Modifying Traditional Game to Promote EFL Students' Achievement in Learning Procedure Text: A Research And Development

Mifta Kurosidah[1], Yudi Basuki[1]
miftakurosidah1221@gmail.com, jude.q13@gmail.com

[1]Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Trenggalek, Jl. Supriyadi 22 Trenggalek, Jawa Timur, 66319, Indonesia

Corresponding Author: Mifta Kurosidah (miftakurosidah1221@gmail.com)

Abstract

This study aimed to promote EFL students' learning outcomes in the English learning process by using a modified traditional game method. This research used Research and Development method with quasi-experimental research design in the form of nonrandomized control group pretest posttest. The sample of this study were students of class X Modeling Design and Building Information from Vocational High School 2 Trenggalek which consisted of 34 students as a control class and 35 as an experimental class. The instruments used in this study were questionnaires, interviews, and tests. Data collected by questionnaires and tests were analyzed quantitatively, and data collected through interviews were analyzed qualitatively. The result of field testing of the product by incorporating t-test with Sig. (2-tailed) was 0.000 <0.05 hence H0 is rejected and Ha is accepted. Thus, there was a significant difference between the average students learning outcomes in the experimental class and the control class, meaning that the traditional modified game-based learning strategy could improve students' learning outcomes in learning procedure text. Insights gained from this research can inspire EFL teachers to start modifying the existing traditional games in their context in to be implemented in their EFL TLP.

Keywords: Modification, Traditional Game, Gobak Sodor, Students' Achievement, Procedure Text.

INTRODUCTION

Games serve as a means for engaging in recreational activities, encompassing considerations such as the participants involved and the tools employed during play (M. Fadilah, 2019). Furthermore, a game represents a structured playing scenario bound by specific rules and objectives, resulting in purposeful actions (Novi Mulyani, 2016). It is anticipated that games offer students opportunities to explore, exhibit creativity, express emotions, and facilitate enjoyable learning experiences (Sujiono, 2012 in SN Hayati et al., 2021). Concurrently, games play a pivotal role in the holistic development of students, contributing to the enhancement of motor skills, cognitive abilities, affective capacities, language proficiency, and social skills (Slamet & Suyanto, 2015). Hence, games, governed by explicit rules, play a crucial role in fostering student development and facilitating learning in an engaging and creative manner.

Games can be categorized into two types: modern games and traditional games (Novi Mulyani, 2016). Traditional games, acting as repositories of cultural

knowledge transmitted across generations, serve multifaceted functions (Y Mulyana and AS Lengkana, 2019). Specifically, traditional games manifest as activities rooted in particular regions, embodying cultural and communal values that are perpetuated from one generation to the next (Kurniati, 2016). Consequently, traditional games emerge as symbolic entities in designated locales, encapsulating cultural values that contribute to personal growth and the cultivation of collaborative relationships among individuals.

Meanwhile, within the city of Trenggalek, one of the renowned traditional games is Gobak Sodor, a term derived from "gobak," meaning move, and "sodor," signifying spear (Andreas, 2018). Gobak Sodor is a team-based traditional game involving the obstruction of opponents to prevent their passage through designated lines (Dwi Listyaningrum, 2018). Beyond fostering a sense of togetherness, this traditional game imparts collaborative skills as students engage in group activities, thereby enhancing the learning experience with an element of interest and amusement (Mulyani, 2016). Consequently, Gobak Sodor emerges as a team-oriented traditional game offering advantages in promoting increased student activity, skill development, cooperation, and cohesion in an engaging and enjoyable manner.

Notably, an empirical observation conducted at Vocational High School 2 Trenggalek reveals a relative lack of engagement among tenth-grade students specializing in Modeling Design and Building Information during English language learning sessions. The observed tendency is for students to maintain silence, ultimately leading to passivity throughout the learning process. Moreover, student interaction is predominantly directed towards electronic gadgets rather than active participation. The suboptimal learning environment is attributed to the persistence of monotonous teaching methods by English instructors. Recognizing learning as an active process contingent upon students' responses to teacher stimuli, as expounded by Sudjana (2010), it becomes imperative for English educators to adopt innovative teaching strategies to augment students' achievements in the learning process.

Given the existing challenges in English language instruction at Vocational High School 2 Trenggalek, particularly within the Modeling Design and Building Information major, and drawing on the aforementioned research insights, this study seeks to address the research question: "How can the traditional game Gobak Sodor be modified to enhance EFL students' achievement in learning procedure text?"

