

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter is primarily divided into two key sections: the findings and the discussion of the research. The findings section presents the outcomes derived from data collection and analysis. This part is dedicated to showcasing the raw results and any relevant patterns or trends identified during the research process. On the other hand, the discussion section delves into the interpretation and analysis of these findings. Here, the results are examined in depth, with arguments and explanations provided to understand the implications of the findings better. The discussion is structured around the research questions that form the foundation of this study, ensuring that each question is addressed comprehensively and logically.

1. The Designing Process of The Game

Researcher decided to make a playful game within the concept of fantasy adventure in 2D platformer style. Defined by Putra, H. P. (2020) a 2D platformer is a timeless sub-genre of action games where players navigate obstacles and defeat enemies in a two-dimensional environment to achieve specific goals. The game was purposed to be fun and challenging also educating, The researcher designed the game as an adventure, and within this adventure, there were challenges in the form of

quizzes on simple present tense material. Therefore, the researcher named the game "Hero's Quest : Mastering the Timeless Tense".

The methodology employed for crafting the game was research and development framework known as the ADDIE model, which was formulated by Dick and Carey and adapted by Allen. This model encompasses five distinct phases: analysis, design, development, implementation, and evaluation. Each stage serves as a systematic guide for researchers to methodically progress through the process of game creation. Initially, the analysis phase entails identifying the research needs and requirements. Subsequently, the design phase focuses on structuring the game and formulating plans accordingly. Following this, the development phase involves actualizing the game's design and production. The implementation phase pertains to the deployment and delivery of the game to its intended audience. Finally, the evaluation phase encompasses assessing and scrutinizing all aspects of the game's development and implementation. These sequential stages ensure a comprehensive approach to designing and refining the educational game "Hero's Quest : Mastering the Timeless Tense"

a) Needs Analysis

The first step in collecting data for a needs analysis is essential because the findings at this stage will significantly influence the subsequent design and development phases. In this study, the researcher conducted an interview with an English teacher

from MTsS Nur Ihya'Iddin to understand their challenges and requirements for teaching English effectively, with a special focus on the present simple tense. These interviews provide crucial insights into what teacher needs to forming a strong basis for creating instructional materials in later stages.

During this stage, the researcher asked the teacher several questions about her experiences, the problems the teacher has faced, and her needs to support teaching the simple present tense in English. In an interview, the researcher asked, “*How is English education conducted at MTsS Nur Ihya’Iddin?*” The teacher responded that while the process of teaching the simple present tense was generally effective, there were significant challenges. Many students had a very low understanding of the simple present tense because they were not adequately prepared for grammar lessons, having had no prior exposure to English before attending MTsS Nur Ihya’Iddin. The teacher also noted that teaching the simple present tense was difficult despite it being a necessary part of the curriculum based on the basic competencies outlined in their modules.

In this section, the researcher inferred that the teacher encountered difficulties in teaching the simple present tense in English to the students.

After the researcher gathered information on how English learning activities, particularly those involving the simple present

tense, The researcher asked the question again, “*What difficulties do students face in learning the simple present tense?*” This question aimed to uncover specific challenges and obstacles that students encounter while learning the simple present tense. By asking this, the researcher sought to gain a more comprehensive understanding of the issues faced by the students in mastering this fundamental aspect of English grammar, thereby identifying potential areas for improvement and support. The teacher mentioned that the students' limited vocabulary makes it difficult for them to construct simple present tense sentences. Additionally, the lack of sufficient practice hinders their ability to understand the simple present tense properly, affecting their overall learning experience. The teacher further explained that if students were more enthusiastic about learning the simple present tense and frequently engaged in exercises and practice activities, they would achieve a better understanding. From this part of interview, the researcher obtained in-depth information about the fundamental challenges affecting the learning of the simple present tense. The teacher expressed the hope that students would show more enthusiasm when learning the simple present tense and regularly practice to enhance their comprehension. The teacher emphasized that increased practice leads to better understanding and proficiency.

