

Development of Sos Game Media to Teach Pronunciation in 10th Grade at SMK Mambaul Jadid

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Abstract

One of the important skills in English is speaking, because speaking English makes it easier to practice and interact directly. The focus of this research is students' pronunciation of English vocabulary. Based on observations at Mambaul Jadid Vocational School, students' have trouble in learning English because the module is still LKS-based and the teacher's explanation. Therefore, developing interesting additional media is a must for students not to get bored in learning English. The media game SOS is a game developed by researchers using a specific objective to practice pronunciation in English. Media development uses the RnD Model (Research and Development) and the ADDIE method (Analysis, Design, Development, Implementation, Evaluation). The media design is made with a user guide that makes it easy for players. The game media has been validated previously and obtained a final score of 98% in the very valid category. Students as respondents gave their opinion about game media through a questionnaire. The final score of the questionnaire was 89% in the "very good" category. These results indicate that the SOS game media has been made interesting and can be understood in playing it. Based on this research, game media for grade 10 vocational schools can be used in the learning process in class as additional media.

Keywords: Game SOS, ADDIE, STUDENT SMK

1. INTRODUCTION

A language is a tool for systematic communication that expresses ideas, feelings, opinions, or ideas using gestures, sounds, and gestures, as well as common signs that have meaning and can also be understood. Two components are closely related to language learning, namely what will happen in the classroom and what will happen outside the classroom. Learning strategies have an important role to be implemented in students' language skills (Hardiansyah et al., 2021).

One of the important skills in English is speaking because English speaking will find it easier to practice and interact directly. Speaking is the second language activity carried out in human language life, after listening (Gusnawaty & Nurwati, 2019). Speaking is the skill of conveying words (voice articulation) that are expressed to convey thoughts or ideas. Speaking is also inseparable from pronunciation, if the pronunciation is wrong, it will automatically be wrong and so will the conversatio according to (Cahyono et al., 2022). Pronunciation is one of the most difficult parts of learning English. Errors in pronunciation can make the meaning of a sentence different. Because of this, banning common words can be used to ban new vocabularies, such as pronouncing names and pictures.

Pronunciation is an important form of learning in teaching English. based on the problems above that errors in pronunciation can change the meaning of meaning and are very fatal, so there is a need for learning that focuses on pronunciation of vocabulary in English, based on the results of the study, researchers have conducted observations and interviews with teachers and students, they have difficulty in pronunciation and lack interest in learning English. Therefore, researcher develop learning media in the form of games as a breakthrough to attract students' interest in learning English. Because of that an alternative tool is needed to stimulate and train students to learn to speak, one of which is games. Naturally, games are interpreted for children who are trying to understand the world around them so that they include learning talents, including learning foreign languages (Rahayu, 2020). Whereas according to, the game is part of the game and the game is also part of the game, the two are related (Lanctot et al., 2017).

Based on the situation in the field for students who only come, sit, be quiet, listen, and are given evaluation assignments will have an impact on students so that students thinking patterns do not develop. By using learning media, of course, important stages in learning can be realized (Mulyono et al., 2019). Also added that educational games are one of the game themes that try to provide educational value in a game, so that games that initially only function as entertainment media, can eventually also be used. as a medium of learning or training (Syauqy & Armin, 2022). So, the researchers argue that educational games are games designed and created to stimulate children's thinking, including increasing the ability to concentrate and solve problems.

This research was conducted in class 10 learning at SMK MAMBAUL JADID. Based on the results of observations and interviews with English teachers, the level of courage to speak English was very minimal because there was no proper room to practice speaking, the interviews that had been conducted previously concluded that learning was technical and only using media packages and modules. Boring learning makes students less interested in learning and can hinder the process of achieving it. In this case the authors develop alternative media as learning, namely the SOS game which is applied to English subjects. SOS game is a game that can make students more active in English pronunciation and test vocabulary memorization in English. In addition, English teachers still use traditional methods and rarely use media in teaching pronunciation. This is due to the lack of school facilities. Based on these problems, the researcher aims to develop an SOS game to help students and teachers in learning and teaching pronunciation in an interesting way. This research is to develop SOS media, supporting media for teaching language pronunciation for class 10 of SMK.

