Developing "Pick and Produce" Game to Teach Procedure Text for Third Year Senior High School Students

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Abstract

Writing is one of English language productive skills which is considered difficult because before producing a good text, learners should be able to deliver the idea and then use proper language feature. According to 2013 Curriculum, standard competence of twelfth grade students is learning various genres of text; one of them is procedure text. Hence, a suitable instructional media is developed to teach procedure text for twelfth graders with less familiar topic. Recipe is known as common topic used in teaching procedure text, thus, the purpose of this study are describing the development of an instructional media involving game called "Pick and Produce" with less familiar topic such as manual (how to make something) and knowing students and teacher's responses toward the game. It uses the modified cycle of R & D approach adopted from Dick, Carey and Carey (2015) to describe the development of the medium. The result shows that students and teacher give positive feedback toward the developed game. Furthermore, this medium helps students to gain their confidence during teaching learning activity and increase their better understanding of the topic (manual).

Key words: *Writing, Procedure text, Instructional media, EFL students, Pick and produce*

Abstrak

Menulis adalah salah satu kemampuan produktif bahasa Inggris yang dianggap sulit karena sebelum menulis teks yang baik, pelajar harus mampu menyampaikan ide dan kemudian menggunakan struktur kebahasaan yang baik dan benar. Menurut Kurikulum 2013, standar kompetensi untuk siswa kelas 12 adalah mempelajari berbagai genre teks, salah satunya adalah teks prosedur. Oleh karena itu, sebuah media yang cocok untuk mengajar teks prosedur dikembangkan untuk mengajar siswa kelas 12 dengan topik yang kurang umum. Resep diketahui sebagai topik yang sangat umum digunakan untuk mengajar teks prosedur, oleh sebab itu, studi ini bertujuan untuk mendeskripsikan pengembangan sebuah media instruksional yang melibatkan permainan yang bernama "Pick and Produce" dengan topik yang kurang umum seperti manual (untuk membuat suatu benda) dan mengetahui respon yang diberikan siswa dan guru terhadap media yang dikembangkan. Studi ini menggunakan pendekatan R & D yang sudah dimodifikasi dari Dick, Carey dan Carey (2015) untuk mendeskripsikan pengembangan media. Hasil studi menunjukkan bahwa para siswa dan guru memberikan umpan balik yang positif terhadap media yang dikembangkan. Selain itu, media ini membantu para siswa untuk mendapatkan kepercayaan diri mereka selama aktivitas belajar-mengajar dan meningkatkan pemahaman mereka terhadap topik yang dibahas (manual).

Kata kunci: *Menulis, Teks prosedur, Media instruksional, Siswa EFL, Pick ad Produce*

INTRODUCTION

English has become increasingly important language to learn in Indonesia. Depdiknas RI (2006) stated that general objectives of teaching English language are to reach certain level informational literacy by developing communicative competence, to raise consciousness of the nature of English, and to build students' knowledge about English language and culture. The Ministry of Education has implemented latest 2013 Curriculum by 2014 to strengthen basic education for learners. Permendikbud No. 20 Tahun 2016 stated that at certain grade, learners should be able to evaluate, even create something. The latest curriculum works as equivalent as Bloom and Anderson Taxonomy (1956, 2001), in which learners with higher order of thinking skills not only should be able to remembering, understanding, applying, and analyzing, but also evaluating and creating something. Creating something is learners' ability to produce something; it can be either in a form of written or spoken. However, several

people considered writing as one difficult skill to learn because learners have to know the aspects of writing, such as the ability to deliver the idea and use proper vocabulary and grammar. Ratnasari (2004) as cited in Sa'diyah (2017) stated that writing skill can be accomplished if learners are able to find ideas they are going to write, express the sequence of sentences, organize them in chorological order, and revise and review the writing organization. In other hand, Silva (1993) cited in Brown (2007) found out that learners are less prepared to start writing. They do not have plan about writing, tend to write fewer sentences due to lack in vocabulary and ideas, and make more errors during writing. Therefore, learners have difficulties in accomplishing their writing task. Due to this, they lose their motivation in learning writing.

Based on latest curriculum, third year senior high school students are taught to write many genres of text. Latest 2013 Curriculum explain the objectives of procedure text are to get the best result effectively and efficiently, to avoid damage and accident, and to avoid waste. This could be mean that procedure text consists of several instruction of how to get things done without any damage and waste. By learning this, students are expected to understand more about the ingredients and the materials in procedure text, how to do something properly without damaging and wasting equipment. The students are able to write procedure text writing using proper vocabulary and grammar using familiar topic as recipe and manual of operating something. In this study, the medium is developed using less familiar topic such as manual of creating something (hand crafts).

