

DESIGNING “VENTION” AS NARRATIVE TEXT LEARNING MEDIA FOR TENTH-GRADE HIGH SCHOOL

Rohmat Hidayat¹, Ahmad Hafidz Lanang Imani², Iin Baroroh Ma'arif³

¹²³KH A Wahab Hasbullah University
rohmathidayat@unwaha.ac.id

Received: 15 August 2021, **Revised:** 18 September 2021, **Accepted:** 22 October 2021

Abstract

It is impossible for students to be separated from the use of learning media during learning process. The use of improper learning media will cause difficulties in learning; this also applies in learning English. The purpose of this research is to design a learning media named “Vention”, a visual novel-based narrative text learning media for tenth-grade high school. A visual novel is a branch of the adventure genre in video games. The main content is similar to novels with the addition of various aspects and different narrative style. To test the feasibility of “Vention”, this research and development research was conducted. The research method is Research and Development (R&D), while procedure used in this research is ADDIE. This research was conducted at MA Mambaul Ulum Jombang. There are 18 students became the research subjects. To gather the data, the researcher used questionnaire. Meanwhile, to present the results of data from the questionnaire is using a Likert's scale. The results obtained from the questionnaire after product implementation were 83.2% (strongly agree). It can be concluded that “Vention” has succeeded in becoming a learning media for learning narrative text for tenth-grade high school.

Keywords: Instructional Media; Narrative Text; Visual Novel

Abstrak

Penggunaan media pembelajaran tidak mungkin terlepas dari proses pembelajaran. Penggunaan media pembelajaran yang kurang tepat dapat menimbulkan kesulitan dalam proses belajar. Kasus ini juga berlaku pada pembelajaran bahasa Inggris. Tujuan dari penelitian ini adalah untuk mendesain “Vention” sebagai media pembelajaran untuk para siswa. “Vention” adalah media berbasis visual novel dalam materi narrative text untuk kelas sepuluh SMA. Visual novel adalah cabang dari genre adventure dalam video game, di mana konten utamanya mirip dengan novel dengan tambahan berbagai aspek dan gaya naratif. Untuk menguji kelayakan “Vention” sebagai media pembelajaran, penelitian R&D ini dilaksanakan. Metode penelitian yang digunakan adalah Research and Development (R&D), sedangkan untuk prosedur yang digunakan adalah ADDIE. Penelitian ini dilaksanakan di MA. Mambaul Ulum Jombang dengan melibatkan 18 siswa sebagai subjek penelitian. Untuk mengumpulkan data, peneliti menggunakan instrumen pengumpulan data berupa kuesioner. Sedangkan untuk mempresentasikan hasilnya digunakan skala Likert. Hasil yang diperoleh dari kuesioner sesuai implementasi produk sebesar 83,2% (sangat setuju). Dapat disimpulkan bahwa Vention sukses menjadi media pembelajaran narrative text untuk kelas sepuluh SMA.

Kata kunci: Media Pembelajaran; Teks Naratif; Novel Visual

INTRODUCTION

In the learning process, it cannot be separated from the media. The media has various functions and forms. One of them is instructional media, adapted from Romiszowski in (Matiru et al., 1995) that instructional media has a function to assist learning from both students and teachers. While there are various types of instructional media – visual, audio, electronic, etc.

Then in understanding a language, four basic skills are needed, such as listening, speaking, writing, and reading. Most students can read but not understand the context. This phenomenon is most likely caused by the interest in reading Indonesian people. According to UNESCO data cited by KOMINFO, it is stated that the reading interest of the Indonesian people is very low (Devega, n.d.).

The reasons for the lack of interest in reading is vary, one of which is the media used is less attractive. Especially for teenage students, unattractive media tend to reduce students' reading interest. This opinion is supported by research (Khalidiyah, 2015), in which the use of interesting media can improve reading skills. So for this study, the researcher developed instructional media that focus on reading skills.