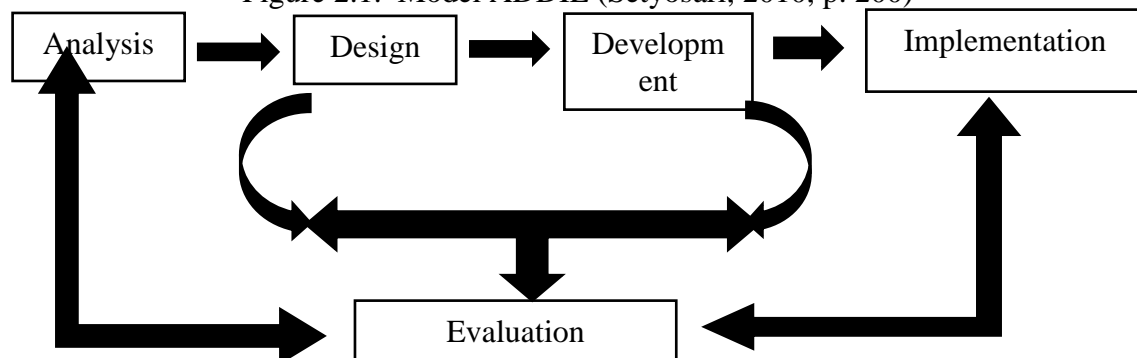
2. RESEARCH METHODOLOGY

The research model used in this research is Research and Development (R&D) (Sugiyono, 2015). Explains that a method of Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products. In line with this statement, (Rochintaniawati et al., 2017). The development model used by the researcher in this study is the ADDIE model. The ADDIE model was developed by Dick and Carry in 1996 to design a learning system (Mulyatiningsih, 2016). In the product development steps, the ADDIE development research model is considered more rational and more complete. Suggests that this model can be used for various forms of product development in learning activities such as models, learning strategies, learning methods, media, and teaching materials (Mulyatiningsih, 2016). The ADDIE procedural model has five steps, namely Analyze, Design, Develop, Implementation, and Evaluation (analysis, design, development, implementation, and evaluation).

ADDIE Development Methods

The research and development method is Research and Development in English, which is a research method that will be used to produce certain products and test their effectiveness of these products (Sugiyono, 2015). Development research is a process or steps, to be able to develop new products or to improve existing products that can be accounted for (Lestari, 2019). According to, there is one model design more learning generic, namely the ADDIE (AnalysisDesign-Develop-Implement-Evaluate model. ADDIE emerged in the 1990s developed by Reiser and Mollenda (Ezhilmaran et al., 2021). One of the functions of ADDIE is to be a guide in building device and training program infrastructure effective, dynamic, and supportive training performance itself. In general, it is known that the development research process includes product introduction from the planning results, revisions from material experts and media experts, product trials, and product improvements from the trial results. In this study, researchers used the ADDIE development model. Because the ADDIE model is simple and systematically structured and easy to understand. (Ulimta Rusda et al., 2018) the ADDIE design model with its components can be described in the following diagram.

Figure 2.1. Model ADDIE (Setyosari, 2010, p. 200)



3. RESULT AND DISCUSSION

Result

Researchers investigated to determine the supporting media for teaching pronunciation that can be used by instructors and students. The initial step of this research was the researcher conducted unstructured interviews with teachers and students at Mamba'ul Jadidi Vocational School. With the media that will result from this investigation, we want to help educators in the classroom and help students overcome the challenges they face.

Interviews were conducted with teachers and several students of SMK Mamba'ul Jadid. During the interview process, the researcher conducted interviews with the teacher in the teacher's room and with students in the school yard after the lesson was over. Before researchers design instructional media, first identify the results of the interviews as follows.

First, the existing learning media is less effective in improving students' pronunciation. As we know, SMK level students should have reached the target of courage in pronouncing English vocabulary. This was also explained during the interview, the teacher explained that the only media to improve students' pronunciation were books from the government (LKS) and textbooks. Learning and courage in their pronunciation is not developed.

Second, understanding of learning media is lacking, because teachers use the same media when learning, namely from the government. This was also explained during the interview, the teacher explained that the teacher had not applied game media to support learning, because the teacher was young and had not yet entered the world of education so that his understanding of learning media was still lacking.

Third, learning strategies are less attractive to students, because teachers do not know which learning media are interesting to students, resulting in low student scores due to lack of student activity in the teaching and learning process. Therefore, the teacher hopes that the media that will be developed can attract students' learning interest. This was also explained in the interviews, the teacher explained the media for SMK Mamba'ul Jadid students to be simple, clear, and interesting, so that students were not bored, and easily understood the material.