Furthermore, one media that commonly used in teaching-learning activity is visual aid: pictures. In the classroom, picture is used as one of media of teaching and is used to explain the meaning of language, to engage students in a certain topic, and facilitate learning. Picture should be well-chosen to match the curriculum and learners' level. By using appropriate picture as teaching aid, learners are able to enjoy the teaching learning activities and retain the competence which is taught as it helps learners to understand the materials easily. The importance of using pictures to teach procedural text is to create learners' imagination of what things look like. On the other hand, pictures stimulate learners to learn new vocabulary. Teaching procedure text using picture has been done in the classroom activity. Educators can use one large single picture or pictures series to build students' motivation and imagination. Using picture in teaching writing can be done in several ways. It can be picked up from magazine, newspaper, book, calendar, etc. Arsyad (2003) as cited in Ni'mah (2012) states that there three types of pictures which are commonly used in teaching learning activities: 1) picture of one single person

or object; 2) picture of situation/scene; 3) several pictures of series.

In addition, another media that commonly used in teaching-learning activity is game implementation. In certain situation, game has been proven to significantly increase students' motivation and encouragement to learn to finally affect their academic score in the classroom. Jacob (2016) stated that it is found that teachers recognized game's potential as an instructional medium to teach in classroom.

Therefore, a medium called "Pick and Produce" game was designed to see if the students can write a proper procedure text writing with less familiar topic. The media was named after pick and produce session in which showed the steps to complete the game. This media also offered some rules to make the students eager to finish it quickly and properly. The media was basically collaboration from one popular game: scrabble and pictures-series. In playing this media, a set of "Pick and Produce" game consists of a set of scrabble tiles, the boards, product pictures, item pictures, and instruction book are provided. In this article, the development of "Pick and Produce" game was described. In addition, students' and teacher' responses toward the media implementation were also explained.

METHOD

This study used educational research and development design by Dick, Carey, and Carey (2015) and qualitative approach for developing the medium. The design from Dick, Carey, and Carey (2015) has ten steps to develop a media. However, to develop "Pick and Produce" game the steps were modified by merging some steps into one and skipping one step. By this, the terms were also changed into suitable one. Those modified steps were, (1) organizing the instructional analysis and analyzing the objective, learners, and context, (2) developing and selecting materials of product, (3) conducting field trial I, (4) revising the product, (5) Conducting field trial II, (6) Final revision of the product.

Furthermore, two experts were invited to give comment and suggestion to make the product better and reach the standard as educational media using in the classroom. In this study, the material expert who validated the material of the media was the English teacher in SMAN 1 Situbondo, and the media expert who validated the game's design was the lecturer of educational technology in State University of Surabaya. In addition, two activities including the field trial I and II were conducted in class XII MIA-4. Field trial I was conducted to see any lack of media implementation including the design and the instruction, and each group consisting of eight students as the players in the game. Then, field trial

II was conducted to see if the medium is efficient enough to motivate students to learn English, particularly in learning procedure text writing, and each group consisting of five students.

In collecting the data, the instruments used were questionnaire, observation checklist, and interview. The first instrument was questionnaire which aimed to validate the media including the material and design of the games, and to see students and teacher's responses toward the media implementation. The questionnaire given to the material expert was to validate whether the material used was appropriate and the medium was applicable in the classroom. Those are including the relevance of the topic with students' level of knowledge, the chosen vocabularies, and others. Furthermore, the questionnaire given to the media expert was to validate the game's design layout, such as the size of the board, the selected pictures, the font, and colors option in the media, and others. The last questionnaire was given to participants of the medium including students and teacher to know their responses and opinion toward the media implementation. Other instrument was observation checklist which aimed to collect the data needed for media application during teaching-learning activity. All data collected from media expert's questionnaire and observation checklist then were analyzed to revise the media. The media and material experts' comment and suggestions were used to make revision to make better developed media. In addition, the data gathered from the observation checklist during field trial I and II were used for revising the instruction or rules; so, the media would be applicable to teach procedure text for third year senior high school students. Last instrument was interview, which conducted to support media expert's comment and suggestions in validating the media.

Qualitative approach was used to analyze the data. All the data gathered from questionnaire, observation checklist, and interviews were analyzed qualitatively in form of words. The data obtained from the questionnaire distributed to the material and media experts were analyzed to revise the content and design of the product.