This media is specially designed for tenth-grade high school and the material used is narrative text. It is because the narrative text material is under the syllabus in the 2013 curriculum (K13). In addition, the narrative text has a purpose to entertain the readers. In this way, the researcher decided to design a visual novel-based media.

Researchers develop learning media based on visual novels for several reasons. The first reason in the study (Jabali et al., 2020) the use of visual novels can improve students' understanding of algebraic material by using

reading skills. The second reason is that visual novels can function as instructional media in delivering subject matter. This reasoning is supported by research in (Kurniawan et al., 2020) and (Jabali et al., 2020). The research developed and used visual novels as instructional media and had positive results. The third reason is the result of the need analysis conducted in class 10 MIPA at MA Mambaul Ulum (Megaluh, Jombang). The result of the need analysis is positive, that they need specific instructional media for narrative text material.

So with various reasons as the background of this study, the researcher decided to conduct research and development of visual novels as instructional media in delivering narrative text material which is where the narrative text material is part of the English subject for tenth-grade high school students. This visual novel is named "Vention" which stands for "Visual Novel for Narrative Text Comprehension". The following "Vention" is a visual novel based game which is a sub-genre of adventure games. Learning media "Vention" is expected to succeed in helping students learn narrative text material.

The purpose of the following study is to produce instructional media products (visual novel) for tenth-grade high school students in learning narrative text material. This product is expected to contribute to new knowledge, especially in the field of English. Regarding the benefits and uses of the following study, it is divided into two; theoretical and practical. The significance of the following research can be reviewed from previous research. Camingue, Melcer, and Carstensdottir 2020, in their research entitled "A (Visual) Novel Route to Learning: A Taxonomy of Teaching Strategies in Visual Novels." conducted study that focused on developing interactive learning media, they are using the visual

novel as a teaching instrument. As a result, this research has two findings, first is, the use of visual novel as teaching media can be considered effective. Second is, visual novel in education use is still not common. This is also proof that the opportunity to use and explore visual novels in education cases is very open to many possibilities.

The research titled “Visual Novel Based Science Learning Educational Game Case Study: SDN Cibalongsari IV Karawang.” conducted by Kurniawan, Jamaludin, and Heryana in 2020 found that using Visual Novel as learning media can increase student’s interest in learning science. According to these results, it does not rule out that the use of visual novels in learning narrative text is also effective.

Then research was conducted by Jabali, Supriyono, and Nugraheni entitled “Pengembangan Media Game Visual Novel Berbasis Etnomatika Untuk Meningkatkan Pemahaman Konsep Pada Materi Aljabar.” in 2020. The research proved that using visual novel as learning media could increase student’s comprehension in understanding algebraic material. in other words, the application of visual novels also applies to English subjects.

The difference between the research subjects and the previous research is that the following research subjects are tenth-grade high school students. Then the use of different media components is reviewed from the material and media. For the material component, the following learning media uses narrative text material which is specifically designed for tenth-grade high school. The material design has been adapted to the 2013 curriculum syllabus (k13). Then the media components used in the following learning media use different visual novel elements

(stories, visuals, and audio) from previous research.

METHOD

Research Design

Educational Research and Development is a research method that produces products for educational purposes, a more familiar term is the Research and Development (R&D) method. According to Borg and Gall (2007) Educational Research and Development is a research and design in terms of its aims to produce educational products such as curriculum, syllabus, textbooks, instructional media, modules, assessment instruments, etc. This method is commonly known as R&D (Research and Development). Therefore, this research employs Research and Development design.

The Analysis, Design, Development, Implementation, and Evaluation model, or so-called ADDIE is one of the many R&D research procedure models. ADDIE itself is a framework for instructional systems design (ISD), which is common among instructional designers and training developers to create a program. ADDIE is a procedure often used by instructional designers and training developers to develop programs (Morrison et al., 2012).

Research Procedure

The graphic depicts the procedure of the process of conducting this research. This research graphic is based on G. M. Piskurich Analysis, Design, Development, Implementation, and Evaluation (ADDIE) research model. This research has five steps in its implementation.