Based on the explanation above, it can be seen that the teacher does not know about supporting media such as the SOS Game and the teacher teaches using books from the government, (LKS) based on identification it is also known that students need interesting media to be active in learning and can improve students' vocabulary pronunciation. From the results of the analysis, students need learning media to improve pronunciation and courage, students also need new media to make it easier to understand learning material, and students also want interesting learning using the SOS Game media.

Planning Design Stage

Researcher developed Game SOS because it has easy components and can be played anywhere. The SOS game has an instruction manual making it easier for players to play it with additional vocabulary and game examples. the game will focus on pronouncing vocabulary in English, in the manual there are examples of how to read vocabulary so that it can be easier to apply. and there are several topics that are presented so that they focus on what vocabulary is used in one game. After that determine the learning indicators based on Basic Competency 3. Basic Competence 3.7 on Recount Text material about Personal Experience.

Development Process

The SOS Game learning media which has been revised by media and material experts and checked by the supervisor is the goal of this development phase. Material experts were consulted to compile recount text samples and vocabulary lists and pronunciations to be used to expand students' vocabulary and be able to pronounce them properly and correctly, while media experts confirmed that no changes were needed to make the media suitable for educational purposes. The aspects obtained from the results of student interviews reveal that students are interested in using media in learning, which bodes well for the continuation of the product to the trial stage. The ADDIE model, which was developed by (Setyosari, 2010, p. 200) and is now widely used, dividing the development process into stages based on the sequence of actions each must take. The results of developing SOS Game learning media products can be seen below:

Figure 3.1. Game SOS cover

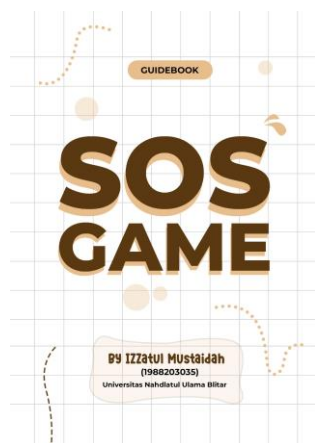


Figure 3.2. List of Contents



Figure 3.3. SOS game definition



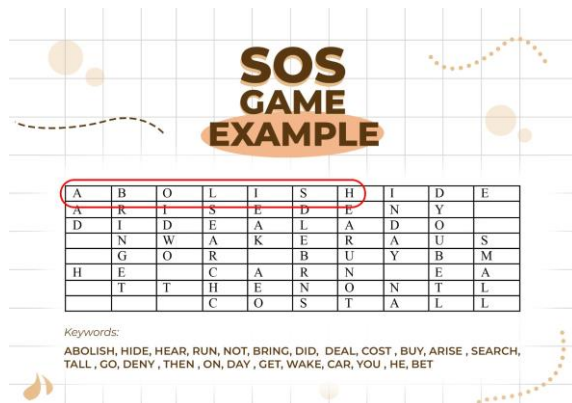
Figure 3.5. vocabulary and topic



Figure 3.4. SOS Game Hint



Figure 3.6. Example Game SOS



Before the questionnaire was given to the expert, the questionnaire was first validated by the instrument validator. In the validation activity, several experts were present, namely: Rohmatul Ulum M. Pd (media validator), and Siti Nurrotul Aini (material validator). validation of English learning media products and validation results are described as follows:

Validation of the results media Experts:

$$P = \frac{\sum X}{\sum xi} \times 100\%$$

Description:

R : Grade point average

$\sum X$: The total value obtained.

$\sum xi$: Number of students who took the test.

If counted:

$$p = \frac{4+3+4+4+4+4+4+4+4+4+3+3}{4 \times 13} \times 100\%$$

$$= \frac{49}{52} \times 100\%$$

$$= 94\% \quad \text{Very Valid}$$

From the results of the media expert validation, it was found that the media learning has a valid validity level and has revisions according to the suggestions of the validator. This is also evidenced by the results obtained from the media validator, the percentage is 94%.

Material expert results validation:

$$P = \frac{\sum X}{\sum x_i} \times 100\%$$

Description:

R : Grade point average

$\sum X$: The total value obtained.

$\sum x_i$: Number of students who took the test.