RESEARCH METHOD

This research uses Research and Development (R&D) method with quasi-experimental research design in the form of nonrandomized control group pretest posttest. Research and Development as an industry-based development model to produce new products and procedures, then systematically debated, evaluated, and refined according to appropriate criteria of effectiveness, quality, and standards (Gall et al in Basuki and Mukti, 2020). Further, Research and Development (R&D) the systematic study of design, development and evaluation processes with the aim of establishing an empirical foundation as a basis for create products, tools and models that can be used in learning and non-learning (Richey and Kelin, 2010). Then, quasi-experimental design is a non-randomization design that has purpose to know the effect of treatment given to an experimental group and compare the result to a control group (Hastjarjo, 2019). The following figure shows the development steps of the product in this research.
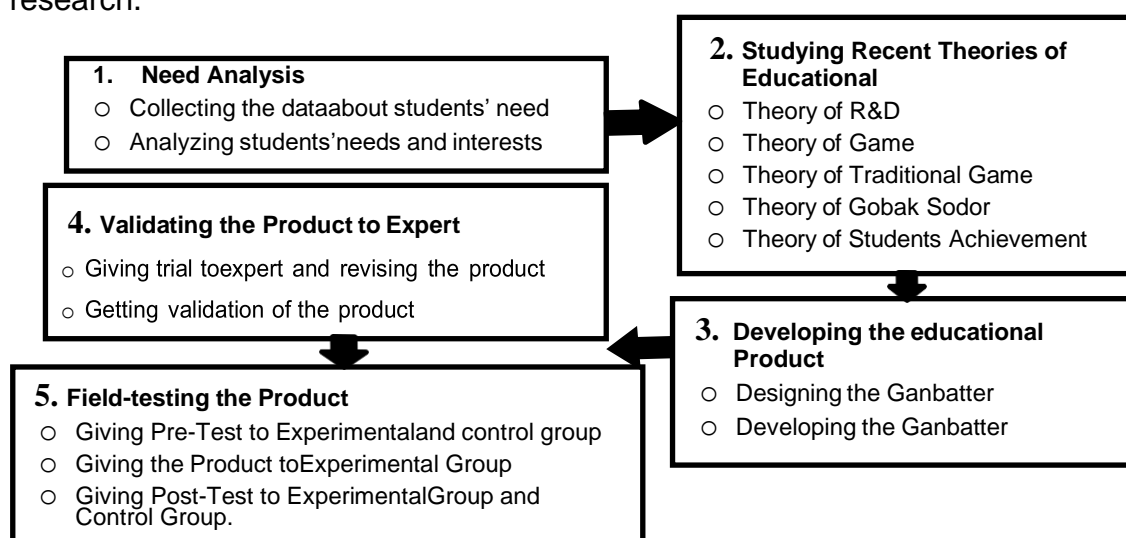
1. Need Analysis
○ Collecting the data about students' need
○ Analyzing students' needs and interests

2. Studying Recent Theories of Educational
○ Theory of R&D
○ Theory of Game
○ Theory of Traditional Game
○ Theory of Gobak Sodor
○ Theory of Students Achievement

4. Validating the Product to Expert
○ Giving trial to expert and revising the product
○ Getting validation of the product

3. Developing the educational Product
○ Designing the Ganbatter
○ Developing the Ganbatter

5. Field-testing the Product
○ Giving Pre-Test to Experimental and control group
○ Giving the Product to Experimental Group
○ Giving Post-Test to Experimental Group and Control Group.

Figure 1. Development Steps

This study uses purposive sampling to select research subjects. Purposive sampling is creating sample from population without considering strata, random or area but based on particular objective (Arikunto, 2013). The researcher conduct the research in 10 May 2023 to 31 May 2023 in Vocational High School 2 Trenggalek. Therefore, the subject of this research are tenth students majoring MDBI, especially the second semester 2022/2023 academic year that consist of 35 students in experimental class and 34 students in control class.

The data collection for this research was carried out directly at Vocational High School 2 Trenggalek. The researcher uses questionnaire, interview, and test tocollect data. The questionnaires consist of five alternative answers; strongly disagree, disagree, neutral, agree, and strongly agree. Therefore, the researcher use Likert Scale questionnaire in need analysis which consists of 15 questions. The researcher also use interview to get experts validation and suggestion during developing the product. Meanwhile, the test was given to the experimental andcontrol classes. This test consist of two types, they are pre-test and post-test. The researcher use SPSS for Windows version 25 to know the validity and reliability of instruments (questionnaire and test). In validity test, the value of Pearson Product Moment is equal or more than 0.30 and declared valid (Andresen in Anisah, 2018). While in reliability test, the value showed in Alpha Cronbach more than (>0.80) and declared has good reliability (Sekaran and Bougie in Muldyagin, 2018). The data collected from interview was analyzed qualitatively, while the test and questionnaire were analyzed quantitatively.

