Visual Novel Games as A Learning Medium in Developing Reading Skills of Grade X

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Abstrack

Proficiency in the English language is essential, with reading being a fundamental skill. In the context of English, reading comprehension encompasses a wide array of written forms, such as articles, narratives, and reports. Developing strong reading abilities is integral to enhancing English comprehension, effective communication, and global participation for students. This study aims to improve students' reading comprehension, specifically in the realm of narrative texts, at SMAN 1 Blitar. The approach involves the incorporation of digital learning media into the teaching process to address the persistent shortcomings associated with conventional teaching methods. A unique instructional strategy is introduced in the form of a visual novel game-based medium, designed to enhance reading skills across three schools. The research findings unequivocally reject the null hypothesis (Ho) while confirming the alternative hypothesis (Ha), underscoring a significant average difference between pre-test and post-test results for students exposed to the visual novel game-based medium. The study adopts a comprehensive Research and Development framework, combining quantitative and qualitative research methods. The research design follows the structured ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data analysis incorporates triangulation data and paired sample t-tests.The outcomes of this research have the potential to significantly contribute to the ongoing efforts aimed at improving the quality of education at SMAN 1 Blitar and similar educational institutions. Future research endeavors are strongly encouraged to continue developing educational media with the goal of enhancing students' reading skills.
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Keyword: Reading, Visual novel, development

Abstrak

Kemahiran berbahasa Inggris sangat penting, serta kemampuan membaca adalah salah satu keterampilan pokok. Dalam konteks bahasa Inggris, pemahaman membaca mencakup berbagai bentuk tulisan, seperti artikel, narasi, dan laporan. Mengembangkan kemampuan membaca yang kuat sangat penting untuk meningkatkan pemahaman bahasa Inggris, komunikasi yang efektif, dan partisipasi global bagi para siswa. Studi ini bertujuan untuk meningkatkan pemahaman membaca siswa, khususnya dalam teks naratif, di SMAN 1 Blitar. Pendekatan ini melibatkan penggunaan media pembelajaran digital dalam proses pengajaran untuk mengatasi kelemahan yang terkait dengan metode pengajaran konvensional. Strategi pembelajaran yang unik diperkenalkan dalam bentuk media permainan novel visual, yang dirancang untuk meningkatkan keterampilan membaca di tiga sekolah. Temuan penelitian dengan jelas menolak hipotesis nol (Ho) sementara mengkonfirmasi hipotesis alternatif (Ha), menunjukkan perbedaan rata-rata yang signifikan antara hasil pre-test dan post-test bagi siswa yang terpapar dengan media permainan novel visual. Studi ini mengadopsi kerangka kerja Riset dan Pengembangan yang komprehensif, menggabungkan metode penelitian kuantitatif dan kualitatif. Desain penelitian mengikuti model ADDIE yang terstruktur (Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi). Analisis data melibatkan triangulasi data dan uji-t pasangan. Hasil penelitian ini memiliki potensi untuk memberikan kontribusi yang signifikan bagi upaya berkelanjutan dalam meningkatkan kualitas pendidikan di SMAN 1 Blitar dan lembaga pendidikan serupa. Kajian penelitian masa depan sangat dianjurkan untuk terus mengembangkan media pembelajaran dengan tujuan meningkatkan keterampilan membaca siswa..

Keyword: Membaca, Novel Visual, Pengembangan

INTRODUCTION

Education encompasses a dynamic process, occurring within both formal and informal contexts, where knowledge, skills, values, and social norms are transmitted from one generation to the next (Darmayasa et al., 2018). In its evolution, education or pedagogy is understood as a purposeful and caring endeavor by adults to guide individuals toward maturity (Ainissyifa, 2017). Within the realm of education lies a scientific approach—a method that actively engages students in comprehending concepts, laws, and principles through a structured series of steps, including observation, problem formulation, hypothesis generation, data collection, analysis, conclusion, and communication of findings (Liana, 2020). This approach encourages students to proactively seek, observe, and gather relevant evidence to comprehend the subjects under study (Sabiq, 2020).

The scientific approach offers students the opportunity to actively participate in the teaching and learning process, fostering profound understanding, critical thinking, and effective communication skills. This approach holds the potential for adoption by teachers across various subjects, including English, to achieve specific educational objectives. The significance of English in the educational context is indisputable, as it is a subject taught in numerous countries (Maduwu, 2016). English is an integral part of the curriculum, serving the purpose of facilitating international communication, developing language skills, and granting access to global literature and resources (Zaim, 2016). Learning English contributes to students' language proficiency, including a deep understanding of grammar, vocabulary, and the ability to speak, listen, read, and write fluently and effectively (Yamin, 2017). Consequently, English plays a vital role in international communication, language skill development, and providing access to global literary and informational resources.