RESULTS AND DISCUSSION
Results
(1) Organizing the Instructional Analysis and Analyzing the Objective, Learners, and the Contexts

The first step taken before developing a media was analyzing the curriculum and analyzing the learners and contexts. As the focus in this study was developing a game to teach procedure text of twelfth graders, hence, the syllabus of procedure text was reviewed. The researcher analyzed the social function, structure of the text, language feature and what kind of procedure text that could be included as material of the game. Based on the result of analysis, the researcher came to a decision not to put recipe as of the material of the game as it was very typical for students when they are taught procedure text. Instead, the researcher put manual of how creating something as it encouraged students to learn something new.

Furthermore, the researcher did preliminary observation to see learners' characteristics and context. Most students were lacking in vocabularies and self-confidence to speak English. From the preliminary observation, it was discovered that students' were actually able to answer the question. However, most of them did not have encouragement to participate due to lack of confidence. Students felt doubtful and anxious to write as they did not know the vocabulary or the right spelling of the word they wanted to write.

After that, the objectives were determined to make the goal clearer. According to syllabus of 2013 Curriculum, the purposes of teaching procedure text were to get the best result efficiently, to avoid accident during production, and to avoid wasting the materials. Furthermore, since the game was aimed to encourage students willing to learn procedure text with brand new topics, the objectives were modified into 1) using basic knowledge, students are able to arrange the materials based on the item they picked, 2) students are able to create procedure text using the chosen materials with correct language feature. Furthermore, the questionnaire was provided for expert validations to ensure whether the game was appropriated developed for the students.

(2) Developing and Selecting Materials of Product

After doing analysis and determining the objectives, the preliminary form of the medium was designed. Deciding and designing the components and the instruction of the game were needed to develop first example of the game. The medium was composed by several components such as, board, scrabble, scrabble pictures, and product and item pictures. The instructions were designed to see how the game would be played. The whole game was actually could be used for another kind of procedure text (recipe), however, this study focused on procedure text (manual).

The medium was basically combination of two different games; scrabble and pictures series. The scrabble tiles in this study consists of eleven letters formed a word 'celebration'. These eleven letters can form thousand various words, however, the researcher limited the words into 14 noun words; they were bracelet, clarinet, corn, cobra, ocean, coral, brain, bone, lion, coin, bee, eel, crib, cart. Furthermore, the tiles of scrabble are made of

Styrofoam with 4x4cm size. By playing scrabble, students were required to arrange the letter and recall their prior knowledge. It also needed students' focus and attention about how not to get the word misspelled. Moreover, students were able to get new vocabularies. Below is the picture of the preliminary product.

Picture 1: preliminary form
of the product

The concept of "Pick and Produce" game is basically a combination between popular game scrabble and pictures-series. Scrabble is known to teach vocabulary. The concept of the scrabble is basically to form several possible words from certain scrabble letters. Maglio, *et. al.* (2004) stated that people are familiar with the game in which players arrange tiles with letters printed on them. Kobzeva (2015) also said that by integrating scrabble into teaching learning activity, learners can focus on meaning and word forms. Students have to focus not to get the words misspelled during the playing. Furthermore, the atmosphere during playing scrabble can gain learners confidence. Thus, even though their team loses, learners have satisfaction of working together because it is their part of the game. Moreover, pictures or images help learners to contextualize the comprehensive skills such as understanding the concept, recognizing details and visualizing vocabulary. Wright (1990) as cited in previous study by Gutiérre, et. al. (2015) stated that pictures also contribute to productive skills: speaking and writing by encouraging and presenting information that referred in the conversation, discussion, and storytelling. In spite of this, this study focused on producing text by using pictures series. Several certain pictures related to the subject (e.g: manual of how to make dreamcatcher, pencil case, and flower crown) will be shown to help learners get the idea of the items they need to make one. Learners are expected to choose item on the pictures wisely to create a good procedure text writing without wasting other unnecessary items.

The game basically divided into two sections: pick and produce. The game was started by dividing students into groups consist of four to five people to get the best result. Entering the 'pick' section, students were asked to discuss

and choose one product they want to make. After that, they played scrabble to get the materials of the product. The scrabble pictures were shown randomly on screen and each student on each group had to arrange the letter. If students got the right answer, they were allowed to pick the materials based on their product. After finishing 'pick' section, they moved into 'produce' section. In this section, after got all the items they need, students were required to write the steps of how to make the product. By discussing within their groups, students arranged the steps based on the item picture and their basic knowledge of the product.

