

Developing a Game Model “Mysterious Card” to increase Students’ Motivation in Learning English

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Abstract

Learning English is difficult for some elementary school students. Games can be used to develop students’ interest in learning English. This research will use a game namely mysterious card. The game combines snake and ladder games and flashcard. The object of this research was the fifth-grade students of an Islamic Elementary School in Mempawah. The method used was Research and Development (R&D). The data was collected using a questionnaire and interview, then it was analyzed quantitatively and qualitatively. The research result shows that the application of the mysterious card game model to the fifth-grade students of Islamic Elementary School is suitable in creating the English learning in a fun way in the class. Thus, the game model was also able to be used in increasing student’s motivation in learning English.

Keywords: Mysterious Card, motivation in learning, English learning.

INTRODUCTION

English is an international language used as a conveyor in communicating among nations (Sandy et al., 2014). This function makes English important to be mastered to compete internationally. Mastering of English from early age is needed because there is a golden period of children to learn. Priyanto (2014) states that early childhood is a group of humans who are in the process of growth and development. Learning English is difficult for some elementary school students. From the results of observations in class, the fifth grade student of Islamic Elementary School have problems in learning English. They were not enthusiastic in the teaching learning processes. When the teacher asked, there were only a few students answering correctly, while the other students just kept quiet. They also had problems in memorizing English vocabulary.

Fostering students' motivation in learning English in the class can use games. In case, the researchers innovate a new game which is named mysterious card game. This research used this mysterious card game in the research. This game has combined traditional snake and ladder games and flashcards. The player can take the turn if he can mention the English vocabulary in the mysterious card correctly. If the player cannot say vocabulary in English, he stay in his box. Mysterious cards can be played at least 2 people. The time duration is 20 minutes. If there is no one finishes the game, the game is won by the student who is in the highest number box.

The game as the method in teaching in the class was chosen because game is the children's world. Playing are child's word and game as the tools which

provide opportunities for children to learn (Purwaningsih, 2006). Memorizing is one of the most difficult activities in learning English. Students do not like memorizing the vocabularies. Students could memorize something by looking at objects, so the researchers have made the vocabulary card. Vocabulary cards are a picture of the original object so students get a picture of the object in their minds (Asnawir, Usman, & Basyiruddin, 2002). Remembering an object by describing or picturing the object in the mind could make the words easy be memorized the object.

Research on increasing student motivation using the game model "mysterious card" is important. This research supposed to help teachers improve student motivation in learning English. The mysterious card game is an interesting learning media to be applied. This game added to the collection of learning media for elementary students in an effort to improve the quality of Indonesian education.

Research on increasing motivation in learning English has been done by two previous researchers. The first study was conducted by Diah Setyowati (2013) and the second study was conducted by Ahmad Saefudin, Y. Dhamayanti, S.R, Suhartono, and Wahyudi (2012). The difference between this research and previous reseaches is that, in this game, the researchers are going to combine motivation in learning English with a game. While, previous researches do it separately.

Based on the background that has been described above, the research problems are (1) How is the development of the teaching media "mysterious cards" in teaching English in class V Islamic Elementary School students? (2) How is the suitability of teaching media "mysterious card" in teaching English in class V Islamic Elementary School students? Furthermore, the objectives of this study were (1) Developing the teaching media "mysterious cards" in teaching English in fifth-grade students of Islamic Elementary School. (2) Describing the development of teaching media "mysterious card" in teaching English in class V Islamic Elementary School.

METHOD

This is a R&D research. R&D research methods are a method which is used to produce certain products and test the suitability of those products (Sugiyono, 2008). This research developed media of teaching. The product produced from this research was a game model. This development method was tested for its suitability in producing products as learning media. The subjects in this study were fifth-grade students of Islamic Elementary School.

Data collection techniques in this study were questionnaires and interviews. The questionnaires were used to find out the needs and interests of students in the teaching media developed by researchers. While interviews were conducted to obtain information about learning English using a mysterious card learning media. Data were analyzed quantitatively and qualitatively. Researchers use description and content analysis to analyze data.

The tools used in data collection in this study included interview guides, notes, and voice recording devices. The interview conducted with the English

teacher. The interview guide has a function as a reference for researchers to ask questions to respondents so that the data generated in the interview is in accordance with the research problem. The interview guide was used as a guide to the interviewees. The field notes were used to record important points that could be used as a reference source of research. The voice recording device aimed to record the interview session so that it could be evidence and referral back from the notes that had been made.