The researcher asked the teacher the third question: "*What motivates students when learning Simple Present tense?*" This question aimed to explore deeply into what drives students' interest and enthusiasm while they are learning about the simple present tense in English lesson. The main goal was to figure out effective methods and tools that could help maintain and enhance students' motivation throughout the learning process. In response, the teacher shared insightful observations. They pointed out that students generally show good levels of motivation when it comes to learning the simple present tense. This positive attitude is largely because the tense is seen as easy to understand, mainly involving the use of "Verb 1." The teacher expressed confidence in the students' ability to grasp this aspect of grammar well. Additionally, the teacher stressed the importance of creating a positive and enjoyable learning environment. Such an environment plays a crucial role in keeping students motivated and engaged throughout their learning journey. The teacher's input provided valuable insights into the various factors that influence student motivation, highlighting the importance of incorporating engaging and interactive learning activities to enhance learning outcomes. As a result, the researcher gained valuable knowledge that can be used to develop effective strategies and educational *materials* to support students' learning of

the simple present tense while ensuring that learning remains enjoyable and rewarding for all students involved.

Following that, the researcher proceeded with the fourth question during the interview *"What media is commonly used in teaching English, specifically the Simple Present tense?"* This inquiry aimed to ascertain the methods employed by the teacher in delivering lessons on the simple present tense to her students. In response, the teacher indicated that the students typically exhibit a preference for audiovisual learning materials. This suggests that students tend to engage more effectively with the learning process when it incorporates interesting multimedia elements. Furthermore, the teacher highlighted that her students particularly enjoy materials that are presented using visual media and engaging narratives. These insights provide valuable guidance for the researcher in developing appropriate educational media. It is apparent that the media should be both entertaining and informative, ensuring that the learning experience remains enjoyable while effectively imparting knowledge to the students.

The fifth question posed to the teacher was, *"Is there a need for the development of additional media in teaching English, particularly the Simple Present tense?"* The researcher aimed to understand the teacher's perspective on the necessity of other forms of media development. In response, the teacher expressed a need for

the creation of additional media specifically tailored to facilitate the learning of the simple present tense. The teacher suggested that developing a game format would be highly beneficial, as it would resonate well with students who enjoy learning in a fun and engaging manner. This insight underscores the importance of aligning media development with the preferences and needs of the teacher and students alike. By gathering this information, the researcher gained a deeper understanding of the fundamental requirements for developing media that effectively supports the teaching of the simple present tense.

Furthermore, the researcher presented the question, "*What do you think about the development of learning materials for English, specifically focusing on the simple present tense?*" The researcher aimed to understand the teacher's viewpoint regarding the creation of media designed to deliver educational content centered on the simple present tense in English lesson. In response, the teacher stressed the significance of developing media that actively supports students' engagement in learning activities. The teacher highlighted the importance of such media in sustaining students' interest and enthusiasm for learning. This underscores the teacher's belief in the crucial role of well-designed educational materials in creating an interactive and stimulating learning environment. Thus, the teacher's *perspective* highlights the importance of creating media that not only

educates but also engages and motivates students throughout their learning journey.

b) Process of Designing and Developing The Game

Based on the analysis process, researcher initiated to design and develop a game to support learning process in topic of simple present tense. The game aimed to be fun enjoyable aligned with the theory of gamification that adding game elements in the media of learning. The design of the game would be interesting to engage the students motivation in learning. Researcher came up with the ideas of making the game in the form of “2D platformer style” which is a type of third-person game where your character navigates by jumping on platforms, traverses obstacles and traps, and engages in combat with adversaries.

The researcher created an educational game in web-based platform centered around the Simple Present Tense, with a primary focus on providing engaging activities for practice and learning. The material on the simple present tense was derived from the 8th-grade student worksheet of MTSs Nur Ihya'iddin, serving as the foundation for understanding this grammatical concept. This game, titled "Hero's Quest: Mastering the Timeless Tense," aims to enhance students' motivation *to* learn by making the process enjoyable and entertaining.

There are 14 layouts in the game which divided into;

Title, Materials, World Level 1_1, World Level 1_2, World Level 1_Boss, World Level 2_1, World Level 2_2, World Level 2_Boss, World Level 3_1, World Level 3_2, World Level 3_Boss, World Level 4_1, World Level 4_2, and World Level 4_Boss.