After developing and selecting materials of the product and designing the preliminary form, the product was validated by media and material's experts using questionnaire and interview. The review from material expert was used to judge and validate the material and content of the medium. The data collected from the questionnaire and interview conducted to the material expert presented that the medium had fulfilled the criteria of a good media for teaching-learning activity in the classroom. Based on the 2013 Curriculum, the vocabularies in the scrabble and the lesson of the medium were suitable to teach twelfth grade students. In addition, the expert mentioned that the scrabble game was familiar to students and it was good to merge it into the medium to teach English. However, several changes were needed in order to get better medium such as changing topic of the lesson. The preliminary form of the medium used recipe as the topic of the game because the researcher wanted to compare the result between familiar and less familiar topic. The recipes were how to make egg sandwich, how to make fried rice, and how to make omelet. However, it was mentioned that using recipe was very common in teaching procedure text; hence, the validator suggested changing the topic into the less familiar one without comparing. Therefore, the researcher decided to change the topic from recipe to manual (how to create or produce something). The manuals were how to make dreamcatcher, how to make flower crown, and how to make pencil case. Following the change of the subject from recipe to manual, the items of the product were also changed from ingredients to materials. Not only revising the items, the size of the pictures was also enlarged from 4x2cm to around 10x8cm or 12x8cm depended on the need of the pictures.

The review from media expert was used to judge and validate the design and the appearance of the medium. Based on the data gathered from the questionnaire and interview, the validator mentioned that the concept of the game was good. The whole scrabble game and 'pick and produce' section were engaging and educating for twelfth graders, especially for learning new materials such as manual (how to create something). The concept were

familiar, hence it helped students to understand the game easily. However, the appearance of the medium was not eye-catching because the board was very small for students. The preliminary design of the board was 20x20cm and made of Styrofoam. The revision were changing the board and the pictures into bigger one in order to make the product more appropriate to use in the classroom as they were the most essential part of the medium to catch students' attention. After receiving several comments and suggestion, the board was enlarged from 20x20cm to 85.5x66cm. The material of the board was also replaced from Styrofoam into cardboard. Following the review from material and media experts, there were two points that should be revised: (1) changing the topic into less familiar one, (2) changing the board.

(3) Conducting Field Trial I

Field trial I was conducted to twelfth graders with the purpose of knowing how to implement the game and if there was any lack of the medium during the implementation. The data from field trial I were gathered through observation checklist. The field trial I was done in XII MIA-4. During the field testing I, the teacher started the lesson by recalling procedure text materials. Then, the teacher said that they were going to learn procedure text by using game as medium. The teacher then explained the rules of the game briefly and asked the students if they understood. The students were divided into three groups consists of eight students. Each group received one board and one set of scrabble letter. The game was finished after each group wrote the steps and presented it in front of the class.

Based on the data collected through observation checklist, all students gave positive feedback toward the game. It could be seen they were engaged to the medium. During scrabble game of session pick, they were excited and eager to get the correct answer quickly. This indicated that the medium was suitable for the twelfth grade students as they did not get distracted by the color option. Nonetheless, the students could not choose items appropriately. They tended to choose items that were not related to the product. furthermore, some students were still interfering in other group's work. By this, rules and instruction of the game should be clearer. It could be seen that even though the students said they understood, some students still look confused and had no idea of what they were going to do. Therefore, a clearer rules and instruction should be considered to avoid confusion during the game.

(4) The First Product Revision

After gathering the data from the comment and suggestion of media and material experts and the result of field trial I, the developed media was revised. From the result of questionnaire given to the media expert, the medium was actually good as a medium to teach procedure text. However, there were still some points suggested to be changed in this developed media, those were, 1) adjusting the board, 2) adding the title of game, 3) adding manual instruction book, 4) adding boxes to place the pictures, and 5) changing the picture materials into the stronger one. The first modification was about the board. As the item pictures were attached to the board using pin, the media expert pointed out it was not good because its sharp part could damage the board if it used for a long time. Next was the title addition. The media expert said to add eye-catching title to gain students' attention and to show students what was the game about. Other revision was adding the manual. In this revision, manual was added to complete the medium. The guide book including media identification, the instructions to play the game and the lesson plan. Next comment was about the pictures set. The media expert suggested putting scrabble set including pictures and scrabble letters, and the items and materials pictures in different boxes. Not only it looked neat and organized, but it also helped the researcher/teacher to sort out which set the pictures belong to. The last suggestion was about items pictures that were printed on a ordinary paper. The modification was made by laminating the pictures, hence they would not be easily ripped.