If counted:

$$P = \frac{4+4+4+4+3+4+4+4+4+4}{4 \times 10} \times 100\%$$

$$= \frac{39}{40} \times 100\%$$

$$= 98\% \quad \text{Very Valid}$$

From the results of the material expert validation, it was found that the media learning has a very decent level of validity. This is also evidenced by the results obtained from the material validator, the percentage is 98%.

Revision

Revisions were made on the advice of media and material experts. These suggestions will be explained in the following table:

Table 3.1. Suggestions from Media and Material Experts

No	Suggestion	Revision
1	Added pronunciation procedures as a complement to the SOS game	additional pronunciation procedures in English vocabulary
2	added more vocabulary in one context	vocabulary additions
3.	include basic competence in the game manual	added basic competency in the game manual

Revisions are made on the advice of media and material experts who have validated the product. Media and material experts suggest that the media is added with pronunciation procedures in the vocabulary examples in the instruction book and provides more vocabulary with additional topics that are more significant and given basic competencies so that the book is valid and tested.

Suggestion and revision

Figure 3.7. vocabulary list

VOCABULARY

WORD	WORD	ARTI
Go	Run	Verb
Jump	Swim	Verb
Walk	Stand	Verb
Run	Jump	Verb
Swim	Walk	Verb
Stand	Run	Verb
Jump	Swim	Verb
Walk	Stand	Verb
Run	Jump	Verb
Swim	Walk	Verb
Stand	Run	Verb
Jump	Swim	Verb
Walk	Stand	Verb

CHRONOLOGICAL CONNECTION

WORD	WORD	ARTI
First	Then	Adverb
Next	After	Adverb
Before	After	Adverb
First	Then	Adverb
Next	After	Adverb
Before	After	Adverb

PERSONAL PARTICIPANT

WORD	WORD	ARTI
I	Me	Pronoun
You	Them	Pronoun
He	She	Pronoun
It	Who	Pronoun
That	What	Pronoun
Where	When	Pronoun
How	Why	Pronoun

ACTION VERB

WORD	WORD	ARTI
Go	Run	Verb
Jump	Swim	Verb
Walk	Stand	Verb
Run	Jump	Verb
Swim	Walk	Verb
Stand	Run	Verb
Jump	Swim	Verb
Walk	Stand	Verb
Run	Jump	Verb
Swim	Walk	Verb
Stand	Run	Verb
Jump	Swim	Verb
Walk	Stand	Verb

Figure 3.8. additional basic competencies

BASIC COMPETENCY

Recount Text material about Personal Experience
Analyze the social function, text structure, and linguistic elements of several oral and written recounting texts by giving and adding for information related to events/experiences according to the context of their use.

Understanding

SCS game is one of the games that has been used by many children in the past. But the SCS game is now designed to sharpen vocabulary in English. The game is designed not only to focus on pronunciation to speaking but also on writing. By using this game students can learn vocabulary that they already know and don't forget how to pronounce it.

Purpose

Improve the ability to pronounce English vocabulary.

Benefit

Students in playing the SCS game do not only focus on pronouncing English vocabulary but can learn listening, writing English vocabulary.

Table 2. Questionnaire Validation Table of Students Against the Media Used

No	Name	Answer Items										Σx	Σxi	Skor
		1	2	3	4	5	6	7	8	9	10			
1	Subject 1	3	4	4	4	3	3	4	4	4	4	37	40	93%
2	Subject 2	3	4	4	4	4	3	4	3	4	4	37	40	93%
3	Subject 3	4	3	4	4	3	4	4	3	3	4	36	40	90%
4	Subject 4	3	4	4	3	3	4	4	3	4	3	35	40	88%
5	Subject 5	4	4	4	3	4	3	4	4	3	3	36	40	90%
6	Subject 6	3	4	4	3	3	4	3	4	3	3	34	40	85%
7	Subject 7	4	4	4	4	3	4	3	4	4	3	37	40	93%
8	Subject 8	3	3	4	4	4	3	4	3	3	4	35	40	88%
9	Subject 9	4	3	3	4	4	3	3	4	4	3	35	40	88%