Within English language education, the acquisition of four crucial skills—reading, writing, listening, and speaking—is emphasized (Celce-Murcia et al., 2014). Among these skills, reading is considered one of the most essential proficiencies (Pourhosein Gilakjani & Sabouri, 2016). Reading in English involves the comprehension of written texts in various formats, such as articles and stories, leading to enhanced language skills, a broader understanding, and improved global communication and participation. Therefore, reading is an imperative skill to acquire. Reading is a tool for acquiring knowledge and information, especially in the information age, where it enables individuals to access a wide range of information from various sources (Cervetti & Hiebert, 2019). Moreover, reading allows individuals to explore previously unfamiliar topics. In this context, various media can be utilized for reading, with visual novel games representing an engaging application to capture students' interest in learning.

Media refers to tools that convey messages, stimulate minds, arouse enthusiasm, attention, and students' willingness to facilitate the learning process defined by Fatria (2017:136) in Diahratri (2022). These tools can take the form of electronic media, videos, images, books, texts, television, and games. Media serves as a means of communication, expression, overcoming limitations, relaxation, entertainment, social interaction, and even societal control and supervision. A visual novel game is a unique form of interactive storytelling video game that predominantly features static graphics and text-based narratives. It often offers branching storylines and multiple endings, prioritizing the narrative experience over extensive gameplay mechanics (Lai & Chen, 2021). Visual novel games hold particular promise as a teaching tool, especially in the context of narrative education.

Based on the results of interviews and observations conducted at three educational institutions, researchers used data triangulation to gather more comprehensive insights. These three high schools have important facilities such as libraries, computer laboratories, projectors and LCD screens. Generally, the learning media used in these schools include LCD presentations, audio aids, and PowerPoint presentations. In addition, the Internet is integrated into the learning process. However, conventional educational games are still relied on as icebreakers in English language learning. One of the challenges that is repeatedly faced is reduced student interest, which is caused by traditional methodologies and uninteresting media used in teaching. Teachers also experience difficulties in motivating students to read due to a lack of resources and engaging methods.

In light of the challenges mentioned above, it becomes clear that there is an urgent need for the development of contemporary and engaging educational materials. Based on the problems found in the three schools, the researchers formulated the problem as follows: How can the utilization of visual novel game-based media enhance the reading comprehension skills of grade X students, particularly in narrative text material, what is the level of effectiveness exhibited by Visual Novel games as a pedagogical tool in improving the English reading skills of grade X students?

To arouse students' interest in learning, learning media must be designed innovatively and diversely. Therefore, researchers carried out the task of compiling learning materials in the form of visual novel game applications, which are designed to convey content related to narrative texts. Departing from this context, the research seeks to create learning media entitled "Visual Novel Game-Based Learning to Improve Students' Reading Comprehension: Research and Development (R&D) Project" which targets class X (tenth grade) students.

In this study, researchers make use of narrative text materials, which are a category of texts presenting a detailed sequence of events or occurrences, including character descriptions, conflicts, and story progression. Narrative texts are a textual genre that revolves around storytelling, describing a series of interconnected events or incidents that shape the narrative, featuring characters and conflicts that provide the story's structure (Amin & Wahyudin, 2022). The primary objective of narrative texts is to entertain, impart lessons, or offer imaginative experiences to their readers or listeners (Zakaria et al., 2016).

In light of the above, it can be deduced that narrative text serves as a textual form designed to convey stories or narratives, both in fictional and non-fictional forms. They typically employ a chronological arrangement of events, encompassing elements like characters, setting, conflicts, climaxes, and resolutions, which collectively enable readers or listeners to emotionally engage with the unfolding story.
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METHODS

In this research, the investigators employ both quantitative and qualitative methods. The qualitative approach is a research methodology employed to delve into and offer detailed descriptions for research questions that are descriptive, exploratory, or context-specific (Merriam & Tisdell, 2015). This method entails the collection of data that centres on the language and actions of the individuals engaged in the subject being examined (Denzin et al., 2023). The ADDIE research model is employed for the development process in this study. This model revolves around solving issues related to learning resources based on the specific needs and characteristics of students. ADDIE is a part of the Instructional System Design (ISD) family of models, and it has evolved over time to become iterative, dynamic, and user-friendly. In this instance, the researcher has adapted the ADDIE model as implemented by Sugiono in R&D research (Model, 2019). This research model comprises five essential stages that must be followed, namely: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