1) Title



Figure 4.1. The main title of the game

In the title layout, there is a display showing the title of the game, "Hero's Quest: Mastering The Timeless Tense," which means "Hero's Adventure Mastering the Simple Present Tense." In this layout, there are also several active buttons that, when pressed, will navigate to the next layout, display a popup of the researcher's profile, and provide a button to exit the application. The layout is designed to be as simple as possible for easy understanding by users. The design concept also incorporates a fantasy adventure theme, characterized by a combination of colors and graphic elements, as well as background music played during the title menu. This is done to

capture the attention of students and ensure they can enjoy the game while playing and learning.



Figure 4.2. Pop up Developer Profile in title layout

2) Materials

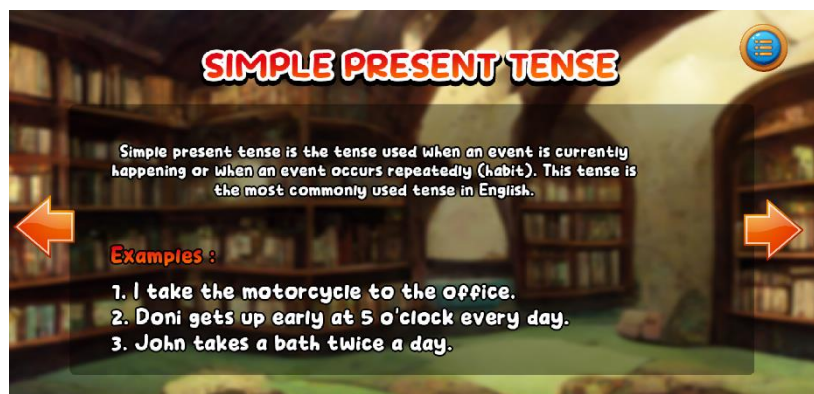


Figure 4.3. Material of learning simple present tense layout

In the material section, students can learn about the Simple Present Tense. Here, they find a short but detailed explanation of the Simple Present Tense formula, along with examples to help them understand easily. By studying the Simple Present Tense formula here, students can play the game in the next section. The goal of this section is to indirectly encourage students to review the Simple Present Tense material

again, so they can improve their ability to remember and use this tense correctly.

3) World Level 1

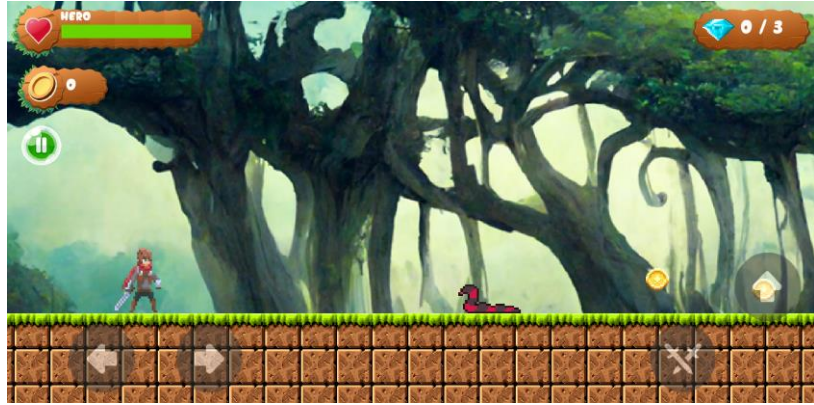


Figure 4.4. World Level 1_1

In the World Level 1 layout, students can finally play the game, enjoying the fantasy adventure concept while learning the Simple Present Tense. This design theme is intended to capture the students' attention, encouraging them to keep playing and indirectly learning the Simple Present Tense. As they progress through the adventure, they will encounter signs that, when approached, trigger pop-up exercises on the Simple Present Tense, reinforcing the material learned in the previous layout. Every Layout in the game divided into 2 but still maintained the concept theme based the each worlds. Each the end of world levels, there are Boss Enemies have to be defeated based on the concept the worlds level.