FINDINGS AND DISCUSSION

The study started on 30 May 2019 in Pontianak with interviewing an English teacher in the fifth grade of Islamic Elementary School. This interview aimed to gather information about the situation in the classroom during the teaching learning English in the class. Based on the interview, it can be seen that teaching was based on the prevailing curriculum. In teaching English, teachers used conservative methods, i.e. teachers taught English vocabularies and then students followed. Teachers repeated the pronunciation of the vocabulary so that students memorized it. Students were asked to display their deletion in front of the class.

The class environment was conducive. Students paid attention to explanations and instructions from the teacher. However, students had difficulties mentioning vocabulary if the teacher did not mention it first, thus the teacher always started to mention the vocabulary first and then students followed it. The methods used by teachers in learning made students memorize vocabulary easily, but students had less initiative and innovative. This less varied method also made students bored. Therefore, it is necessary to improve the media in teaching in class V Islamic Elementary School to make teaching learning English in a fun way.

The media applied in the classroom was the development of snake and ladder game models. Researchers combined snake and ladder games and flashcards. Researchers made a snake and ladder board in 1.5 x 1.5 meters. Students played it by jumping on top of the board. Students got a turn if they answered correctly about the name of the fruit shown on the flashcard. This game model is called a mysterious card.

The games model had been tested and assessed by experts before it was applied. The first expert is a lecturer who expertises in teaching for young learner. She is Nanik Shobikah, M.Pd. For the media assessment sheet and the material on learning media got the score of 99% and for the assessment on learning content got the score worth 98%. Experts said that the media had been made with good material. Then, the material displayed also corresponded to the curriculum and looked interesting. Experts also said the media could be made removable pictures but must be with good maintenance so that the image will not disappear and the box line of snakes and ladders is slightly invisible.

The second expert is a lecturer who expertises in learning media. She is Dedek kurniawati, M. Pd. The results of experts whom both assessments of the learning media gained a weight worth 85% and the learning content assessment received a weight worth 77%. In the suggestion box media assessment and material experts say that the colour variations of snakes must be different, and the

card should be titled foreign Languages, making it easier to remember learners. In the beginning, the game starts with the game, so it is the hallmark of this mysterious card to be even more interesting. In the introduction section, the game rules should also include the teaching materials, classes, game duration, winners' categories and learning objectives.

Based on the assessment, researchers revised the media. The revision can be seen in the image below.

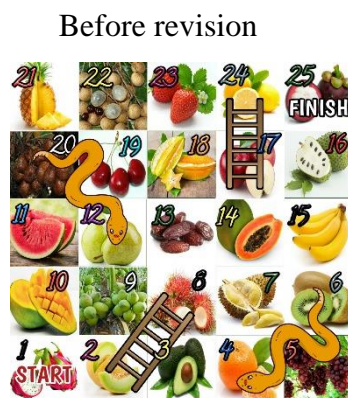


Figure 1. Snack and leader board, Pontianak, 2018 (Personal collection)

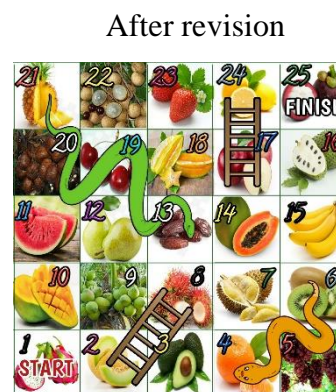


Figure 2. Snack and leader board revision, Pontianak, 2018 (Personal collection)

After the revision, researchers showed it to the experts to be assessed again. From the first revision, the experts said that the media could be used in teaching learning in class.

Researchers conducted the game model to class V students of an Islamic Elementary School. The numbers of the students in this class is 23 students. In the application, students were divided into 4 groups according to the number of board games that have been prepared by researchers. The game model is used as a media pool to deliver the material and conduct the evaluation of learning process in classrooms. The teacher started the class by doing the introductory stage, which was greetings and taking the action of the students. Furthermore, the teacher showed images of fruits through the PowerPoint displayed using the projector. Teacher gave 25 fruits vocabularies according to the game that would be played. Furthermore, the teacher asked students to play the mysterious card.