The researcher adapted the research procedure using the ADDIE model developed by Dick & Carey, which was implemented by Sugiyono (2016). The model consists of several phases which include the following steps: Analysis Phase: In this phase an analysis is carried out to determine research problems and potentials that can be further investigated. The steps of this analysis aim to understand the context, needs, and objectives of the research. Design Phase: In the design phase, a blueprint for the learning media to be developed is carried out. This process includes planning in detail about the structure, components, and features of the learning media to be made. Development Phase: The development phase is the process of realizing the design that was made in the previous phase. At this stage, learning media is developed following the guidelines and specifications that have been set. Implementation Phase: In the implementation phase, learning media that have been developed are tested or implemented. These steps involve the use of media by students or audiences according to the purpose and context of its use. Evaluation Phase: The evaluation phase

is an important stage for measuring the effectiveness of learning media. Evaluation is carried out based on the results of trials conducted in the field. The evaluation results are used as a basis for revising and improving learning media. In this study, data is scrutinized to assess the validity and the clarity of the research instrument. The data, derived from the product trials, consists of students' pre-test and post-test scores, and hypothesis testing.

The researcher developed English reading skills material with the title "Visual Novel Game-Media," consisting of three levels aligned with competency achievement indicators. The process commenced with the search for relevant content from various sources, including the internet and student textbooks in line with the school curriculum. The researcher carefully selected and integrated content that matched curriculum requirements.

Subsequently, the researcher formulated appropriate questions for use in the visual novel game. They also designed characters and backgrounds to effectively convey the material. During this process, the researcher constructed a sufficient storyline framework using the prepared material.

RESULT AND DISCUSSION

In this research, visual novel game was created with the intention of serving as a learning tool for high school students in grade X. The primary components of the game encompass five levels, five story titles, questions, incorrect answer choices, evaluations, save and reload points, and the use of background music. The final product can be seen in the initial display below:

Chart 1 The Hypothetical Model of Visual Novel Game
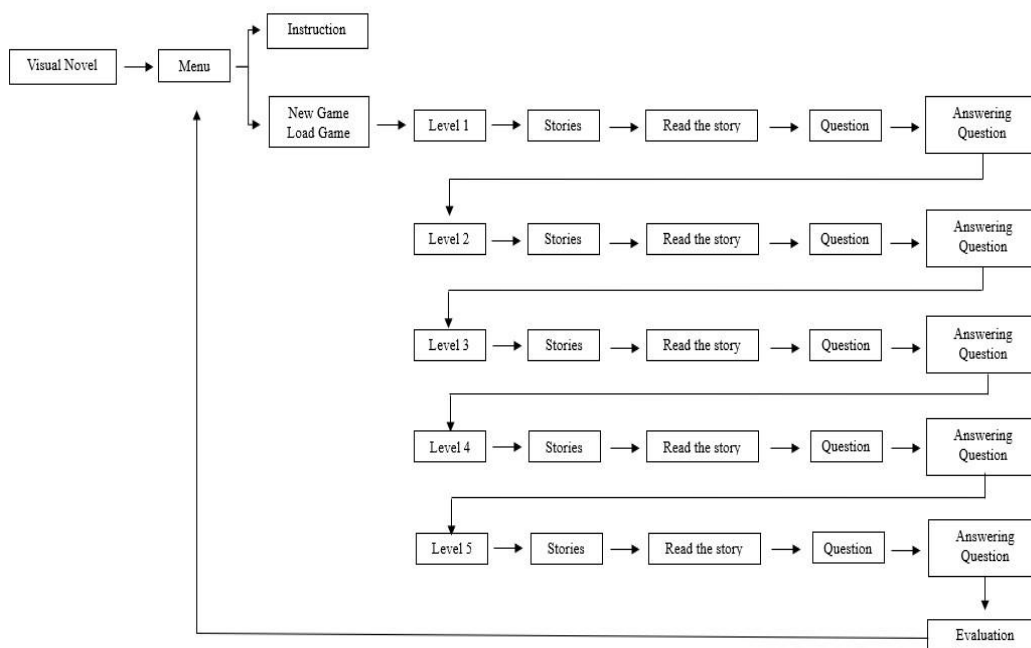
The visual novel game comprises several components, including a cover, five levels, five story titles, questions, the option to revisit incorrect answers, evaluations, save and load points, and background music. The initial interface of the produced product appears as follows:
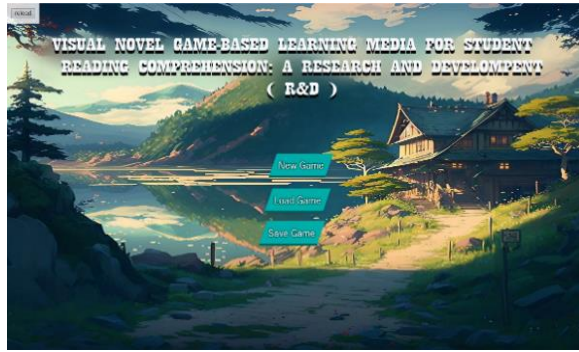
Figure 1 Maini Menu