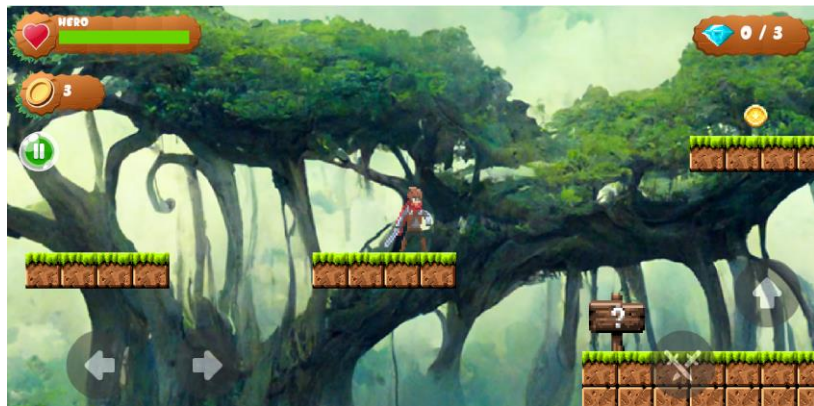


Figure 4.5. Signs to trigger Pop-up quiz



Figure 4.6. Pop-up Quiz



Figure 4.7. The correct Answer display

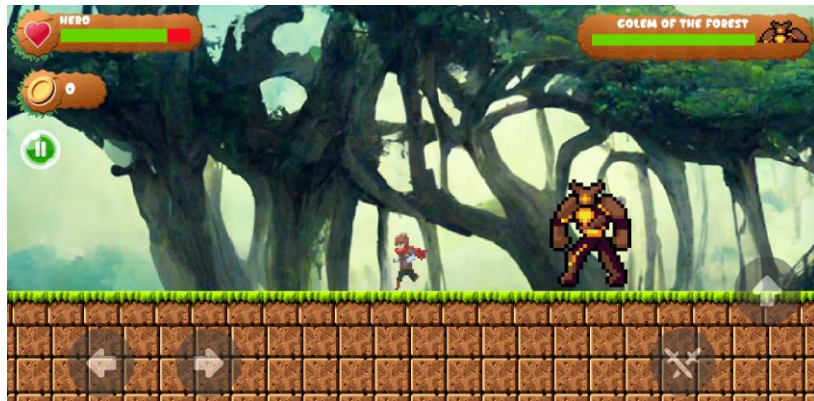


Figure 4.8. Boss Enemy World Level 1

4) World Level 2



Figure 4.9. World Level 2_1

The World Level 2 layout is a continuation of World Level 1. Although this layout employs a different design concept, it still aligns with the fantasy theme. This design illustrates an underground world, characterized by unique graphic elements and supporting characters specific to this level. The gameplay remains the same as in World Level 1, requiring players to answer pop-up questions at least three times per level to unlock the door to the next level.



Figure 4.10. Boss Enemy World Level 2

5) World Level 3

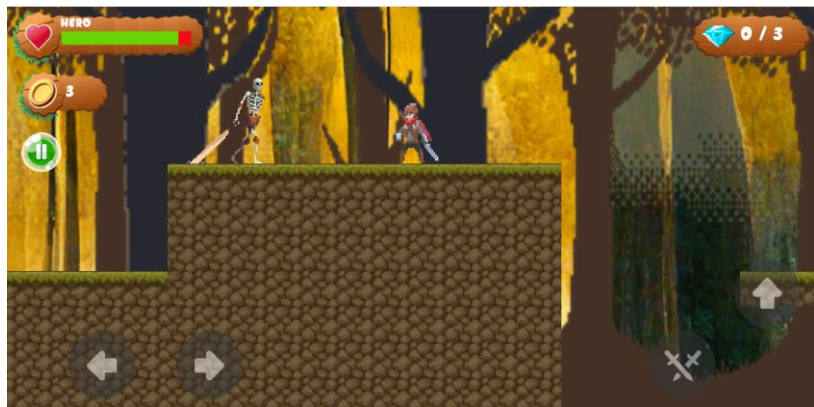


Figure 4.11. World Level 3_1

World Level 3 features yet another different concept, this time with a forest theme. This level continues from the previous one, following the defeat of the Level 2 boss.