The result of the questionnaire given to material expert showed that the game had already fulfilled the criteria of good media to teach procedure text. The material expert stated that the subject of the medium was appealing, and could motivate students to learn new vocabularies. However, few changes about rules and instructions were suggested: first, to provide students with the rules and instruction for playing the game. Hence, the students could fully understand about the game. The instruction was divided into two parts: pick and produce. This helped the students to be more understanding about the difference between two segments they were going to play; as for *pick* session was about picking materials by playing scrabble, and *produce* session was about writing the steps of procedural text. Second change was to add rules and instruction in bilingual: Bahasa Indonesia and English. This was done to avoid confusion as the students were sometimes confused to translate English into their mother language. Thus, this bilingual instruction would ease students understanding the rules of the game.
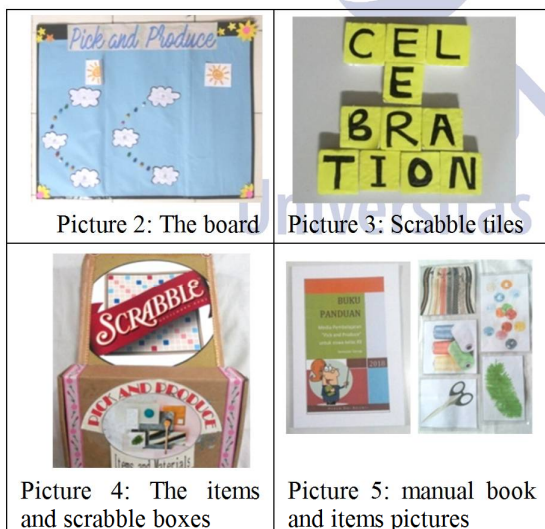
(5) Conducting Field Trial II

The field trial II was conducted in the same class, however with different number of the students. The purposes of field trial II were to know if the medium was

efficient enough to motivate students to learn English and how smaller number of the students affect the medium implementation. The students were divided into three groups with five students each. The trial was started by recalling students' prior knowledge about procedure text, including social function, the structure of the text, and language feature (conjunction words, imperative words, etc.). The steps were done precisely similar to the first trial. In the *pick* session, students were playing scrabble and discussing the materials they want to choose. In this trial, the rules and instruction were explained clearly, thus the students would choose the items wisely without wasting them. This session one was finished after the students chose enough materials to create product. The next session: *produce,* students discussed within the group about the steps of how create something. As the number of students were smaller for each group, they were not interfering in other group, instead, they focused on the discussion within themselves, as it could be seen some students were actively open their dictionary to look for certain vocabulary, while the other students matched the pictures with the steps correctly and wrote it in a piece of paper.

(6) The Final Revision of The Product

This was the last step of designing an instructional media to teach procedure text for twelfth grade students. The final revision of product was made based off questionnaire and interview to media and material's experts and the result of field trial I and field trial II. There was a minor change need to be made, that was deciding the winner of the game.

Picture 2: The board

Picture 3: Scrabble tiles

Picture 4: The items and scrabble boxes

Picture 5: manual book and items pictures

Besides being the fastest group, group also needs to answer and pick materials correctly to win. Every group who got correct and proper items will get score. Group

with highest score would be the winner. Thus, there was small number added in every scrabble and item pictures to indicate the score. The final form of the *Pick and Produce Game* was finally made after all steps were done to develop a good medium. The appearance of the final product with all materials included can be seen on the picture above.

(7) The Result of Students and Teacher's Responses toward the Product

The questionnaires were distributed to 36 students in which the objective was to find out students' responses toward the developed game. There were ten statements and four points addressed. First point was to find out students' opinion toward English language; second point was to find out students' opinion toward media implementation; third point was to find out students opinion toward the media design; and the last point was to find out students' opinion toward the content or the material of the medium. Addressing the first point, seventeen students stated that they found English language learning is fun, while the other nineteen students stated that they feel average toward English language learning. However, almost all of the students had similar problem in learning English, those are: vocabulary knowledge, tenses or grammar, pronunciation and speaking ability. Then, the second point, most students stated that the use of media in teaching learning activity was not new for them. All students agreed that the use of medium "Pick and Produce" in procedure text learning was fun and enjoyable. 29 students said that they enjoyed the game, they did not feel anxious and bored during the game implementation. Next is the point number three. From 36 students, 24 students agreed that the size of the board and pictures on the medium are clear enough to see, meanwhile the other 12 students stated otherwise. The students mentioned that they discovered a problem when they tried to identify the pictures. Last point was about the content of the medium. 25 students stated that they could understand the rules and instruction of the game clearly. However, some suggested choosing easier words when explaining the instruction as they had limited vocabulary knowledge. For the material understanding, 32 students agreed that they felt more motivated and enthused to learn more about the lesson. In conclusion, they felt satisfied in using the medium in procedure text learning as they could communicate and present the result of their group's work in front of the class.