RESULT AND DISCUSSION

Finding of Initial Product Development

From the students' need analysis questionnaire result, obtained data as follow; maximum score (5 x 15 x 35) = 2625, minimum score (1 x 15 x 35) = 675, score range (2625 – 675) = 1950, total score = 1982 and resulted the following figure:

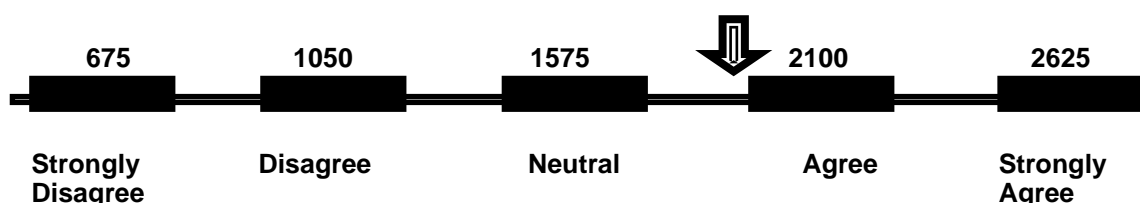| 675	1050	1575		2100	2625
Strongly Disagree	Disagree	Neutral		Agree	Strongly Agree

Figure 2. Continuum Diagram of Students' Need Analysis

The result shows that the students mostly agree with the development of the product in this research. Then it could be taken as the basis

information of applicationdevelopment of learning strategies in the form of challenging games that are fulfilled by the theoretical framework of product development students' perceptions of learning method, traditional game, gobak sodor, and students' activeness. The following figure shows the characteristic, contents and features of the product of the research.

This product adapted from *Permainan Tradisional* Book, *Super Asyik Permainan Tradisional anak Indonesia* book, and Teaching Module Class X semester 2. In game, researcher create a Guide Book of Gobak Sodor which consists of several chapters that contain the intoduce of Gobak Sodor, rules of players, rules of the game, area/field of game, gameplay, and scoring. This book uses Indonesian with an informal language style that can make it easier for students and teachers to understand and apply this product.

Finding of Expert Validation

After the product was developed completely, the researcher consulted the product to the expert in Vocational High School 2 Trenggalek to give evaluation and suggestion to have acceptable and approved product. Here are the details:

Table 1. Product Comparison Before and After Validating to Expert 1

Before	After
The question on the card is too easy. This means that the text on the card (Procedure Text) is too short so students will quickly answer the question.	The researcher create procedure text on the cards so that students really understood the material and answer the questions correctly

Table 2. Product Comparison Before and After Validating to Expert 2

Before	After
The size of the playing field of 6 x 28 meters is too long and makes it easier for students to cross the line guarded by the Go-Guard.	The size of the playing field is changed to 6 x 24 meters so that the game is not easily finished and students are able to be serious in the game

Table 3. Product Comparison Before and After Validating to Expert 3

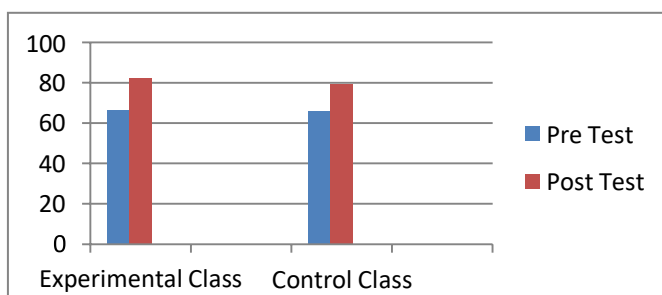| Before	After
The questions on the cards are in accordance with the learning objectives, but need to correct a few grammatical errors.	The researcher creates the text and questions on the cards with more attention to grammar

Finding of Field-Testing Product

Figure 3. Result of Pre-Test and Post Test

Based on data above, the score of experimental class had been increased and higher than control class. However, it could be concluded that there was a significance difference in the result of of post-test between experimental class that used the modified traditional game and control class that did not use.

Result of Normality

Tests of Normality

CLASS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.195	34	.002	.910	34	.009
Control Class	.214	34	.000	.913	34	.010

a. Lilliefors Significance Correction

Table 4. Normality Test of Pre-Test

In this research, the researcher employed the Shapiro-Wilk that could be normally distributed if sig. values > 0.05 (Setyawan, 2021). Based on data above, the value of sig. for the pre-test in the experimental class was 0.09 and 0.010 for the pretest in control class. Thus, the data for pre-test in this research was distributed normal.

