Developing An English Gamebook as A Suplementary Material for Sixth Grade of MI Manbaul Ma'arif Kedungrawan Krembung

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Abstract

The article is about developing an English gamebook as a supplementary material for sixth grade students of MI Manbaul Ma'arif Kedungrawan Krembung. The purpose of this research is to produce an English gamebook as a supplementary material in teaching English based on curriculum 2013 which expectedly can fulfill the students' need because it is important for student to stimulate and motivated their learning habit. The research design is Research and development Study (R&D). The steps are needs analysis, selecting and developing materials, expert validation, revision, try-out, and the final product. The final product of the English Gamebook that consists of 8 games in eight unit. Each unit of the games consits of the tittle of the game, the basic competence, the indicators, the type of activity, the skill needed, and the procedurs of the game. The games design based on the content of the 2013 curriculum. It can be said that the games in the English gamebook as the final product of this research is succesful beacuse it has been developed, validated, tried out, and revised. The games also appropriate for the students' need.

Key words: Sumplementary material, English gamebook, developing.

English was international language in indonesia. English subject was learned by student from elementary student until senior high school. Indonesian goverment has release curriculum 2013. It was implemented nationally in the academic year 2014/2015. As state in permendikbud number 68/2013 the mastery of english crucial requirement in responding to the challenge of the era. In other words, the teaching of english plays an important role in preparing the students to get access to international communication in the globalization era, especially the coming era of free trade market.

Futher information of teaching and learning models in curriculum 2013 emphasized on scientific approach in teaching and learning models. There were four basic skills that can't be separate. This means that people talk while they were listening and writting references they have read. It was also important to acknowledge that the four language skills were sometimes referred to as macro skills of language. The most vital skilll was the speaking skill of language in the sense that it enables individuals to be able to communicate through the use of verbal codes or words that were understood by both the sender and the recipient. Reading was another skill of language that was vital in order to enhance communication and language among groups of people.

In Indonesia, English was taught as a compulsory subjects for secondary school level. English was being introduced for primary school students as a local content subject. English language learning can be a dreary and frustrating task, where constant effort was required to understand and apply this target language in order to master it.

Teaching Young learners has been happening in Indonesia for many years. The concept of young learners has been changed from the age, the course book that has written. In the past Young learners refered to students between five and twelve years of age. Today, the young learners started from the pre-school (three years) to Elementary school (12 years). Different age was crucial thing to determine the teaching method, emphasize the language competence and address the cognitive skills.

Games given learners enjoyment and pleasure. Games also helped learners with focus, self esteem, and memory. Educational games could help children focus because they awere being patient while waiting to achieve getting to the next level. In fact, the existing book which was used by sixth grade student of MI Manbaul Ma'arif Kedungrawan Krembung still provide a small number of games to engage the student to learn. The problem should be seen from the non-formal inteview with the sixth grade students was the recent exixting book that still provides a small numbers of interesting activities. These could make the students felt bored in learning English. Moreover, from non-formal interview question, the teacher commented that games was required for the students in teaching and learning process beacause it could make them enthusiastic to join the lesson.

To know the problem faced by the student, the researcher conducted an questionnaire to the English teacher of VI class on August 2018, the questionnaire concern four spesific aims that consits of seven questions . The result of questionnaire written in a paper. Before questionnaire, the researcher has been informally observed that there were some problem faced by the sixth grade students in teaching learning process. Based on the result of need analysis, the goal of the class was to improve the student skill in English through an enjoyable activities. This main goal was the starting point to develop material as the guideline for the tacher.

To know the students responses, the researcher also distributed questionare to the student. The questionniare for the need analysis was mutiple choice and distribute to 14 students of Sixth grade student on August 2018. The questionnaire consists of 8 question. From the questionnaire above, the researcher had been conducted to analyse English local book. The researcher found that the existing book that has been used by the teacher in English learning process was lacked game to engage the student to learn. Based on the background above, there was a need for an effort to provide supplementary English Gamebook to selve those problem. It was urgent, because are hoped to be able to improve their English and also their perfoemance in school.

Unfortunately, designing Supplementary English Gamebook was not easy for the teacher since it could be much time, supports, and efforts. For that reason, the study was focused on helping the teacher improve strudents' English skill by developing an English gamebook as a supplementary material for sixth grade students.

Based on the background research, the objective of the research was to design an English gamebook as a supplementary material in teaching English based on curriculum 2013 which expectedly could fulfill the need of the sixth grade students of MI Manbaul Ma'arif Kedungrawan Krembung.