Figure 2 Tittle
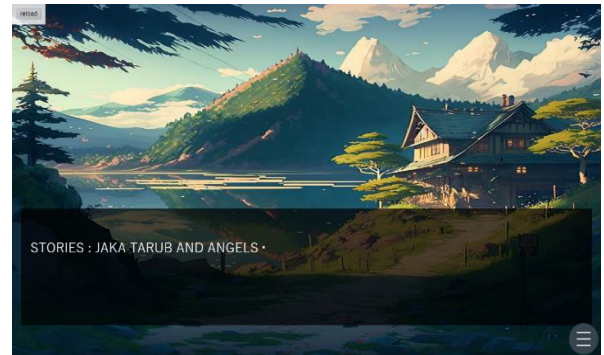
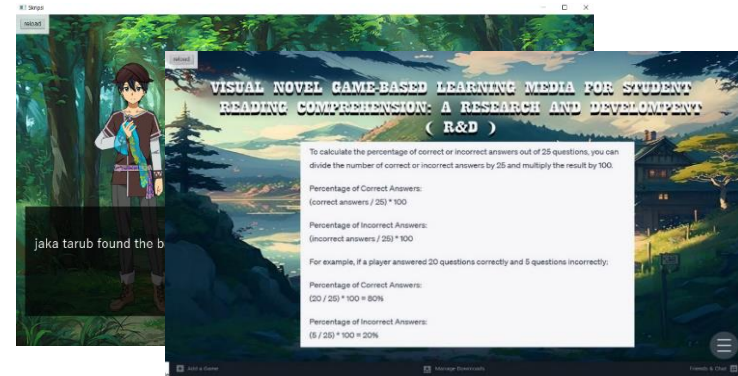Figure 3 Text Box   Figure 4 Introduction to the quest
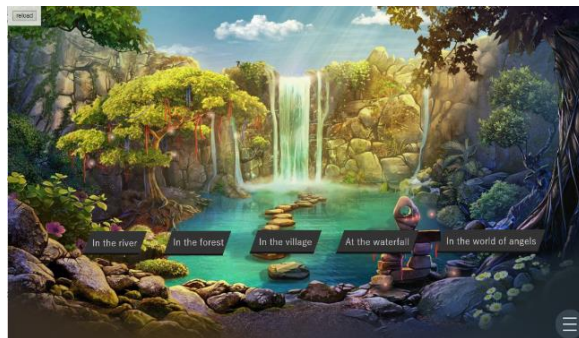

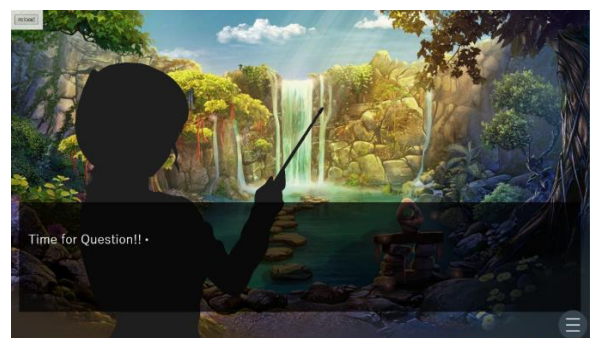Figure 5 The Answer   Figure 6: Evaluation in the end of game

