

CHAPTER I

INTRODUCTION

1.1 Research Background of the Study

According to Ismail et al. (2020), the learning process carried out by a teacher involves tasks such as teaching, designing learning plans, evaluating learning outcomes, and following up on these results. In carrying out these responsibilities, teachers mastered various perspectives and strategies and applied them flexibly. In the modern era, new ideas were tolerated by teachers, and students were educated according to the times (Ismail et al., 2020). Therefore, the learning process was expected to incorporate renewable learning methods or media by the times and technology to encourage student participation. This approach allowed for a more dynamic and engaging learning environment, which was crucial for the development of students' critical thinking and problem-solving skills. Moreover, the integration of technology in the learning process enabled teachers to monitor student progress more effectively and provide targeted support to those who needed it, thereby enhancing overall academic performance.

According to Rohmat et al. (2023), in this modern technological era, various sources of learning media and technology were used, especially computers and mobile phones. Modern learning media that utilized technology were needed by students accustomed to using the latest technology to create a more interesting learning process. It was intended for students to know and learn the use of technology and improve the quality of education. According to Rohmat et al. (2023), teachers had to innovate in the learning process. One of the creative

innovations for educators in this modern era was to use game media as learning media. Educational games could make learning less monotonous, as stated by Rohmat et al. (2023). Educators were expected to change the traditional learning approach to a digital-based learning approach that was considered more relevant in meeting the needs of students in the modern era (Ismail et al., 2020).

Digital game-based learning could be used as a learning medium to make students more excited about learning because they could play while learning (Teguh Setiadi & Edy Siswanto, 2022). This learning media was very effective because it followed technological advances in this modern era, allowing students to learn using the latest technology. According to Yulianti (2021), a game stimulated thinking, including improving concentration and solving problems, in digital game-based learning. This statement supported the effectiveness of game-based learning for students, which could help eliminate boredom while learning by providing a fun, motivating, and entertaining environment. Games offered unique characteristics that made learning more interesting and enjoyable for students. One of the digital game-based learning media was the STAD-G (Student Adventure Digital Game).

STAD-G was a learning media in the form of digital education-based games that students could play during the learning process in eleventh grade using explanation text material. STAD-G (Student Adventure Digital Game) was an educational game that presented an artificial environment where users, especially students, had to interact to solve problems presented in the game world, and players moved through the story, solving problems. This educational game had various

menus to help students learn in the learning process. STAD-G was a learning media in the form of a digital educational game with an adventure theme that challenged students to follow the process. It contained three stages of learning, namely, the first adventure area, the middle adventure area, and the final adventure area.

Based on the results of pre-observation, researchers conducted interviews with English teachers at SMA Negeri 1 Singkep and obtained information that the problem faced during the learning process was the lack of renewable learning media that follow students' times. This can be seen from the information obtained from the media used during English learning in grade eleven, including material books, modules, powerpoints, learning videos sourced from YouTube, and the absence of digital educational games that keep up with the times such as digital game-based learning media that keep up with the times that can help teachers in explaining material to students interactively. The lack of media renewal combined with the lecture method that is often used makes most students less interested in learning English and considers English learning difficult. This is evident from the results of the questionnaire in eleventh grade MIPA 1, where 60% answered that they did not like learning English and 90% answered that it was difficult to learn English.

Based on the information obtained from the students' needs analysis, and data obtained using questionnaires, it was found that students needed learning media that were interesting and fun and used the latest technology to help them learn English and create a new learning atmosphere, such as educational games. This was evidenced by students answering 100% that they needed digital educational games in the learning process in class. From the results of pre-

observation, researchers concluded that students would be more interested in learning the material if the learning process looked more interactive and used renewable media in accordance with the times such as digital game-based learning and teachers would also be helped by the existence of interactive media and contained a complete explanation of the material and was easy for students to understand. This was in accordance with the opinion of Ismail (2020), a teacher must also be creative by creating innovations in the learning process. One innovation in learning was with the help of digital game-based learning media called STAD-G (Student Adventure Digital Game). Based on these problems, it was necessary to research “Developing STAD-G as a teaching Media for Explanation Text in Eleventh Grade.”

1.2 Research Question

1. How was the STAD-G as a teaching media developed by researcher as a teaching media for explanation text in eleventh grade?
2. How was the STAD-G as a teaching media validated by experts for explanation text in eleventh grade?

1.3 Research Objective

1. To develop STAD-G as a teaching media for explanation text in eleventh grade.
2. To validate STAD-G as a teaching media for explanation text in eleventh grade

1.4 Specification of Product

The product specifications that were included in this study were as follows:

1. The Canva application was used to design the display of STAD-G and the Construct 2 application that made it into a game. There were supporting buttons like start, home, next, and back to switch pages.
2. STAD-G contained explanation text material for eleventh-grade students.
3. The material was based on core competencies and basic competencies, and textbooks.
4. STAD-G had three main stages, namely:
 - a. The First Adventure Area contained the initial stages of learning.
 - b. The Middle Adventure Area contained the learning evaluation stage.
 - c. The Final Adventure Area contained the final stages of learning.

1.5 Research Significance

1.5.1 Theoretical Significance

The theoretical significance of this research was to provide more knowledge about developing a teaching media STAD-G for teaching explanation text in the eleventh grade.

1.5.2 Practical Significance

- a. For teachers

This research could be an innovation in the learning process, and it encouraged teachers to apply digital game-based learning during the learning process.

- b. For students

This research could increase student interest in the learning process and think learning English was fun. This research made it easier for students to

understand the material, especially the explanation text, and increased students' knowledge about the use of digital learning media, especially STAD-G.

c. For other researchers

This research could be a reference for further researchers in developing digital learning media educational games with Adventure-themed (STAD-G).

1.6 Assumption and Limitation

Teachers could deliver material to students as teaching media by STAD-G with the theme and flow of Adventure games that could attract students' attention with a sense of challenge in the game so students understood the material more easily. This research was limited to the eleventh grade at SMA Negeri 1 Singkep, class MIPA 1. However, there had been no learning of explanation text using the Student Adventure Digital Game in eleventh grade. The researcher focused on developing teaching materials for explanation text in the form of the STAD-G (Student Adventure Digital Game). This research was limited to only three stages, namely analysis, design, and development, and experts checked the validity of the media and the validity of the material.

1.7 Definition of Key Term

1.7.1 Digital Game-based Learning

Digital game-based learning was a technology-based educational game created to help students understand what they were learning.

1.7.2 STAD-G (Student Adventure Digital Game)

STAD-G was a teaching media form of Digital game-based learning with an adventure theme that helped eleventh-grade students learn the explanation text from beginning to end of the teaching process.

1.7.3 Explanation Text

Explanation text was eleventh-grade material; explanation text was the text that explained the process of natural, social, scientific, and cultural phenomena.