Analysis Phase

The analysis step of the researcher formulates problems, objectives, and identifies

the situation, skills, and insights from the research subject. As stated in the books of Larson (2019) and Piskurich (2015), data collection instruments were made to obtain this information. Data collection instruments usually consist of questions (Larson & Lockee, 2019; Piskurich, 2015).

The purpose of this analysis is to obtain important information in developing the media. Some of this information is related to student's interest in learning English, the variety of methods and media used in learning, and the difficulty encountered when studying and comprehending narrative text.

In this step, the researcher conducts a need analysis on prospective research subjects. Two data gathering methods are required in this step. The first method is to use a questionnaire with the measurement of attitude by Rensis Likert (Likert, 1932). The questionnaire is specifically for students. The second method is to use unstructured interviews. Interviews were conducted with English teachers.

Design Phase

The design steps as cited in Larson (2019) and Piskurich (2015) are the phases where starting to describe learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection (Larson & Lockee, 2019; Piskurich, 2015).

After obtaining the required data in the analysis step, the researcher makes a plan to carry out the research. Starting from collecting learning material, compiling the required learning material, consulting with experts, making a framework for learning media, studying learning media maker applications, and making procedural plans during field testing.

The design steps should be systematic and specific. Systematic means a logical and sequential method used to identify, develop, and evaluate. Whereas specific means that the researcher executes every element of the design carefully in detail.

Development Phase

In the development step, the researcher begins to assemble a product framework and creates a product that has been planned at the design stage. In this step, the researcher begins the process of developing "Vention" – a visual novel for learning media.

The first step is to work on the most basic elements in a visual novel such as working on illustrations and character designs, writing monologues, and dialogues. The second step is designing the User Interface (UI) for "Vention". The third step is to combine and arrange these elements so that they are decent to play. The fourth step is the finishing stage and quality check by running "Vention" as an independent test to find any bugs or errors.

After the development process, the researcher reviews and revises the product again through feedback. According to Larson (2019) and Piskurich (2015) feedback for revised material can be based on the evaluation of experts (curriculum experts, linguistic experts, media experts, etc.) as long as the individual has expertise in a field that is still related to research (Larson & Lockee, 2019; Piskurich, 2015).

After a series of processes to get validation from the expert regarding the product – validation starts from the learning material to the application media. Researcher revise products according to the results of validation and expert feedback. After the revision process is complete then media "Vention" deem to be tested directly in the next step.

Implementation Phase

Implementation is a step to start preparing procedures for applying the product to the research subject. Based on Larson and Piskurich, this preparation includes everything on how to use our products (Larson & Lockee, 2019; Piskurich, 2015).

The researcher divides the field of implementation into three steps. The first step is planning before product implementation, this planning step includes; determining the time and place of implementation, consulting with related authorities, and preparing data collection instruments. The second step is the technical implementation of the product. In this step, the researcher executes the plan that has been prepared in the first step. The third step is post-implementation of the product. In this step, the researcher distributes questionnaire sheets as product feedback.

Evaluation Phase

The evaluation step has two types, namely formative and summative. As Larson (2019) and Piskurich (2015) state that formative describes each chronology in the ADDIE process, while summative is an evaluation that is carried out after the product is applied (Larson & Lockee, 2019; Piskurich, 2015).

The evaluation steps of the following research are discovery and conclusion. In the evaluation step, the researcher evaluates formatively, describing each step of the research as discovering and evaluating it. Then a summative evaluation, the researcher makes an overall overview of discovering and concludes the research that has been conducted.

RESULT AND DISCUSSION

The Result of Analysis

Based on the observations obtained in the tenth grade of MA Mambaul Ulum Jombang and interviews with related teachers, the information obtained through the questionnaire is as follows.

