	Very Valid
Average 89		Very Valid

Table 02. Validation by Media expert

Material Expert	Percentage	Criteria
Expert 1	86	Very Valid
Expert 2	89	Very valid
Expert 3	86	Very Valid
Average 82		Very Valid

Students' and teachers' gave positive responses toward the develop "The Visitor" game as a learning media reflected from the resulting questionnaire given 83,4% from students and 85% from teachers. From the result above, it can be concluded that the developed "The Visitor" game was very valid and appropriate to be applied as an alternative media for teaching and learning reading especially explanation text on the eleventh grade students' in senior high school.

The final model of the visitor game model was in the form of game which operated and guide book to help understanding reading especially explanation text. It could be run and could be accessed in the laptop or computer. It also could increase understanding reading explanation text for eleventh grade students. From the result of questionnaire given to the teachers and students we can know that the media the visitor game could understanding reading comprehension especially explanation text students' in eleventh grade students' Senior high school. It is in line with Ayu Indah Nur Chamidah said Some of students of eleventh grade cannot pass the minimum score of explanation text because of their motivation in reading, the teacher's strategy is not interesting, etc. Furthermore based on the result of questionnaire it was

known that The Visitor Game can make the student interested in learning reading especially explanation text (Chamidah, n.d.). According to Miarso, that using media makes a stimulus to the brain of students, so that the brain can be used optimally (Ubaidah, 2019).

Practically, the final model has already improved during the research based on situational field research, such as the requirement of teaching activities and some buttons as part of the product to encourage the product to be easy to teach and implement. As a result, while this research could be implemented in other situations and conditions, it did not indicate that the research results extended the situation in general. However, it was appropriate with the research results, which were supported by interviews conducted from teachers and students after having used the product. According to the interview results, teachers stated in the questionnaire that the media helped students learn explanation text efficiently and effectively. There was also expressed by high school seniors that the media was useful in helping students to understand and enhance their understanding of reading, especially explanation text materials, and that it created fun learning. The game consist of 3 levels. It can be played using android, laptop or computer. Before accessing and playing this game, users must copy the game files from flash disk on their laptop or computer. The first screen showed the button "Start" and the picture of Jugle, as same as the title of the game. There are about, start, and material.

The researcher focused on 3.8 and 4.9, that discussed about Explanation Text. There are Easy, Medium, and Hard. It was contained multiple choice questions and true/false questions. The button "Easy" showed three buttons. There are , stage 2, and stage 3. All Stage 160 has question of Nature phenomenon and social phenomenon. The character of the game is wonderwomen. She went forward to reach the coin, and the (?) the question. The true answer got 10 score, and false answer got 0 score.

4. CONCLUSION

Based on the results of observations and interviews, it was found that there were problems and potentials in learning to read explanation. The problem obtained is that the media used for learning is less attractive so that students are less interested in participating in learning activities. For potential, the results show that there are tools that can be used to support learning, namely LCDs and students are allowed to bring cellphones to school. In addition, teachers have never used game-based learning media so this is a new thing in learning activities.

After going through various validations and product evaluations, the researcher was finally able to develop alternative learning media in the form of games for learning to read explanation text. This was obtained after researchers

conducted a field study to determine the problems and potentials that exist in SMAN 1 Kademangan, SMAN 4 Blitar, and SMAN 1 Sutojayan. After getting the problem and potential, the researcher developed the product by validating it to material experts and media experts. After the results used were in accordance with the criteria, it was found that the Visitor game media was very valid to be used as a medium for learning to read explanation text. The product that researcher created is The Visitor Game. The material based on the 2013 curriculum for the eleventh grade students' in Senior High School. The material are explanation text. The game consist of 3 levels. This aim of the games to learning reading explanation text of eleventh grade students' of Senior high school. The Visitor Game has spesific model as follow; (1) consisting of explanation about definition and language features of explanation text (2) the game has three levels there are easy, medium, hard (3) it is completed with guide book that has two kinds such as guide book for teacher, and student.

Results based on interviews and observations in three schools, it was found that game media can be used to support learning outcomes. This is with the results of a questionnaire with 6 teachers and 30 students to find out whether this game-based game is suitable for use and can help in learning reading explanation text.

The developed of The Visitor Game as learning media was valid and appropriate to be implemented. It proved by the results of the validation of media experts with the average were 82,2% and included in the "Very Valid" category. This is also supported by the results of the validation of material experts with the average were 89% and included in the "Very Valid" category with interval 81%-100%. This learning media is suitable to be used as an alternative media for teaching and learning reading especially explanation text. The model of product of The Visitor Game is the alternative way to learn explanation text by using game which is the contain of game are three levels with the different difficulty.

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