



**THE USE OF GAMEBOOK AS DIGITAL MEDIA TO  
ENHANCE STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT**

A Quasi Experimental Study of the Eighth Grade Students of  
SMP Negeri 1Wangon in the Academic Year of 2016/2017

a final project  
submitted in partial fulfillment of the requirement  
for the degree of *Sarjana Pendidikan*  
in English

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Declare that the final project entitled "**THE USE OF GAMEBOOK AS DIGITAL MEDIA TO ENHANCE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT**" is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of territory education. Information derived from the published and unpublished work of others has been acknowledged in this text and a list of references is given in the bibliography.

Semarang, 8- 11- 2017



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## **MOTTO AND DEDICATION**

Feel the fear and do it anyway. (Tamara Mellon)

“Not equal are the blind and the seeing,  
Nor are the darkness and the light” (Al-Faatir:19-20)



*To my kind father Suwardi*

*To my great mother Supriyani*

*To my sister Lintang Aulia Novianingtyas*

*To my teachers and lectures*

*To all my beloved friends in English education UNNES 2013*

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## ABSTRACT

**Sari, Deska Aulia.** 2017. *The Use of Gamebook as Digital Media to Enhance Students' Reading Comprehension in Narrative Text (A Quasi Experimental Study of the Eighth Grade Students of SMP Negeri 1 Wangon in the Academic Year of 2016/2017)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Drs. Amir Sisbiyanto M.Hum Advisor II: Arif Suryo Priyatmojo S.Pd., M.Pd.

**Key Words:** Gamebook, Narrative Text, Quasi-Experimental Study.

This final project is a quasi-experimental study that aims to find out whether gamebook mobile phone application is effective to be used in teaching narrative text. A further concern of this study is to investigate the significant difference of students' reading comprehension between the group that is taught using gamebook mobile phone application and another group that is taught using English textbook. The population of this study was the ninth grade students of SMPN 1 Wangon in the academic year of 2016/2017. Meanwhile, the sample consisted of 67 students from two classes. The study was started by giving pre-test, treatments, and post-test to both groups. The experimental group (VIII G) was taught using gamebook mobile phone application, while the control group (VIII F) was taught using English textbook. The data were gained by administering a pre-test and a post-test. In addition, the questionnaire was also given to the experimental group to obtain more data. In the pre-test, the mean score of the experimental group was 61.39 and the control group was 63.53. The result of post-test of the experimental group was 83.06, while the control group was 73.41. The result of the *t*-test also showed that there was a significant difference between the experimental group and the control group. It was proven by *t*-value (4.028) which was higher than *t*-table (1.66). It can be concluded that gamebook mobile phone application is effective to enhance students' reading comprehension in narrative text. It is suggested that the teacher should consider that gamebook mobile phone application is a good media in teaching reading narrative text.



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# CHAPTER I

## INTRODUCTION

Chapter I deals with the introduction of the study. This chapter includes background of the study, reason for choosing the topic, statement of the problem, objective of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, hypothesis, limitations of the study, the definition of key term and outline of the study.

### 1.1 Background of the Study

English is taught in Indonesia started from kindergarten until university. Students are expected to master 4 skills, namely listening, speaking, reading and writing in order that they are able to compete in this era. Among those skills, reading is one of the main important skills in English language learning. “Reading is the most important academic language skill for the second language. Reading provides the foundation for synthesis and critical evaluation skills” (Murcia, 2001, p. 188 ). Yet, most Indonesian students as a foreign language learner have a serious difficulty in comprehending text message. They can read, but they are not able to recognize and understand the author’s messages. Grabe and Stoller (as cited in Murcia, 2001, p. 188) stated that second language learners generally have weaker linguistic skills and more limited vocabulary than do first language learner. Second, language learners also have some difficulties in recognizing the way in which texts are organized and information is presented, leading to possible comprehension problems.

Those students' difficulty in comprehending text occurs in some circumstances. First, it occurs when students deal with the vocabulary recognition problems. Second, it happens when students do not enjoy reading atmosphere. Moreover, many students take a general view that reading is boring and unproductive activity. Most of them regard reading must be done in isolation or private time so that the reading environment becomes so important. "The reading environments to be constructed to eliminate the reading difficulties of students should make students feel relaxed and willing to express themselves." (Akyol, Cakiroglu & Kuruyer, 2014) Third, students' difficulty in comprehending text occurs when students feel bored, tired and anxious. As a consequence, the students should be supported with materials matching with their interest and abilities.