During the validation phase, the initial product design underwent evaluation by a panel of experts. The researcher sought validation from three experts representing different fields. The material expert, Endang Sulistyarini, S. Pd, serves as an English teacher at SMAN 1 Blitar. Artini Widianti, S. Pd, a linguistic expert, also teaches English at SMAN 1 Blitar. Finally, the media expert, Sri Lestari, holds a position as an Information Technology lecturer at the Islamic University of Balitar in Blitar. Upon reviewing the design product, the experts provided their feedback and assessments. The validation outcomes are as follows:

Table 1: The result of material expert validation

No.	Item	Value	Score
1.	1.	4	4
2.	2.	4	4
3.	3.	4	4
4.	4.	4	4
5.	5.	4	4
6.	6.	4	4
7.	7.	4	4
8.	8.	4	4
9.	9.	4	4
10.	10.	4	4
11.	11.	4	4
12.	12.	5	5
	Total	49	
	Criterion Score	60	
	Percentage	81%	

Table 2: The result of linguistic expert validation

No.	Item	Value	Score
1.	1.	3	3
2.	2.	5	5
3.	3.	3	3
4.	4.	4	4
5.	5.	5	5
6.	6.	4	4
7.	7.	4	4
8.	8.	3	3
9.	9.	4	4
10.	10.	5	5
11.	11.	5	5
12.			
	Total	45	
	Criterion Score	55	
	Percentages	81%	

Table 3: The result of media expert validation

No.	Item	Value	Score
1.	1.	5	5
2.	2.	4	4
3.	3.	5	5
4.	4.	4	4
5.	5.	3	3
6.	6.	4	4
7.	7.	4	4
8.	8.	4	4
9.	9.	5	5
10.	10.	4	4
11.	11.	4	4
12.	12.	4	4
Total		50	
Criterion Score		60	
Percentage		83%	

Table 4: The result of final product validity

No.	Validator	Total score	Percentage (%)	Criteria
1.	Material	49	81%	Worthy
2.	Linguistic	45	81%	Worthy
3.	Media	50	83%	Worthy

During the student trial, the researcher gave a pre-test and post-test, each consisting of 25 questions related to KD material. The pre-test was carried out in a traditional face-to-face manner on May 17 2023, while the post-test was carried out online on June 7 2023. The results of the test can be seen below:
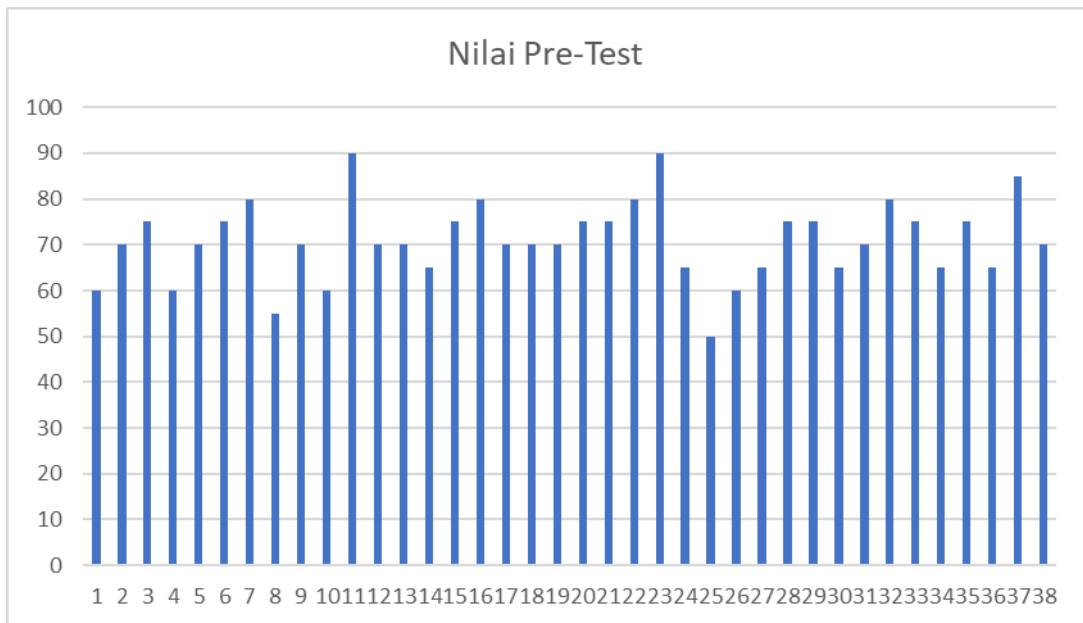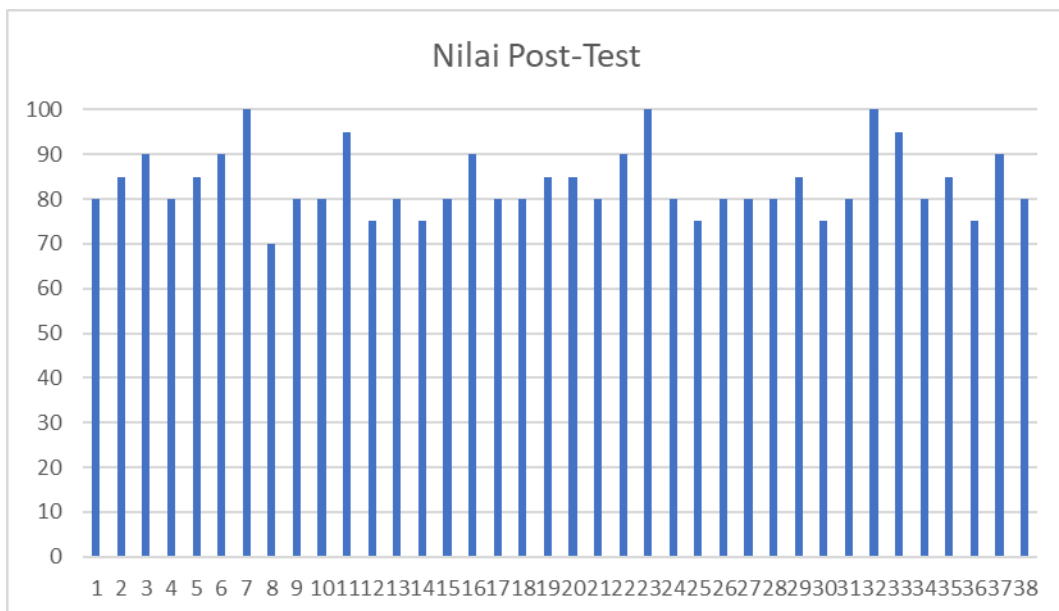
Chart 2: Pre-test Scores