Table 1: Result of need analysis

No	Questionnaire Aspect	Score
1.	Barriers to learning English	131
2.	The use of learning media	81
3.	Barriers in learning narrative text	180
Total Score		392

To conclude the results, researchers process it with a Likert scale as follows:

Table 2: Need Analysis Result

No.	Criteria	Percentage (%)
1.	Disapproved	0% - 32.99%
2.	Neutral	33% - 65.99%
3.	Approved	66% - 99.9%

Then the researchers calculated it as follows:

Max. Score: $3 \times 10 (\text{items}) \times 18 \text{ students} = 540$

Percentage: $392 / 540 \times 100\% = 72.5\%$

From the results obtained, it can be concluded that 72.5% of students requires specific learning media for narrative text material.

Result of Design

In this design phase, the researcher processes the data that has been obtained from the needs analysis step. In this phase, the researcher designs material that has been consulted with the experts and teachers in related institutions. During the process of designing the material, the researcher made gradual changes and adjustments.

This process must be carried out to adjust the material to the basic competencies and core competencies in the 2013 curriculum syllabus.

In addition to design materials for the media, the researcher designed the basic framework for the game– what is needed and wanted to be included. During the process of designing the basic framework, the researcher found several fundamental aspects in game development. Since this game is a visual novel-based, the framework design includes; story outline and its basic elements, visual design, audio design, and feature design.

Result of Development

In this phase, the researcher executes the plan that was designed in the previous phase. The researchers recognized the suitable software that applicable for developing visual novel, such as:

Adobe Illustrator CS6

Adobe Illustrator is used in the “Vention” development process in the visual aspect. This visual aspect includes some UI (User Interaction) designs in the main menu.

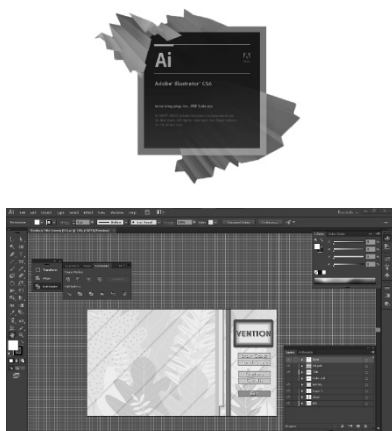


Figure 1: “Vention” development on Adobe Illustration CS6

Adobe Photoshop CS6

The use of Adobe Photoshop in the “Vention” development process is a refinement and gives a final touch to the visual aspect.



Figure 2: “Vention” development on Adobe Photoshop CS6

Microsoft Word 2016

This software is used for the process of characterization, plot design, plot development, and story writing in “Vention”.

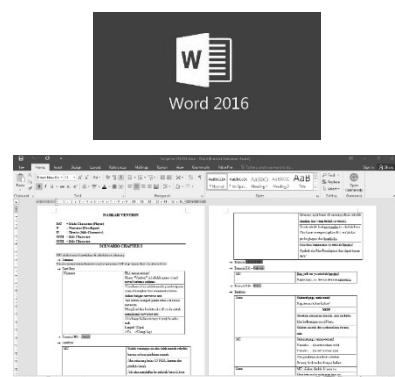


Figure 3: “Vention” development on MS Word 2016

Visual Novel Maker

Visual Novel Maker is an application software (engine) for creating visual novel games. So all basic aspects such as visuals, audio, and stories that have been developed previously will be executed in this software.



Figure 4: “Vention” development on visual novel maker

VSDC Audio Converter

VSDC Audio Converter is software to convert a video file to an audio file. There are features such as an audio editor.



Figure 5: “Vention” development on VSDC

After the «Vention» development process is complete, finally «Vention» is ready to be validated by experts. The validation includes material and media validation– so, two experts are needed.

The first validation is related to the material in the product which is validated by a material expert and the results are as follows.