Lastly, a questionnaire was also distributed to the teacher. There were five statement addressed, which objective was also to discovered the teacher's response toward the game that was implemented in the classroom. The teacher agreed that the game was a good medium for

learning English. The game helped the students to gain their confidence during participation in the game. Moreover, it also gained students' interest and motivation in learning procedure text. She stated that the game was applicable and easy to be used in the classroom. Besides, the bilingual rules and instruction were also helpful for the students. She said that the game was more effective when it was played by five students. The reason was because eight students was too many, hence, some students did not get fixed role in the group. Even though eight students gave more idea and opinion during the discussion; however, it was not as effective as five students. By five students, each student were doing their role for the group which was opening dictionary, matching the pictures, and writing the text. Nonetheless, it did not decrease the quality of procedure text writing even though they took more time into the discussion.

Discussion

There were six steps taken to form the medium, adapted from Dick and Carey (2015). Those steps include the objectives of the developed medium which are students be able to arrange the materials and create procedure text with correct language feature is reached by implementing the medium. Some criteria are considered to develop this media. According to Ramdhani and Muhammadiyah (2014) there are several criteria in selecting appropriate media in teaching learning process, those are, learning purpose, state of the participants, and learning method. Based on the results of the observation and the questionnaire distributed to the material expert, the medium has fulfilled the criteria of learning purpose which is to enable students produce procedure text writing with correct language feature. In addition, before developing the medium, the syllabus is reviewed to check whether the chosen material, such as procedure text of manual and the new vocabularies in scrabble fits the students' language level and difficulty. Furthermore, the medium is played in a group and with clear explanation of how it is finished. by this, the medium can be implemented well in the classroom to facilitate teaching learning process.

In addition, the results of the observation and questionnaire distributed to the media expert show that all aspects of the medium are appropriate. The medium convey a good concept as a teaching aid, even though several parts need some adjustment and revision. Jacob (2016) state that there are several criteria in developing game as learning media, those are, has clear objective, solid, clear instruction, meaningful, engaging, and challenging. As mentioned before, the medium has clear objective to enable students produce procedure text writing with correct language feature. Besides, a clear

instruction is given to finish the game without any confusion. Furthermore, during the medium implementation, the students are challenged to win and finish the game quickly. They are also busy with their own task based on their roles in the group. This means that they enjoy in participating the game.

Therefore, from the results of material and media experts' validation, the observation checklist done in field trial I and II, and several revisions made in developing this medium, the finding shows that Pick and Produce Game has fulfilled the standard and criteria of good media for teaching learning activity. Moreover, students and teacher show positive feedback and agree that this media help and encourage them in learning English.

CONCLUSION AND SUGGESTIONS

The medium addressed as "Pick and Produce Game" has been successfully developed as educational game for teaching and learning activity after completing six modified steps of R & D cycle proposed by Dick and Carey (2015). According to the results of the questionnaire given to media and material expert, the medium already had fulfilled the criteria of a good media. Additionally, the results of field trial I and field trial II showed that medium was applicable and appropriate to use in the classroom. Furthermore, the questionnaire distributed to the students and the teacher revealed the positive feedback from them. It was explained that the game was entertaining and enjoyable for students, thus, they were encouraged and confident to participate in the game implementation.

After conducting the steps to develop a good media, some suggestions need to be considered related to the game implementation in the classroom. The result of the study showed that the game was effective to motivate and gain students' understanding to learn procedure text. However, the teacher should consider checking students score in writing procedure text. The developed game is only to enable students to create procedure text writing as a goal to finish and win the game. Nonetheless, it is a good opportunity for teacher to check students writing comprehension and speaking ability. Since this medium need a guide or moderator, another suggestion is that teacher understands well the rules and instruction of how to play the game to avoid confusion among students.

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