The researchers observed the teaching process in the class according to the observation guide. From the observation, it could be known that students had a high level of enthusiasm in English. When teachers taught, students have full attention and did teacher's instructions, such as repeating what the teacher spoke. There were only 3 students who was less active in observation. This was due to the class atmosphere.

It was also found that students actively asked teachers or friends about material that they have not yet understood. Students asked the teachers about difficult words and they repeated the words. Besides, students finished the assignments on time. The students always answered the teacher's question

quickly, for example, the teacher asked, “What fruit is this?” or “Is this fruit originally from Indonesian or not?”

Furthermore, students discussed the lessons with friends and teachers. When they played, they asked their friends the name of fruits on the card. Students were active in reading books to find the correct source of answers in doing classroom assignments such as working on assignments by reading various books to find the answers they were looking for. Then, the students actively discussed with their friends to complete the tasks. Besides finding the source of answers by reading students' books, they were also actively discussing to the other friends to get the right answers. They also asked the teacher, gave the argument and made a note. Some students just listened to the discussion. Students did the assignment given by the teacher and they did not give up before completing the assignment. They tried hard to find the answer.

Students were not feeling shame when they could not answer the questions. While they were playing the game, the students kept smiling, laughing and continuing and even answering the previous questions that they could not answer. Students also showed their concern to their friends who could not. Students who can not answer either are given motivation by other students so that the student is not easily discouraged. Students who did not succeed in answering questions were not build by other students. Also, students tried working on assignments according to their abilities. There was no cheating on students such as cheating and asking for answers from his friend because students were convinced of the answer. But some students are less confident with that he has answered correctly.

In answering on questions or doing assignments in class, students could associate the lessons to their daily life. The students answered and remembered the questions, they could tell the story and explain the material that is explained by daily students. At this point, students show a very good response. When one of the students tried to answer the mysterious card, his friends try to tell the answer by telling them and describing the answer by associating to their daily life.

Students also showed their confidence in doing something in class at the time of the lesson. The level of high student confidence is when asked to answer the relationship without being asked by the teacher. The student response to the game is good. Students are more active to show that they know the answer and are ready to answer questions when their friend cannot answer his or her card. Students dare to express their opinion in class discussion forums. Students have given his opinion on what material is given and delivered before his friends even without being instructed by his teacher, also the students dare to convey a lot of opinions in the play along with with the strengthening reasons his opinion. Especially when his friend can not answer or the wrong answer from the questions posed the mysterious card. Students are able to defend their opinions and their reasons before other friends. Students are able to demonstrate that their answers have been correct.

From the results, the vocabularies that was difficult to remember by the students were soursop, dates, mangosteen and longan. At the closing stage, teachers reflected the teaching learning process. Teachers also did the repetition of

the difficult vocabularies. The observation shows that the application of the mysterious card game model in English learning in the class V Islamic Elementary School is suitable to be used as a model to teaching English in enhancing innovation in classroom learning.

The game model has made students not feeling bored in class. This learning also helps teachers to motivate students to learn English, that can be seen from students participating actively in answering questions. This game mode also helps students to memorize vocabulary easier and improve the sportsmanship among students, i.e. there was no negative words from the students to make their friends feeling down when they cannot answer correctly. It can be different when using conventional learning methods. When students feel saturated in learning, they begin to do things besides lessons like demeaning friends who can not answer the teacher's question. Thus, the mysterious card game model is suitable in enhancing students' motivation in learning English.

CONCLUSION AND SUGGESTION

The development of the mysterious card learning model begins with an analysis of the problems of learning English in class V Islamic Elementary School students through interviews with English teachers. The development of this model is done by combining the snake and ladder game and the flashcard, which is named the mysterious card. Flashcard in this game contains 25 images of fruits. This game model was tested by two experts who had been appointed to assess the suitability of this game. There is one revision of this game model under expert advice and judgment.

Observation results indicate that the application of the mysterious card game model in English learning in class V Islamic Elementary School is suitable model in improving and providing innovation in classroom learning so students do not feel quickly saturated in class. Moreover, this learning model is also suitable in increasing student motivation in learning English through mysterious game. The results of this study cannot be said perfect because there are still deficiencies. Based on that, the researcher suggests that this research can be developed further with different data sources. The data in this study can be used as a comparison with similar studies. Researchers hope that research on the development of the Mysterious Card Game Model in Improving English Learning Motivation Students can support the development in the field of education.

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