Chart 3: Post-test Scores

As indicated by the graph presented, the researcher's findings suggest that there was an enhancement in the students' scores from the pre-test to the post-test. Initially, the average score for the pre-test among the tenth-grade students was below the Minimum Mastery Criteria (KKM). Nonetheless, following the integration of the visual novel game-based media, the post-test scores surpassed the KKM threshold. This signifies a noteworthy improvement in the students' scores. The outcomes of the t-test analysis are elucidated below:

Chart 4: T-Test

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	PRE-TEST	71.45	38	8.614	1.397	
	POST-TEST	83.82	38	7.661	1.243	

Paired Samples Correlations		N	Correlation	Sig.	
Pair 1	PRE-TEST & POST-TEST	38	.805	.000	

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE-TEST -- POST-TEST	-12.368	5.164	.838	-14.066	-10.671	-14.763	37	.000

Picture. 7 Chart T-Test

The data analysis reveals that the pre-test's average score was 71.45, whereas the post-test had an average score of 83.82. A t-test analysis indicated a significance value (2-tailed) of .000, which is less than the standard threshold of .005. This signifies a substantial disparity between the pre-test and post-test results. Consequently, the research hypothesis (Ha) is upheld, and the null hypothesis (Ho) is invalidated. In summary, the utilization of Visual Novel Game-based Media as a reading skill tool effectively boosts students' reading proficiency.

CONCLUSION

Based on this analysis, it is evident that Visual Novel Games serve as a valuable learning medium for the development of reading skills among grade X students at SMAN 1 Blitar. The research effectively addresses the primary research questions, yielding substantial evidence of its effectiveness. the study demonstrates the suitability and efficiency of the visual novel game-based learning media model for enhancing students' reading comprehension skills, particularly in narrative text. The positive results from pre-test and post-test trials validate this conclusion, showcasing significant improvements in students' reading abilities.

The research rigorously adhered to a five-step model encompassing analysis, design, development, implementation, and evaluation. Additionally, the study assessed the effectiveness of the Visual Novel game as a learning tool for enhancing English reading skills in grade X students. The product not only improved reading skills but also had a remarkable impact on students' narrative abilities, as indicated by the higher post-test scores compared to pre-test scores. The research hypothesis (Ha) received confirmation. In summary, Visual Novel Games prove to be an effective means of enhancing reading and narrative skills, particularly among grade X students. This research offers valuable insights into the potential of this media for educational purposes, enhancing language learning and comprehension.

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