

CHAPTER I

INTRODUCTION

In this part, the researcher discusses about, 1) Background, 2) Identification of Problem, 3) Limitation of Problem, 4) Problem of Formulation, 5) Objectives of Research, 6) Significance of Research, 7) Specification of Development Product.

1.1 Background

In this study, researcher makes a product that was associated with education. according to Dalyono (2012) education can be interpreted as a process with certain methods so that people gain knowledge, understanding, and how to behave according to their needs. Activities in education need innovation to improve the quality of effective learning. The innovation applied by researchers to improve the quality of learning is to develop a product.

According to Rohaeni (2020), one of the relevant research methods used is development (R&D). Research and development are the process of creating and implementing new products or improvements to existing products. The essence of development is the creation of new products or improvements to existing products that need improvement (Winaryati, et al. 2021). This research method is used to improve existing products by researchers who develop these products.

This can be attributed to the opinion of Sugiyono (2013: 123) that development is the research and development method are intended as a scientific way to research, design, produce, and test the validity of products that have been made. Meanwhile, according to Borg & Gall (1998), the researcher

and development method is a process used to validate and developed products.

Design and research in development include a systematic study of the design of a product, developing or producing, and evaluating the performance results of the developed product to obtain empirical data. Meanwhile, what is meant by validating a product is a product that already exists, and what researcher do is only test the effectiveness and validity of the product.

Based on the development carried out, namely the design and research development stages. Before developing a product, the first step is to design a product. The starting point is the knowledge of the benefits of the product to be developed, the quality of the product, and the effectiveness of the product used. Researchers designed an educational game product in this development, namely the spinning wheel media

Regarding educational games in this development, an activity that engages students in learning. According to Sogmen & Goksu (2020), "Educational games have an interesting characteristic, namely having the technique of attracting the attention of students of various ages ranging from preschool to postgraduate levels and facilitating learning by making the learning process entertaining and can be used in various classes."

According to Putri et al. (2023: 556), educational games are considered one of the most effective learning media in the process of stimulating curiosity and increasing concentration on problem-solving. Regarding educational games as a problem-solving process in learning, one researcher argued that "Educational games are intriguing to develop and research. The educational

games have several advantages, among which the most important is the presence of animation that can improve memory so that children can remember the subject matter for a longer time" (Fortuna et al., 2023: 61).

To make educational games have quality in learning, three things need to be considered, namely first, the provision of an engaging game; second, the link of game content with learning goals; and third, the consideration of the context of game use. Based on this argument and the extant literature, "Three factors possibly triggering and sustaining the motivation of students in gameplay are proposed: Firstly, game attractiveness; Secondly, game learning; and Thirdly, game operativeness" (Hartmaan & Gommer, 2019: 322).

The characteristics of educational games, Hartman & Gommer (2019) concluded the statements of several researcher regarding educational game characteristics. There are several educational games, in particular educational fantasy, rules or goals, sensory stimulation, challenge, mystery, and control. Games also have characteristics that must generate motivation in learning. Games also have characteristics that can be learned as motivation. identity, interactivity, agency, challenge, narrative, and feedback are characteristics of educational games to attract and maintain player interest in a game.

In this educational game, a learning media is needed. According to Arifin (2021), learning media is a means for teachers to learn so students can more easily understand the content conveyed by the teacher learning media as an intermediary to facilitate the learning process to achieve teaching goals effectively and efficiently. Meanwhile, according to Gusdiana (2021),

"Learning media can function as a channel in the communication process between educators students."

The researcher conducted research at Madyatama Vocational High School Palembang because the school is suitable for the characteristics or conditions that are in accordance with the research objectives. Based on observations at Madyatama Vocational High School Palembang on June 12, 2024, conducting interview with the homeroom teacher of class X and the English teacher. The teacher often use the lecture method even though it is interspersed with learning media, but students listen more than actively involved in learning. Teachers respond that during teaching, students not confident in speaking English, students are easily sleepy and bored, and teacher only focus on delivering material and lack of interactive. There are still many students who feel not confident and feel afraid in speaking English.