10	Subject 10	3	4	3	4	4	4	4	3	4	4	37	40	93%
11	Subject 11	3	3	3	4	4	4	4	3	3	4	35	40	88%
12	Subject 12	3	3	4	3	4	4	4	4	3	4	36	40	90%
13	Subject 13	3	3	4	3	4	4	4	4	3	4	36	40	90%
14	Subject 14	4	3	4	4	3	4	4	4	4	3	37	40	93%
15	Subject 15	4	3	4	4	4	3	4	4	4	4	38	40	95%
16	Subject 16	3	4	4	3	3	4	3	4	4	3	35	40	88%
17	Subject 17	3	3	4	3	4	3	3	4	4	3	34	40	85%
18	Subject 18	3	3	4	3	4	4	4	4	3	4	36	40	90%
19	Subject 19	3	3	3	4	4	3	3	4	3	4	34	40	85%
20	Subject 20	3	4	4	4	3	4	3	3	4	4	36	40	90%
21	Subject 21	3	3	4	3	3	4	4	4	4	4	36	40	90%
22	Subject 22	4	3	4	4	4	4	3	4	4	3	37	40	93%
23	Subject 23	3	3	4	3	4	4	4	3	3	4	35	40	88%
24	Subject 24	3	3	4	4	3	4	3	3	4	3	34	40	85%
25	Subject 25	3	4	3	3	4	3	4	3	4	4	35	40	88%
26	Subject 26	4	4	4	3	4	4	4	3	3	4	37	40	93%
27	Subject 27	3	3	4	4	3	4	4	3	3	3	34	40	85%
28	Subject 28	4	4	3	4	3	3	3	4	3	4	35	40	88%
29	Subject 29	3	3	4	3	4	4	4	3	3	4	34	40	85%
30	Subject 30	4	4	3	3	4	3	4	4	3	3	35	40	88%

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Where:

P = Percentage wanted

$\sum x$ = Total value of respondents' answers

$\sum x_i$ = The ideal number of

If counted:

$$\begin{aligned} P &= \frac{1065}{30 \times 4 \times 10} \times 100\% \\ &= \frac{1065}{1200} \times 100\% \\ &= 89\% \end{aligned}$$

From the table and formula described above, it is obtained that the percentage of students is 89% and is in the "VERY VALID" category, thus the students of Mamba'ul Jadid Vocational School filling out the questionnaire can be said to be interested, and understand the content of the material, and the SOS game learning media is very suitable for become additional media in class 10 at SMK Mambaul Jadid.

Discussion

The research model used in this research is Research and Development (R&D) (Sugiyono, 2015). Explains that a method of Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products. In line with this statement, (Rochintaniawati et al., 2017). as well as in upgrading Development research is a process or steps, to be able to develop new products or to improve existing products that can be accounted for (Lestari, 2019). According to him, there is one learning design model that is more generic in nature, namely the ADDIE model (Analysis Design-Develop-Implement-Evaluate. ADDIE appeared in the 1990s which was developed by Reiser and Mollenda (Ezhilmaran et al., 2021).

The researcher made observations to find out the problems that exist at the SMK level in English pronunciation, the results of observations with unstructured interviews with teachers and students showed a lack of interest in learning English due to a lack of supporting media in the learning process. from these results the researcher used the SOS game as a supporting medium in English pronunciation skills in basic competency 3.7 recount text material, The lack of student activity in the teaching and learning process is influenced by many factors, one of which is a learning strategy that is less attractive to students. The problem of low student scores is due to the lack of student

activity in the teaching and learning process. Because of that an alternative tool is needed to stimulate and train students to learn to speak, one of which is games. Naturally, games are interpreted for children who are trying to understand the world around them so that they include learning talents, including learning foreign languages (Rahayu, 2020). Whereas according to, the game is part of the game and the game is also part of the game, the two are related (Lanctot et al., 2017).

SOS games are designed in an attractive way and are easy to understand and play, games that can be played anywhere and are equipped with an interesting manual and are equipped with examples of several vocabulary words and examples of games and instructions to make this game easy to understand. the results of the validation trial showed 94% media and 98% material and categorized as "very valid" from the criterion value of 81.00-100.00%. With the acquisition of these values, it can be concluded that the media supporting the SOS game can be used in learning media.

4. CONCLUSION

In terms of evaluation, students fill out a questionnaire that has been distributed. The result of the questionnaire analysis is 80%. These results indicate the qualification of "very valid" according to the interval scale of 81.00% - 100.00%. So that the SOS game media can be categorized as a good media and can be applied in learning as a supporting medium.

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