Tests of Normality

CLASS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.192	34	.003	.904	34	.006
Controi Class	.208	34	.001	.865	34	.001

a. Lilliefors Significance Correction

Table 5. Normality Test of Post-Test

Based on data above, the value of sig. for the post-test in the experimental classwas 0.06 and 0.001 for the post test in control class. Thus, the data for post-test in this research was distributed normal.

Result of Homogeneity

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
PRE TEST	Based on Mean	1.253	1	67	.267
	Based on Median	1.519	1	67	.222
	Based on Median and with adjusted df	1.519	1	66.941	.222
	Based on trimmed mean	1.275	1	67	.263

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
POST TEST	Based on Mean	.644	1	67	.425
	Based on Median	.581	1	67	.448
	Based on Median and with adjusted df	.581	1	62.390	.449
	Based on trimmed mean	.772	1	67	.383

Table 6. Homogeneity Test of Pre-Test and Post-Test

Based on figure above, the based on mean significance value for the pre test results in both classes is 0.267 and the post test results in both classes is 0.425. Because of the value of sig. > 0.05, it could be concluded that the variance of the data from the pre-test results in the experimental and control classes was homogeneous.

Result of Sample Paired T-Test

Paired samples T-Test to determine the difference of pre-test and post test in each group on the use Gobak Sodor Game. If the value of Sig (2-tailed) < 0.05 the H_0 is rejected and H_a is accepted (Rachbini et al, 2018). Here the result details.

Paired Samples Test

		Paired Differences							
			Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair	Pre-test Post-test	-15.854	6.241	1.055	-18.001	-13.713	-15.032	34	.000

The result showed that the value of Sig (2-tailed) in the Equal variances had the value of 0.000 < 0.05, so as the basis for decision making in the paired sample test, it could be seen if Ha was accepted. Therefore, it could be concluded that students who using GOBAK SODOR Game have better achievements than students who are not usingGOBAK SODOR Game at grade X MDBI of Vocational High School 2 Trenggalek.

Given the research findings elaborated above, the discussion of the findings onthis research are highlighted as the following. First, concerning to the content of the product in this research, an adaptation from Gobak Sodor as a traditional game. This development product is a learning strategy in the form of a challenging game using card media that is adapted to the learning material. Second, concerning to the product development steps in this research that took five steps as Latief in Basuki (2018). Third, concerning to the developing of the product in this research (GOBAK SODOR) that was in line with students' needs. Fourth, concerning to the applicability of the product that was tested in quasi-experimental research design as Hastjarjo (2019) stated, to know the effect of treatment given to experimental group and compare the result to control group. And the last, concerning to the form of product (Gobak Sodor) in this research that was in line with as Turangan and Reza (2016) argue values characters in the gobak sodor game such as training honesty, increasing obedience, training cooperation, responsibility, hard work, develop thinkingskills, critical, and innovative and train agility.

CONCLUSION

The development of this research is GOBAK SODOR (Go and Back To the Door) : A challenging modified Traditional Game to promote students achievement in Learning Procedure Text of Modeling Design and Building Information. Gobak Sodor is a game- based learning method which is an adaptation of the traditional gobak sodor game. In addition, this game uses card media which contains questions that are adapted to the learning material in teaching module. Then, The researcher create a guide book GOBAK SODOR with Indonesian and informal language style to make it easier forstudents and teachers to apply it.

The product was arranged based on the results of the students' need analysis, some theories of research and development, evaluation and suggestion from the expert who validates the product. They suggested revise the questions on the card, the area of the field, and improving the grammar of the question. The researcher revised the product and ready to be tried for students. The field-testing was conducted to know the suitability and the applicability of the product toward the students of class X MDBI A in Vocational High School 2 Trenggalek in 2022/2023 academic year. The findings of the

field testing show that the product gets good responses from the students and teachers. The product has proven to be good enough to be implemented and able to promote students' activeness, enthusiasm for learning, and student motivation in learning English. In conclusion, this research has been able to answer the research problem that sound, "How to develop GOBAK SODOR (Go and Back To the Door) : A Challenging Modified Traditional Game to Promote Students' Achievement in Learning Procedure Text of Modeling Design and Building Information?" Further, this research has been able to achieve the objective of the research which is to develop GOBAK SODOR (Go and Back To the Door) : A Challenging Modified Traditional Game to Promote Students' Achievement in Learning Procedure Text of Modeling Design and Building Information.