Table 3: Material validation result

No.	Aspect	Score
1.	Learning Design	12
2.	Display	20
3.	Material	12
4.	Content	9
Total Score		53
Percentage		88.3%
Category		“Excellent”

In addition, the researcher received feedback on the material in the visual novel listed in the product revision. The first feedback is the “nothing” button. So from the feedback, the researcher changed from nothing to no question. The word no question is used because it fits the context in which the character is asking the player. The second feedback is the menu option in the lower-left corner. According to the material expert suggestion, the menu option is removed.



Figure 6: Revision according to material expert

Furthermore, the media validation process is validated by learning media experts. Then the results obtained are as follows.

Table 4: Media validation result

No.	Aspect	Score
1.	Game Design	16
2.	Visual	18
3.	Audio	10
4.	Features	8
Total Score		52
Percentage		74.2%
Category		“Good”

Then the media expert gave first suggestions to add the abbreviation of “Vention”. So according to the expert feedback, the researcher gives the abbreviation of “Vention” in the profile section – specifically the game profile. The second suggestion from media experts is to add background noise – any noise outside our focus (noise pollution). Then the translation bug fixing process was carried out and was successful.

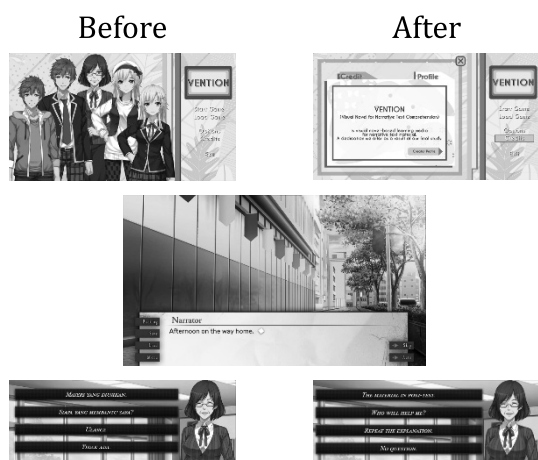


Figure 7: Revision according to media expert

Result of Implementation

In the implementation phase, 18 tenth-grade students of MIPA at MA Mambaul Ulum (Megaluh, Jombang) were involved in implementing the product. After implementing the product, the researcher distributed questionnaires as a data-gathering instrument related to the feasibility of the «Vention» product as a narrative text learning media. The following is a questionnaire distributed to respondents.

Table 5: Result from questionnaires

Aspects	Items	Score
Content Aspect	1.	76
	2.	74
	3.	81
	4.	74
	5.	68
Visual Aspect	6.	77
	7.	78
	8.	80
	9.	77
	10.	79
Audio Aspect	11.	73
	12.	71

Feature Aspect	13.	74
	14.	77
	15.	78
Personalization Aspect	16.	75
	17.	67
	18.	79
	19.	67
	20.	74
Total Score	1499	

Result of Evaluation

In this evaluation phase researcher presents data in formative and summative. The formative evaluation has been presented for each sub-chapter in this chapter. In the formative evaluation in this phase, the researcher presents the results from the feedback questionnaire that has been carried out in the implementation phase.

Table 6: Result of implementation questionnaires

No.	Aspects	Score
1.	Content	373
2.	Design	391
3.	Audio	144
4.	Feature	229
5.	Personalization	362
Total Score		1499
Percentage		83.2%
Category		“Strongly Agree”

The data in the table is obtained from a feedback questionnaire distributed during the implementation phase (see table). Then the summative evaluation presents the overall results of the research that has been carried out. Based on the implementation of the product involving 18 students as respondents, the results obtained were 83.2%. It can be

concluded that “Vention” has succeeded in becoming a learning media in narrative text material for tenth-grade high school.

CONCLUSION

The conclusion of each “Vention” development process is formulated in the following part:

In the need analysis step, the result is 72% (approved). It can be concluded that the research subject requires specific learning media. Material validation gets 88% (strongly approved), while on media validation is 74% (approved). From these results can be concluded that “Vention” is valid and feasible to be applied. Then the results of the feedback questionnaire after implementation of the product were 83% (strongly agree). It can be concluded from these results that “Vention” was accepted by the research subjects.