The reseacher purposed to be able to give some scientific contribution for the students, teachers, and for the future reseacher.For the students, the researcher expected the result of this research meet their need. This Supplementary English gamebook hopefully could make the students interested and fun in learning. So it motivated their interest in learning English. For the english teacher, this product of the study could be alternative methode that can be used to teach English. This book could be a teaching

companion and support teh English teaching and learning process. The last, for the furture researcer. The study could be used for reference to undetake similar studies on material development. this study could inspire them to conduct similar research focusing on other teaching mothod or different level of study. Any weakness happen in this study can be alleviated in the future study.

The result of development activity was the English gamebook as a supplementary material for teaching English that designed for sixth grade student. It consisted of 8 interesting games which are suitable designed for sixth grade student of MI Manbaul Ma'afir Kedungrawan Krembung. All games was based on the content of curriculum 2013. The development of the games completed with the method of the games, it was covered the guideline of how to teach English using the language games.

Due to the limited time, this research was conducted from august, 2018 until April, 2019, the development of the material was based on the teachers' and students' needs taken from the data finding from the need analysis. This study focusses on developing English gamebook as a supplementary material for teaching English that designed for student of MI Manbaul Ma'arif Kedungrawan Krembung. The target of the study will be the sixth grade. The games were used in this research was categorized as communicative games.

To avoid misconception of further discussion, some terms are clarified as follows.Suplementary material is the extra support material that consist of game that used to enhance the student to understanding in English. Here, the game based on the content of 2013 curriculum. It was categorized as communicative games which based on improving skill in succesfully exchanging the information. English gamebook means a set of game that consists of activities that focused for student to use and practice language by playing game. The communicative games could be taken from book, internet, article and other resouce. Developing is the act or process of selecting, creating, modifying and revising English language game before bringing to the final products. This final product is for sixth grade students of MI Manbaul Ma'arif Kedungrawan Krembung. It contains of 8 units.

METHOD

The researcher applied a Research and development Study (R&D). The description of the procedures in this research consisted of research design, need assessment, reference study, developing material, expert validation, product try out and final product.

Based on the source of material design, the researcher decided to apply the model of development which covered the following steps: needs analysis, selecting and developing materials, expert validation, revision, try-out, and the final product.
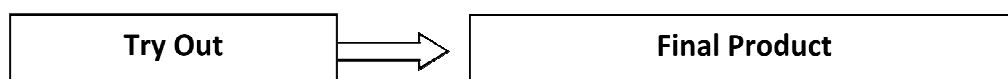
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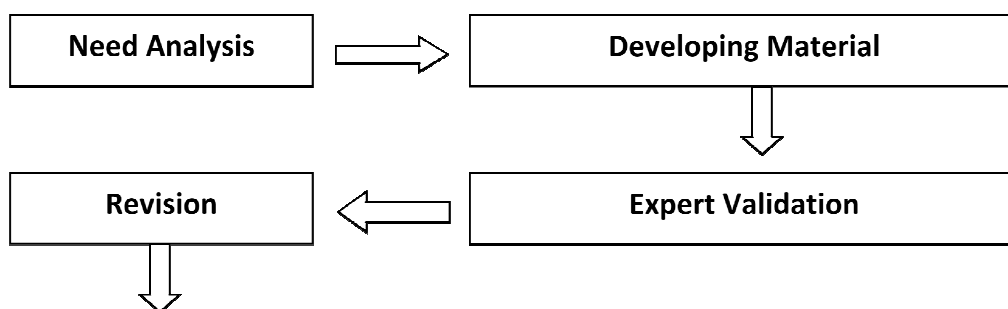
Figure 3.1: Procedure in the design of developing instructional materials adapted from Borg & Gall (2003)

The reason adapting R&D produced by Borg & Gall is because this study is small-scale study which develop the material for one school, the unpublished material which was used for one school with specific need.

FINDING

The first step was needs analysis. It was defined as a formal process focus on how a product addresses the needs of a human. It was made in order to obtain information related to the need of the product, especially the teachers' and students' need. In this research, the subjects of the need analysis were the English teacher and the students of sixth graders in MI Manbaul Ma'arif Kedungrawan Krembung. Here, the researcher used an instrument namely questionnaire to collect data.

The first questionnaire was distributed to the English teacher. The questionnaire was done to know the teacher's need of supplementary material in teaching English. There are some specific objective to be achieved by the questionnaire as follow; to identify the purpose of teaching English; to identify the student English skill, identify the teacher's need and her particular problem experiencing in teaching English, the instrument and material used in the process of English teaching learning.