Considering some reasons above, the writer thinks that the students do not really have much interest in reading for pleasure when they are required to read book for classes at school. On the other hand, many students often prefer to play outside with their gadget during the free time for engaging in the social media, get information through online articles and enjoy playing game. It indicates that at this digital age teenagers have dealt with digital technology in their daily life. The writer attempts to combine students' interest in the digital technology with English lesson in the classroom.

Nowadays, the society has dealt with digital technology. There is no doubt that it will develop continuously as well. Based to Gee (2010, p. 6) digital tools have transformed the human mind and human society. In addition, it will develop so further in the future. In educational case, it cannot be refuted that digital technology has been used particularly in the classroom. In teaching reading, for example, digital game technology can be implemented.

Digital media refers to anything that carries information between a source and receiver through digital. According to Baierschmidt (2013, p. 313) the use of video games as a part of digital media for language learning has shown some promising results. It means utilizing the digital media such as a digital game for educational purpose in the classroom can increase students' interest, enhance students' learning experience, and give promising result. In addition, digital game can be easily accessed through smart phone. By this way, it can change students' stereotype about boring reading activity.

Because of the finding matter above, the writer conducts an experimental research entitled *The Use Gamebook as Digital Media to Enhance Students' Reading Comprehension in Narrative Text*. The purpose of this research is to enhance students' reading comprehension and create enjoyable reading activity in the classroom. The writer chooses *gamebook*, a digital game provided by Dominoes Graded Reader series by Oxford University Press to teach reading in narrative text. *Gamebook* is designed to increase students' engagement in reading through an interactive activity. This digital game provides many stories completed with illustration, audio narration and numbers of games. In addition, the provided

questions in the games can be used to measure how far students' comprehend to the story they have read. This media is chosen to enhance students' reading comprehension in narrative text since it eases the students to get a new fun learning experience.

## 1.2 Reason for Choosing the Topic

The reasons why the writer chooses the topic *The Use of Gamebook as a digital media to enhance students' reading comprehension in narrative text* are based on several points. Those are as follows:

First, the writer finds that numbers of Indonesian students have serious problem in reading skill. They often face difficulty in comprehending any English text. Reading is one of the most important academic language skills for second language. Through reading regularly, students can not only gain new knowledge, but also increases their vocabulary mastery to comprehend the text. Thus, the writer tries to find out the solution to solve this crucial case.

Second, the existence of media to support students' learning activity seems very indispensable. *Gamebook*, the interactive digital games provides interesting narrative stories completed with illustration, audio narration and number of games. It can be used to improve students' language skill that is to reinforce students' understanding of story, promote student's vocabulary and improve their reading comprehension.

Third, nowadays students love playing gadget. *Gamebook* can be easily accessed through smartphone. Thus it will be a good medium for helping students to enhance students' reading comprehension in narrative text.

### 1.3 Research Questions

The problems investigated are stated as the follows:

- 1) How is the *Gamebook* as digital media used to enhance students' reading comprehension in narrative text for the eight grader students at SMP Negeri 1 Wangon?
- 2) How are students taught with the *Gamebook* different from students taught with *text book* in terms of students' reading comprehension enhancement in narrative text?

### 1.4 Objective of the Study

The objectives of the study are stated as the follows:

- 1) To find out the use of *Gamebook* as media to enhance students' reading comprehension in narrative text for the eight grade students of SMP Negeri 1 Wangon.
- 2) To find out the differences of students' reading comprehension enhancement in narrative text between those taught with *Gamebook* and those taught with *textbook*.

## 1.5 Significance of the Study

Based on the objectives of the study, the writer hopes this research provides benefits.

For the students, *gamebook* may help students improve their reading skill. It is expected that by mastering reading skills, the students will grow their other skills needed in this digital technology age. In addition, the result of the study can be a way to improve students' reading skill. They will also gain new knowledge in a fun way. To conclude, the use *gamebook* as a learning medium helps them improve reading comprehension.

For the teacher, the finding of the study may give the teacher a reference about how to improve students' reading comprehension by utilizing students with fascinating media. They can apply or develop this media in order to guide the students in achieving the better reading skill. This study result may improve teacher's knowledge about the use of attractive digital English learning media, so that, the teacher will not face difficulties in teaching English.