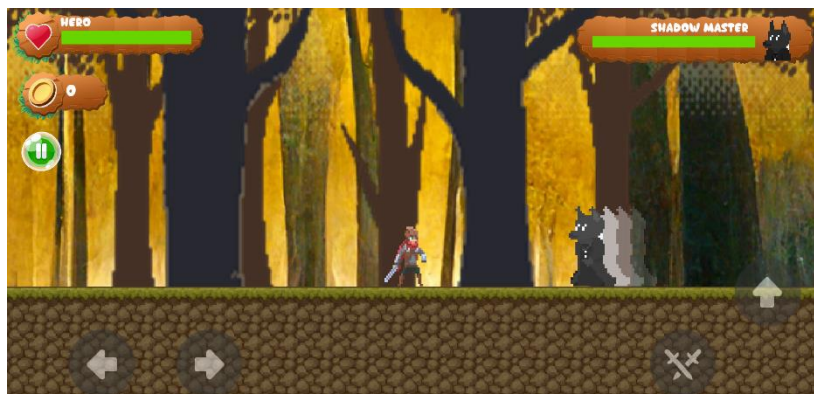


Figure 4.12. Boss Enemy World Level 3

6) World Level 4

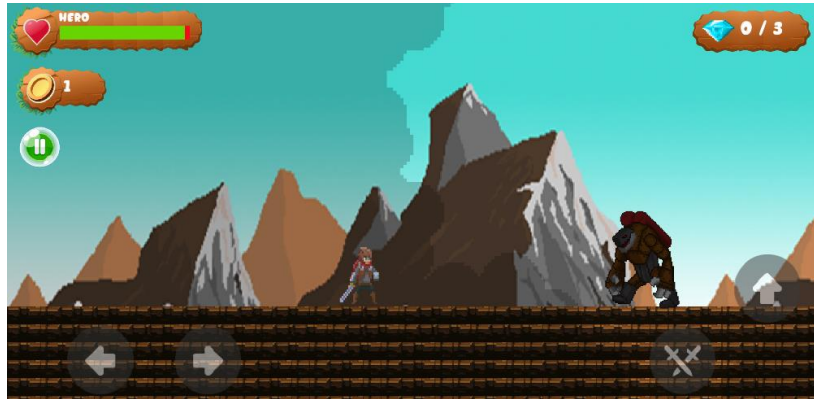


Figure 4.13 World Level 4

In World Level 4, the design concept shifts to an outer world theme. Here, enemies become more numerous and increasingly difficult to defeat, as this represents the final level of the game. To complete the game, players must continue to answer pop-up quizzes throughout their journey. However, they must also stay vigilant for enemy characters lurking along the way.

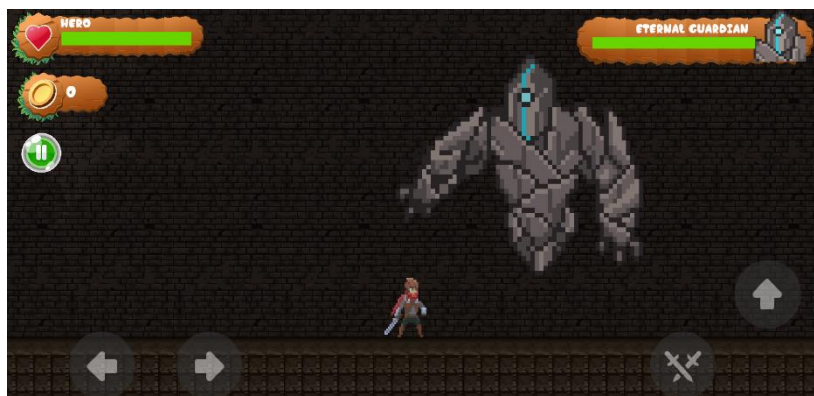


Figure 4.14. Boss Enemy World Level 4

After students successfully complete all levels from 1 to 4, the game officially concludes. However, they have the option

to restart and play from Level 1 again if they wish to reinforce their learning while enjoying the gameplay once more.

The creation of this educational game is also intended to promote independent learning among students. It enables them to study English grammar, specifically the Simple Present Tense, wherever and whenever they choose, whether at home or in any other setting. The inclusion of the material layout within the game allows students to revisit and review the Simple Present Tense lessons at their own pace. This repeated exposure and practice are designed to enhance their understanding and retention of the grammatical rules and their application.