The second questionnaire was distributed to the sixth grade students. It consisted of 8 question. It was related to the implementation of English in 2013 curriculum. There were some specific objective to be achieved by the questionnaire as follow; to identify the students' response toward the learning English in the classroom, to obtain information dealing with a difficulty that students are experiencing in learning English, and to identify student need dealing with the way the teacher taught.

From the questionare above, the researcher had been conducted analysis of local book. The researcher found that the existing book that has been used by the teacher in English learning process is lacked game to engage the student to learn. Based on the background above, there is a need for an effort to provide supplementary English Gamebook to solve those problem.

The next steps was the researcher analysed the curriculum or syllabus used. Nunan (1988) said whatever the curriculum; this is the teacher responsibility to ensure that the goals and objective of the main curriculum were kept close at hands when designing material. After that, the researcher reviewed and analysed the result of need assessment in order to find the suitable activities that can be able to increase students' motivation in learning English based on the syllabus and the course books used.

The games materials were divided into 8 unit. Each unit has different basic competence, indicator, type of activity and skill that support the use of language function. There were some inputs and activities to help the students learn English in fun ways. However, in general, the materials in each unit were designed to improve the students' English skill.

The material were developed based on the instructional objectives and the result of needs assessment. There were some stage in developing the English gamebook. The first, the basic competence in performance objectives was developed into some

indicators and predicted the general strategy for teaching English. After analyzing the basic competence, it was found that the content of sixth grade cover 8 topics as the focus of the lesson. The topic can be generated as follow. The first topic is descriptive text. The second topic is map. The third topic is direction. The fourth topic is about helping someone. The fifth topic about giving comment. The sixth topic about descriptive. The seventh topic is functional text. And the last is about cards. The second, based on the need analysis, most of the students like games, some attractive games were created as the instructional strategy. After deciding the strategy, some games was chosen and modified or created for students to learn English. The decision of the games was chosen and modified or students' prior knowledge about the game. The next, the game material was developed and those material were taken from many source. To make game more interesting, some picture was adopted from internet. Those materials were discussed with the teachers in the order to adapt it with the level the students' English skills.

After developing the material, the next step was expert validation. The draft is being evaluated and judge by the experts and the teacher as a practitioner. The instrumen were questionaire. The data collected from the questionaire was applied to make the fist revision.

The expert validatioan who validated the contain product was a teacher of some school. They has been teaching for more than 13 years. To obtain the feedback and comment for validation, validation form was arrange to be fulfill by the expert. The validation form included some question which purposed to invetigared the expert's opinion about the content product, the language level of the product and the description of the product.

According to tis expert, the cover was attractive for student. It was suitable with the target of the book. The layout of this product had to revised. Because the layout was less attractive. The researcher could add with the colourful background in order to make it more attractive. The picture of this product was interesting. It was relevant with the theme but the measure of the picture and the display had to revised because the measure of the picture was not proportional. The last about the letter. The letter of this product was clear and neat but in other hand, the researcher had to revised the font because it was not appropriate, not consistent, and not readable well.

The teacher who validated the product was an English teacher in MI Manbaul Ma'arif. She has been teaching English for 20 years and now she actively teaches sixth grade student of MI Manbaul Ma'arif. For the teacher validation, there were also three major point elucidated. Those are: the contenct of product, the language level of product, and the description of the product.

According to the teacher, some steps or direction of the game is not easy or simple, so the reseacher had to revised it. The content covered vairous activities that are able to help the studentd to get better undesrstanding with the English course. Moreover, she stated that the material is interesting and make the student more enjoy and fun in learning English. Overall. She stated that this material is effective to be applied with the revision.

Regarding to the result of experts and teacher validation, revision was undetaken. The first revision was based on the comments and feedback from the experts and teacher validation. The product did not need the holistic revision, only some part of the product needed to be revisied.

The tryout was done before the final draft was made to plan the final revision of the product. It needed to apply the product in the real field in order to gather some information related to the material that needed to be imroved, wheter it is appropriate of the materials for the students. The try out was conducted on April 2019. It was conducted in 14 students of sixth grade from MI manbaul Ma'arif. It was conducted by the researcher and the techer of sixth grade.

Before the try out the reseacher distribute the obsevation sheet to the teacher and questinaire to the students. Those observation sheet was used to gain information about the attractiveness of the games, the level of difficulty, the claruty of the intructions, and the motivation in learning English, the strengh and the weakness of the product. The student's questinaire was used to collect the students response toward the produt. The data gatheres from the questinaire were calculated through the precentage formula then analyzed decriptively to summraize the report. The summarizing information was used as the consideration to make judgment about the appropriateness of the product.