Given the findings, discussions, and conclusion elaborated above, it is suggested for the following people who may find benefits of this research. Firstly, for teachers' it is suggestive of using the product of this research as a fun learning method to facilitate the educators in delivering material in the learning process by utilizing local wisdom such as traditional games. Secondly, for students to increase student activity and motivation in the learning process using fun learning method. Thirdly, for other researchers, it is suggestive for them who may use the research findings as references or use the product to conduct the research with the similar or different topic of learning method and/or research and development. The results of this study can be used by other researchers as reference material and as a reference for conducting similar research.

REFERENCES

Arikunto, S. 2019. *Prosedur Penelitian Suatu Pendekatan Praktik.* Edisi Revisi. Jakarta: PT. Rineka Cipta. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=arikunto+prosedur+penelitian+suatu+pendekatan+praktik&btnG=#d=gs_qabs&t=168670607216&u=%23p%3D3SnWQMUbefIJ, accessed on 21 March 2023

Fadilah, M. 2019. *Buku ajar bermain & permainan anak usia dini.* Prenada Media https://books.google.co.id/books?hl=id&lr=&id=fja2DwAAQBAJ&oi=fnd&pg=PR5&dq=info:_hSdmKgMNbEJ:scholar.google.com/&ots=Bk-GTBJllW&sig=W66BieGV687hhTmijLBzWVydAKQ&redir_esc=y#v=onepage&q&f=false , accessed on 17 January 2023

Hastjarjo, T. D. 2019. *Rancangan Eksperimen-Kuasi. Buletin Psikologi, (Online).* Fakultas Psikologi: Universitas Gadjah Mada. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=yudi+basuki+mukti&o

q=basuki#d=gs_qabs&t=1686547156021&u=%23p%3Dt1qz9nwMq6gJ, accessed on 20 March 2023

Hayati, SN. Putro, Khamim Zarkasih. 2021. *Bermain Dan Permainan Anak Usia Dini*. Yogyakarta: Generasi Emas Jurnal Pendidikan Islam Anak Usia Dini. https://books.google.co.id/books?hl=id&lr=&id=fja2DwAAQBAJ&oi=fnd&pg=PR5&dq=info:_hSdmKgMNbEJ:scholar.google.com/&ots=Bk-GTBJllW&sig=W66BieGV687hhTmijLBzWVydAKQ&redir_esc=y#v=onepage&q&f=false , accessed on 23 February 2023

Himawan, A., & Muhid, A. M. A. 2022. *Benefits of the Traditional Game of Gobak Sodor: Improving Communication Skills and Social in Early Childhood* https://www.atlantis-press.com/proceedings/yicemap-19/125949872 , accessed on 21 February 2023

Kurniati, Euis. 2016. *Permainan Tradisional dan Perannya dalam Mengembangkan Keterampilan Sosial Anak*. Jakarta: Kencana https://books.google.co.id/books?hl=id&lr=&id=-eRNDwAAQBAJ&oi=fnd&pg=PA40&dq=info:sEfyH2p-w0AJ:scholar.google.com/&ots=B0M0Q-qdR6&sig=_ubFN7sEr1jBOkLd8LuYw9wiJ8c&redir_esc=y#v=onepage&q&f=false , accessed on 1st March 2023

Mukti, BDF. & Basuki, Y. 2020. *Vivoice (Virtual Vocabulary Voice): An Application To Promote Efl Learners' Self-Regulated Learning In A Blended Learning Community*. Trenggalek: STKIP PGRI Trenggalek. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=yudi+basuki+mukti&oq=muk#d=gs_qabs&t=1686707102800&u=%23p%3Dt1qz9nwMq6gJ , accessed on 14th March 2023

Mulyana, Y. Lengkana, Anggi Setia. 2019. *Permainan Tradisional*. Bandung: Salam Insan Mulia, accessed on 13th February 2023

Mulyani, N. 2016. *Super asyik permainan tradisional anak Indonesia*. Diva Press. https://books.google.co.id/books?hl=id&lr=&id=tKVYEAAAQBAJ&oi=fnd&pg=PA128&dq=info:C3ov69KguR8J:scholar.google.com/&ots=I70Dq87IpI&sig=MojaNsHSrHUsjgE9IjiuPfJ6bak&redir_esc=y#v=onepage&q&f=false , accessed on 22th March 2023

Richey and Kelin. 2010. *Metode Penelitian & Pengembangan Research and Development*. Bandung: Alfabeta.

Sinar. 2018. *Metode Active Learning Book*. Yogyakarta: Deepublish