Students' lack of confidence in speaking, especially in the context of language learning, can be caused by several factors, such as lack of practice, fear of making mistakes, anxiety about judgement from others, limited vocabulary, or lack of exposure to situations. A good learning process can result in a high quality of learning. A good learning process with the use of media in speaking classes is a solution that can increase student engagement and overcome students' fear of speaking the language. Learning media associated with educational games is an innovative technique to achieve quality learning so that students do not feel bored during the delivery of material and also practice or test after the material is delivered.

Based on this, the media in this development needs to be determined to support students in understanding the material presented. So, researcher develop a media that can be rotated, namely spinning wheels. Using this media because it is motivated by twin card media. The spinning wheel game and twin cards for how to play the same way, which is different only a form and media.

Spinning wheels media is needed to improve student learning outcomes based on attentional, affective, cognitive, and compensatory functions. Learning outcomes include cognitive, affective, and psychomotor skills that students possess after the learning process.

The spinning wheel media is the development of a world-famous game invented by Blaise Pascal, and a foreign language media is called Roulette. (Halifah et al., 2022). This media has its uniqueness so that it can keep the students engaged while learning. "The spinning wheel is a circle-shaped game that has a directional needle, and some parts can be filled with material. Based on its shape and benefits, this media is round and rotatable, which is designed to help children's learning process become fun" (Machdarini & Hidayat, 2024).

The research developed spinning wheels media for the reason that media is more suitable for use because it is media in games that tend to be fun and more attractive to students, compared to the lecture method alone. The development of spinning wheels media, according to researcher is more interactive and practical.

The initial stage of the researcher prepares the canva application to create the picture occupational characters and the image balls with attractive

image designs and colors, which will then be inserted into each spinning wheels sector. Designs that are in the form of the image occupational characters and sphere picture. Each picture has a different occupational character and the image balls. The image has a different occupational image are doctors, teachers, farmers, while there are two ball images, namely basketball and tennis.

Based on research conducted by Riyanto, et al. (2021) with the title Development of ASEAN Smart Spin Wheel Educational Game Media through Learning to Increase Motivation and Learning Outcomes of Grade VI Elementary School Students. The value obtained from the average validation results of construct-based educational game learning media 2 is 91.86% with the criteria "Very Valid." The average value of the assessment of practicality results based on student questionnaires obtained a score of 84.27% with the criteria "Very Practical." So, a product developed by Riyanto et al. tested its validity and practicality.

In addition, there are several comparisons from previous researcher. According to the results of (Astuti, 2020) that, entitled Development of STEM-Based Learning Media to Improve the Communicating Skills of Grade 4 Elementary School Inclusive Students. The effectiveness of using this media can be seen in the improvement of students in learning. The results showed that the average score increased by 19.04 significantly. The previous average score of 66.67 became 85.71 during the learning process. It can be concluded that using STEM-based windmill learning media can improve communication

skills in Grade 4 Elementary School inclusive students.

In connection with the problems that often occur, improving the learning process requires innovation in learning. So, a spinning wheels media is needed, so that students are more interested, foster the spirit of learning, and make students active and participate. The development of media can be implemented into the speaking class.

Teachers respond that during speaking teaching, students have difficulty focusing on listening to the teacher when giving explanations and also difficult to understand, especially when the lesson time is during the day. This can be attributed to the research findings of Hermansyah (2021) that students' motivation and confidence is the problem in speaking English. Students intend to speak English but are afraid of making mistakes and pressure from various aspects. "Students' problems with speaking can be divided into knowledge and emotions, such as confidence (Jaya, 2019). Most of the students have anxiety and a low level of confidence when faced with speaking English. Students fear that speaking English is a big problem attached to their subconscious.

Many things can motivate students to speak English, including the environment and fun things. Social environment can also affect one's attitude towards life and learning. Anxiety, motivation, personality, self-esteem, and self-confidence are important and effective factors. Advanced learners are usually highly motivated by these factors (Hermansyah, 2018). An environment that likes to express communication in English is one of the processes to improve students' speaking ability.

Improvement of the students' language skills, takes something to get them excited because they like to play games. A game is an activity that has rules and a secret or plan. The game has a variety of features that can be of interest to students in the learning process. This diversity can overcome students' boredom in receiving the material taught and can better understand the material presented.

The interrelationship between games in speaking classes has great potential to increase students' enthusiasm for learning. Games in speaking class can foster students' learning motivation, make it easier for students to understand learning, and make teaching methods more varied so that students are more motivated and increase their confidence level in speaking English.