By integrating engaging activities with educational content, this game aims to provide a fun and effective learning experience. Students can continuously practice their grammar skills, particularly the Simple Present Tense, which is a fundamental aspect of their English language education. The hope is that through this interactive medium, students will develop a stronger grasp of grammar, boost their confidence in using the language, and enjoy the process of learning in an immersive, game-based environment.

c) **Experts Validation**

In the design and development phase of this media, the researcher undertook comprehensive validation tests focusing on two critical aspects: content validation and technical media validation. These validation processes were executed by experts, each possessing specialized knowledge and experience in their respective fields. To ensure a thorough evaluation, the researcher employed a detailed technique for collecting validation data, utilizing questionnaires as the primary instrument.

1) **Material Validation**

The validation conducted by the material expert, An English teacher. She assessed both the content and instructional design aspects of the developed learning media. The validation of material including two aspects, they are Suitability of material that contains 8 indicators and Display of material that contains 6 indicators to asses. The assessment of the validation used scoring points, which are 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree. The scoring instrument can be seen in the following figure

Table 4.1.

Material Suitability Assessment

No	Criteria	1	2	3	4
1	Material is aligned with learning objectives				✓

2	Material is designed with topics relevant to students' life contexts	✓
3	Material involves learning about the simple present tense in a relevant context	✓
4	Examples provided are consistent with the material	✓
5	The language used in this teaching material is easy to understand	✓
6	The learning activities in the material are organized in a structured, sequential, and continuous manner	✓
7	The use of media in the presentation of this material supports answering the exercises provided.	✓

Based on the figure above, overall scores of each indicators were good in suitability aspects. Four indicators received a score of 4, indicating perfect results, while three other indicators received fairly good scores.

Table 4.2.

Material Display Assessment

No	Criteria	1	2	3	4
1	The background color is appealing.				✓
2	The navigation layout and design are attractive				✓
3	The material is presented in a balanced mix of text and images.			✓	
4	The learning activities in the material encourage students to easily understand			✓	
5	The font type and color usage are easily readable			✓	
6	The overall presentation of the material is appealing				✓

Based on Display criterias, the results of each indicators also showed good scores. In addition, the display of the game represented of learning materials is feasible based on the material validation. Alongside this assessment, She also offered valuable feedback and suggestions for improving the material within the learning media. One noteworthy recommendation was to include time signals for the simple present tense in the material layout, aiming to enhance its effectiveness. These suggestions were carefully considered and formed the basis for revising the developed product to ensure its quality. In conclusion, She affirmed that the learning media is suitable and ready for implementation in educational settings.

2) Media Validation

The validation of the media expert was conducted by the local expertise who specializes in IT technology and UI/UX design. He assessed both the game design and technical designs of the developed learning media. The scoring instrument can be seen in the following figure

Table 4.3.

Game Design Assessment					
No	Criteria	1	2	3	4
1	Clear and attractive title design				✓
2	The use of attractive colors			✓	
3	Match the color combination to the game theme			✓	

4	Ease of readability of text in the game	✓
5	Attractive layouts	✓
6	Attractive characters design	✓

According to the figure above, the overall game design of each indicators were good and got the highest score on title design.

Table 4.4.

Game Mechanics Assessment					
No	Criteria	1	2	3	4
1	Easy game mechanics			✓	
2	Clarity in the use of game buttons			✓	
3	The game layout is easy to understand			✓	
4	Complete game components			✓	
5	Suitable animation components			✓	

As for the evaluation of the game mechanics above, the game mechanics received a fairly good score from the expert. Moreover, He offered feedback and suggestions for improving the learning media. One particular suggestion was to rearrange the buttons on the layout to enhance their organization and appearance. These suggestions were taken into account and served as the basis for revising the developed product. In summary, It can be concluded that the learning media is viable for implementation in educational settings.

d) **Implementation**

In connection with the implemented game, the teacher articulated several significant points concerning its impact on

teaching the simple present tense. The teacher expressed that the game was immediately embraced by the students, thereby elevating their motivation levels in learning English, particularly the simple present tense. This marked enthusiasm is not only advantageous for the students but also contributes positively to the teaching environment. Additionally, the teacher lauded the user-friendly interface of the game, highlighting its intuitive design that enables students to navigate and engage with the game effortlessly.