Based on the result of obesrvation sheet distributed to the teacher, it was found that the students were interested and entthusiastic in learning English through the games. All the student were seriously joining the try out. Most of them could undestand the instruction and the procedures of the games. Morover, most of them could understand the materials which delivered trough the gamed. Although at the beginning, some the students felt confused with the instruction and the procedures, but after the reseacher give some clues and example also additional explanation, they can understand and play the game well untill the end. Some students looked brave to ask the reseacher when they found some difficulties. It means that they enjoy lenarning Engglish in fun activities. The material of the game can be understood by the student. The vocabularies which are used in the game were not too difficult for student and its supported the students to be active learning Engglish. In coclussion, all the game in the product of the study has met the purpose and the criteria of the good game.

Based on the result of the questinaire distributed to the student, it was found that those all the criteria in the questionaire, which are attractiveness of the game, the level of difficulty, the claruty of intructions and the motivatiob in learning English, has good result.

From the result above, it can be concluded that the product of this research had met the purpose and the criteria of the good games. The games was good enough for teching English and it supported by good responses from the student, teacher and the expert. All the result gave the positive response toward the product.

The final product of the English Gamebook that consistsof 8 games in eight unit. Each unit of the games consits of the tittle of the game, the basic competence, the indicators, the type of activity, the skill needed, and the procedurs of the game. The games design based on the content of the 2013 curriculum and design by refering to the material listed in the basic competence provided by the goverment that covers the topic for the sixth grade students. All the materials in the games can be copied or practiced directly in the calssroom. It also provide the type of activity such as: identifying, guessing, writtng sentence, memorizing vocabularies, etc.

CONCLUSIONS AND SUGESTION
Conclusions
The strength of this product were this English gamebook consists of 8 interesting games which are suitable designed for sixth grade student of MI Manbaul

Ma'afir Kedungrawan Krembung. All games was based on the content of curriculum 2013. The development of the games completed with the method of the game, it was covered the guideline of how to teach English using the language game. A side of the strenghts, there were some weakness in the product. The weakness is due to the lack of time applying the game in the classroom. For some games, the teacher was not be able to improve all basic competence in a unit. The student who has already mastering English becomed dominant and the studentt who lack of vocabulary becomed passive. However, teacher as the users of the English gamebook should endure and cope with those kinds of chalenges.

Based on the finding of the study above, it was found that the students were interested and enthusiastic in learning English through the games. All the student were seriously joining the try out. Most of them could undestand the instruction and the procedures of the games. Morover, most of them could understand the materials which delivered trough the gamed. Although at the beginning, some the students felt confused with the instruction and the procedures, but after the reseacher give some clues and example also additional explanation, they can understand and play the game well untill the end. Some students looked brave to ask the reseacher when they found some difficulties. It means that they enjoy lenarning Engglish in fun activities.

The material of the game can be understood by the student. The vocabularies which were used in the game were not too difficult for student and its supported the students to be active learning Engglish. All the game in the product of the study had met the purpose and the criteria of the good game. It can be concluded that the product of this research had met the purpose and the criteria of the good games. The games was good enough for teching English and it supported by good responses from the student, teacher and the expert. All the result gave the positive response toward the product. From the discussion above, it can be said that the games in the English gamebook as the final product of this research is succesful beacuse it has been developed, validated, tried out, and revised. The games also appropriate for the students' need. It was proved by the students' and teacher's response in the try out. Furthermore, this product was aplicable and can be one of the alternative way in teaching English.

Sugestion

The first suggestion was for English teacher who want to apply this games in the classroom. The teacher had to accompany and monitoring the students' activities during the games. The teacher can explain more when the student felt dificult to understand the prosedure of the games. It was used to optimize the function of the game which used to deliver knowledge and stimulate students learning English.

The second suggestion was for the school's principle who want to motivate their student to be success in learning English by providing supplementary material that can support the learning process in the classroom. Because hose supplementary material can make teacher become creative and innovative in teaching process. Futhermore, the supplementary material can make student enjoy and fun with different method of teaching. It can make improve their motivation in learning English and enhance their awarness about the inportant of English for their future.

The last suggestion was for the other reseacher. Hopefully they can make continue this study in order to make the product of this reseach to be better and more applicable for teaching English. In addition, the reseach need a futher development from

the other reseacher to make better product. And the reseacher can make another material which more contextual with clear intructions.

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