Learning with games can be more meaningful. The information filter was learn through the process of decision-making and practicing thinking skills. It can be more fun while learning. Fun learning was created student enthusiasm for learning, thus generating student interest in learning.

Increased student interest in learning can result in an interactive classroom and a reciprocal relationship between students and teachers. Class conditions that involve students and teachers can look more attractive to students. Because it is said to play an active role when there is good interaction between the two parties.

Based on observations at Madyatama Vocational High School Palembang on June 8, 2024, conducting interviews with the homeroom teacher of class X and the English teacher. The educators often use the lecture method

even though it is interspersed with learning media, but students listen more than actively involved in learning. There are still many students who feel not confident and feel afraid in speaking English.

Therefore, the researcher conducted research on "Development of Educational Games with Spinning Wheels for Speaking Class" to provide students' confidence level and speaking ability in English. Students who are still quite stiff or afraid of speaking English can develop by using this learning media. Spinning wheels are not only easy to make, but the tools and materials for spinning wheel media are easy to find. In terms of play, the spinning wheels media can create a tense atmosphere and also have fun. The image that is rotated on the spinning wheel determines the sentence that the student delivers when the image stops. Using educational games with a spinning wheel can build students' confidence and motivation to speak English.

1.2 Identification Problem

Based on the background, the problem that arise can be identified, as below:

1. The use of learning media in English has not fully involved students, students are passive, so that the knowledge that students have cannot be effectively developed. this can lead to a lack of motivation, participation, and the learning process feels monotonous and less interesting.
2. 85% students may feel inferior or unequal to their more English-proficient peers, leading to fear or low self-esteem.

1.3 Limitation of Problem

Based on the background and the identification of the problem above, this research is limited to the development of educational games with spinning wheels in speaking class, which has not been widely developed by teachers in high school. This research focus on developing spinning wheel media with educational games in speaking classes.

1.4 Problem of Formulations

Based on the limitation of the problems that have been described, the problem formulations in this study can be identified as follows:

- 1) How is the development of educational game with spinning wheels for speaking class validly for the tenth grade students at Madyatama Vocational High School Palembang?
- 2) How is the development of educational game with spinning wheels for speaking class practically for the tenth grade students at Madyatama Vocational High School Palembang?
- 3) How is the potential effectiveness of educational game with spinning wheels for speaking class for the tenth grade students at Madyatama Vocational High School Palembang?

1.5 Objective of Research

Based on the formulation of the problem above, the expected objectives in this study are to describe:

- 1) To explain the development of educational game with spinning wheels for speaking class validly for the tenth grade students at Madyatama

Vocational High School Palembang.

- 2) To explain the development of educational game with spinning wheels for speaking class practically for the tenth grade students at Madyatama Vocational High School Palembang.
- 3) To explain the potential effectiveness of educational game with spinning wheels for speaking class for the tenth grade students at Madyatama Vocational High School Palembang.

1.6 Significance of Research

1) Pedagogical

The application of the spinning wheels media can improve student learning outcomes, as well as be an innovation in learning speaking classes.

2) Theoretical

In this study, the development of spinning wheels media can be a foundation in speaking classes, so it can be a solution to improve student's learning outcomes

3) Practical



In this study, the development of the spinning wheels media is to make students more motivated during learning, so that students better understand what will teach in speaking class.

1.7 Specification of Development Product

The spinning wheel is a round educational media that can be shaped and rotated. The spinning wheel is a rotary educational media. The spinning wheel game has been modified into an educational game. It makes learning in the

classroom less monotonous and more interesting. Each in the spinning wheels sector is filled with numbers, but in the learning medium, it is filled with pictures. Tools and materials to build a spinning wheel are easily found, nails. The spinning wheel is designed to be used as an English medium at Vocational High School Madyatama Palembang.

Table 1.1 Specification Development Product

No	Product Design	Description
1		<p>The spinning wheels media design. Inside the wheel is divided into eight sectors that filled with pictures. Using material and tools such as scissors, cardboard, plate (round mold), glue gun, wrapping paper, clock, and saving tins.</p>
2		<p>Picture design in the development of educational game with spinning wheels for speaking classes is designing using Canva. Some of the picture occupational characters in each sector of the spinning wheels media are doctors, teachers, farmers, balls, and pilots.</p>