Moreover, the teacher emphasized that the game serves as a valuable tool for fostering self-directed learning among students, offering them the flexibility to engage with the material at their own pace and convenience, whether at home or elsewhere. This underscores the game's effectiveness in catering to diverse learning needs and promoting independent study habits. However, the teacher acknowledged that some students may encounter challenges related to vocabulary proficiency. Nonetheless, this obstacle can be overcome through consistent and dedicated self-study efforts.

Furthermore, the teacher underscored the relevance and suitability of the game's content and questions, noting their alignment with the curriculum and the specific needs of the students at MTsS Nur Ihya'iddin. This tailored approach enhances the students' comprehension of the material and fosters a deeper understanding of the linguistic concepts embedded within the game.

Additionally, the teacher observed that the game significantly enhances the teaching process, fostering a heightened sense of enthusiasm among students, particularly in their engagement with English grammar, specifically the simple present tense.

The teacher also advocated for continuous innovation in educational technology to further enrich the learning experience and sustain students' enthusiasm for language learning. This forward-thinking approach aligns with the evolving landscape of education and underscores the importance of leveraging technology to enhance pedagogical practices and promote lifelong learning.

e) Evaluation

This is the final stage of the ADDIE model development method in the RND research. In this stage, evaluation of the developed and implemented product takes place. All feedback received from experts and teachers will serve as a means to further enhance the product. The game "Hero's Quest: Mastering The Timeless Tense" has already met certain criteria in development and has undergone revisions based on the suggestions of experts. Feedback from teachers also serves as a foundation, indicating that this game is sufficiently innovative and creative to enhance student motivation for learning. Therefore, this game can be considered as a beneficial instructional material.

2. The Teacher's Impression of The Game

The teacher's impression of the developed game is crucial in this research as it serves as evaluative feedback on the game's development. The researcher conducted interviews to gather information about the teacher's impression after implementing the developed game and seeks to understand from the teacher's perspective whether the game can aid students' understanding in English language lessons.

To investigate the teacher's perspective about the game, researcher asked *“Does the developed media facilitate the learning process of simple present tense in English? If so, please explain!”* The teacher responded that the game is helpful for students in learning the simple present tense because it fits their character. The joy of the game makes them enthusiastic and engaged with the simple present tense while playing. Additionally, the provided materials are easy to understand. From this statement, it can be inferred that the game already aligns with the students' preferences, motivating them to learn the simple present tense and making the material easy to grasp.

Then the researcher posed another question to gain insight into the teacher's perspective regarding the students' motivation after using the game. *“Does the developed media affect students' motivation in learning the simple present tense in English?”* The teacher responded that the game highly motivates the students to learn the simple present tense because they enjoy playing it. The visuals and concept of the game attract the students.

Since the students love to play games, the product of this research aligns perfectly with their characteristics in learning. The teacher expressed satisfaction with the game, stating that it helps to motivate students to learn the simple present tense in her class. Moreover, from the teacher's perspective, it can be concluded that the game has proven to enhance students' motivation in learning the simple present tense.

The third question was asked "*Can the developed media support students in independent learning?*" This question aimed to explore the teacher's impression about the game can support independent learning of simple present tense for students. In response, the teacher stated that the game possibly supports students in learning the simple present tense independently because it contains clear materials on the subject. This allows students to learn on their own from the material sections and then practice during gameplay. Additionally, the teacher's statement suggests that the game has the potential to support independent learning of the simple present tense for students.

In investigating the teacher's impression about the material in the game, the researcher asked "*What do you think about the content of the simple present tense learning material in the media?*" The teacher responded that the material is good for learning the basics of the simple present tense. The provided material clearly outlines the formulas for positive, negative, and interrogative simple present tense, aiding students in understanding the fundamentals of the topic. Furthermore, the teacher

indicated that the material is sufficient for students to learn the simple present tense effectively.

The last question aimed to explore the teacher's impression and gain further insight into the game. "*What is your overall opinion about the developed media?*" The teacher responded that she is satisfied with the game product, stating that it perfectly meets her needs for teaching the simple present tense to her students. She expressed excitement, noting that the game significantly supports students in learning the simple present tense and promotes independent learning. She hopes for the development of more learning materials that can further assist students in their learning.