So, the conclusion for this research to design “Vention” is declared “successful” as a learning media in narrative text for tenth-high school. Suggestion regarding research is “Vention” can be used as a reference in developing learning media on narrative text material for grade 10 SMA. It should also be noted that these suggestion is applicable to research in a different and broader field. The researcher suggests wider field research by using or developing a visual novel.

REFERENCES

Arifin, A. (2015). The Important of Input in the Second/Foreign Language Learning. *Jurnal Bahasa dan Sastra*, 2(2), pp. 93-98. Retrieved online from <https://jurnal.lppmstkipponorogo.ac.id/index.php/JBS/article/view/49>

Arifin, A., Retmono and Warsono. (2014). Mistakes Within the Descriptive Texts Produced by Undergraduate Students.

English Education Journal, 4(2), pp. 82-89. Retrieved online from <http://journal.unnes.ac.id/sju/index.php/eej>

Arifin, A. and Rois, S. (2017). Kesalahan Leksikogramatikal pada Teks Recount. *Jurnal Kata*, 1(2), pp. 144-152. DOI: <https://doi.org/10.22216/jk.v1i2.2130>

Brown, D. H. (2004). *Language Assessment: Principles and Classroom Practice*. San Fransisco: Longman.

Wulandari, R. S. and Harida, R. (2021). Grammatical Error Analysis in Essay Writing. *Deiksis*, 13(1), pp. DOI: <http://dx.doi.org/10.30998/deiksis.v13i1.5356>

Devega, E. (n.d.). *Teknologi Masyarakat Indonesia: Malas Baca tapi Cerewet di Medsos*. Kementrian Komunikasi Dan Informatika Republik Indonesia. Retrieved on July 1, 2021, from <https://www.kominfo.go.id>

Gall, M. D., Gall, J. P., and Borg, W. R. (2007). *Educational Research: an Introduction*. New York: Pearson/Allyn & Bacon.

Jabali, S. G., Supriyono, S., and Nugraheni, P. (2020). Pengembangan Media Game Visual Novel Berbasis Etnomatematika untuk Meningkatkan Pemahaman Konsep pada Materi Aljabar. *Alifmatika: Jurnal Pendidikan dan Pembelajaran Matematika*, 2(2), pp. 185-198. DOI: <https://doi.org/10.35316/alifmatika.2020.v2i2.185-198>

Khalidiyah, H. (2015). The Use of Animated Video in Improving Students’ Reading Skill (A Quasi-Experimental Study of Seventh Grade Student at A Junior High School in Jalancagak, Subang). *Journal of English and Education*, 3(1), pp. 1-21. Retrieved online from <https://ejournal.upi.edu/index.php/L-E/article/view/4611>

- Kurniawan, H. A. F., Jamaludin, A., and Heryana, N. (2020). Game Edukasi Pembelajaran IPA Berbasis Visual Novel: Studi Kasus SDN Cibalongsari IV Karawang. *JOINS (Journal of Information System)*, 5(2), pp. 176–191. DOI: <https://doi.org/10.33633/joins.v5i2.3812>
- Larson, M. B. and Lockee, B. B. (2019). *Streamlined ID: A Practical Guide to Instructional Design*. London: Routledge.
- Likert, R. (1932). *A Technique for the Measurement of Attitudes*. (R. S. Woodworth (ed.)). Retrieved online from <https://methods.sagepub.com>
- Matiru, B., Mwangi, A., and Schlette, R. (1995). *Teach Your Best: A Handbook for University Lecturers*. Retrieved online from <http://www.nzdl.org>
- Morrison, G. R., Ross, S. M., Kalman, H. K., and Kemp, J. E. (2012). *Designing Effective Instruction*. New Jersey: Wiley.
- Piskurich, G. M. (2015). *Rapid Instructional Design: Learning ID Fast and Right*. New Jersey: Wiley.