Furthermore, it can be concluded that from the teacher's impression that The game meets the teacher's needs and greatly assists her in teaching the simple present tense to her students. It aligns perfectly with the characteristics of her students who enjoy engaging and enjoyable learning environments. She also states that the game provides sufficient material for her students to learn the simple present tense well and can support their independent learning. The teacher also hopes for future development of similar media for other topics to further enhance students' motivation and understanding in learning.

B. Discussions

The development of learning materials is in high demand among teachers. As times change, teaching methods must also evolve. Students today have different lifestyles and ways of learning compared to the past. Adapting teaching methods to fit students' needs is essential to keep them engaged in learning. This research shows that to keep students motivated, teachers need to make learning easy and enjoyable. As stated by Aiman (2018), effective learning requires teachers to create conducive conditions by understanding and appreciating students' needs, backgrounds, interests, and learning styles. To motivate students in learning, teachers should align their teaching methods with the students' needs and interests. Understanding what engages students and tailoring lessons to match their preferences can significantly enhance their motivation and enthusiasm for learning.

In addition to aligning teaching methods with students, this research highlights the importance of creating innovative approaches for teachers to use in their lessons. The researcher examined the need for new educational media that suits the characteristics of the students, emphasizing the need for fun and engaging learning materials. This research relied on analyzing the requirements of the teachers involved in the study. This study was influenced by Masruri's research (2021), in which the researcher designed a teaching tool based on data analysis revealing that students showed enthusiasm in Multimedia class despite the teacher employing different teaching methods. Consequently, the researcher developed the tool to assist the teacher in utilizing multimedia for

instruction. Therefore, understanding the characteristics of students from the perspective of teachers to enhance the teaching-learning process is crucial. Thus, the researcher conducted this study focusing on the teaching needs of educators regarding the simple present tense.

The objectives of this research are to describe the stages of developing an educational yet fun game, focusing on the simple present tense, and to gather the teacher's perspective on the game. The game development follows the stages of the ADDIE model. The first stage is the analysis, which identifies the teacher's needs in teaching the simple present tense. In collecting the needs analysis, the research found that there is a need for engaging media to teach the simple present tense in a way that interests students, enhancing their motivation and understanding through practice. After the analysis phase, the researcher designed a 2D platformer game that is both educational and entertaining, incorporating simple present tense material based on the student worksheet.

In developing the game, the researcher was guided by two experts in learning content and media design. With their help, the researcher was able to create an engaging and educational game that meets the needs of both teachers and students. After the game was developed and reviewed by the experts, the teacher implemented it in the classroom. The teacher found the game very effective in engaging students with the simple present tense. The students enjoyed the game and were motivated to practice the simple present tense. In accordance with this research, Hamzah's study (2021) demonstrated that using a game developed from English learning materials is highly effective,

concluding with a 90% positive feasibility rate. Conversely, Sholahuddin's study (2022) also found that using media developed to align with students' needs and characteristics for teaching English, particularly in reading comprehension, proved to be effective. Therefore, the game created in this research was specifically designed to address teachers' needs for teaching the simple present tense. Other studies have also shown that media tailored to students' characteristics is effective, and feedback from teachers indicated increased student enthusiasm for learning the simple present tense through this game. Additionally, teachers noted that the game supported independent learning. Pleased with the outcomes, teachers expressed hope for the development of similar learning materials in the future. The researcher evaluated the game based on expert insights and teacher feedback, aiming to provide valuable guidance for future research.

Additionally, the game developed by the researcher offers several advantages. It can serve as a solution for teachers teaching the simple present tense, greatly motivating students to learn. The gamification method used makes learning the simple present tense fun and engaging while maintaining its educational value. Another advantage is that it provides insights for other researchers looking to develop fun educational media. By following the stages outlined in this research, other researchers can understand the process of developing such a product using the ADDIE model. This comprehensive approach ensures that educational tools are not only effective but also enjoyable for students, thus fostering a better learning environment and

promoting a more profound understanding of the simple present tense. The incorporation of feedback from both teachers and experts highlights the practical applicability of the developed game, making it a valuable resource in modern educational settings.