For the researcher, this research can be useful as a reference for the next researcher who has the interest in the same topic. In addition, it can be a reference for the researcher itself as an English teacher in the future. For the researcher, this result will answer writer's problems and expand my knowledge about teaching English before the writer become the real teacher.

## 1.6 Hypothesis

The researcher presents hypothesis as follows:

1) Working Hypotheses (Ha)

There is a significant difference of students' reading comprehension in the narrative text between students taught using *gamebook* and using textbook.

2) Null Hypotheses (Ho)

There is no significant difference of students' reading comprehension in the narrative text between students taught using *gamebook* and using textbook.

## 1.7 Limitation of the Study

This study is about utilization of digital media in students' reading narrative text activity in the classroom. Because of varied types of narrative texts, the researcher limits the discussion in reading fairy tales. The researcher only makes experiment if the uses of *Gamebook* as digital media at eight grade of SMP Negeri 1 Wangon in the academic year of 2016/2017 enhance students' reading comprehension in narrative text.

## 1.8 Definition of Key Term

In order to make this study clearer, the writer will explain the definition of key terms that can help the readers understand this study.

### 1. **Gamebook**

*Gamebook* is a mobile phone game that is created by the awarded winning Dominoes Graded Reader series by Oxford University Press which contains a library of interactive *e-Book* with audio narration and completed with interesting puzzle games.

### 2. **Digital Media**

Digital media is digital aids that contain information with an instructional purpose to provide simulated experiences.

### 3. **Reading Comprehension**

Reading comprehension is a thinking process by inferring the content of a particular reading text and then combining it with the readers' prior knowledge.

### 4. **Narrative text**

Narrative text is a text to tell a story using series of events using spoken or written language.

## 1.9 Outline of the Study

This final project consists of five chapters:

Chapter I consists of general background of the study, reason for choosing the topic, research question, purpose of the study, significance of the study, definition of key terms, and outline of the report.

Chapter II discusses review of related literature that consists of review of previous study, theoretical background and also framework of presents study.

Chapter III deals with the research methodology which consists of research design, subject of the study, research variables, method of collecting data, instrument for collecting the data, research activities, scoring guidance, procedure for collecting data, and method of analyzing data.

Chapter IV presents the data analysis. This chapter describes the implementation of the experiment, analysis of try-out test, data tabulation, and discussion of research finding.

Chapter V consists of conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Chapter II covers the review of previous studies, the theoretical review, and the theoretical framework. The review of previous studies describes previous studies conducted in the past that are related to the writer's topic. The next part is the theoretical review. It discusses the existing theories by some experts related to the writer's topic. The last is the framework of the study.

#### **2.1 Review of Previous Studies**

The following are some of the researches that are related to the writer's topic. The writer respects and uses them as references.

The existence of media is important. The functions of media in the learning process are to attract students' attention and motivation. It is in line with the research conducted by Dourda et al. in 2014. Dourda attempted to find out the teaching potential deriving from the combination of Game-Based Learning (GBL) and Content and Language Integrated Learning (CLIL) approaches in order to produce an authentic, meaningful and enjoyable learning context. The study included 17 students from a public primary school in Greece. Those 11 to 12-year-old-students were introduced to geographical information, as well as to post task activities, in the foreign language, while attempting to solve a mystery, by combining data within a game context. The data was collected in this research throughout the case study. As a result, the use of foreign language learning

strategies and the geography-related content improves students' reading skill and motivation.

Other researcher also proved that media can attract students' attention and motivation. In 2016, Mubaslat carried out a research to know the effect of using educational games on learning a foreign language. In this experimental research, the participants were three groups from different basic grades which were chosen randomly. The researcher's approach in the study relies extensively on the use of games with very little formal instruction. It emphasized on the development of appropriate language to facilitate an understanding of a second language through games. The result showed the use of games in teaching English increased the student's attention and motivation.

The development of technology nowadays starts being implemented in the education field since both of teacher and students have dealt with technology. It is in line with the research conducted by Gonzalez and Vera. In this research, Gonzalez and Vera (2016) tried to investigate the impact of new technologies on English class in higher education. The participants of the study were 200 Spanish students from the university degree in primary education. All the students, whose ages ranged from 18 to 22, belonged to the 'e-generation'. E-generation is defined as a new group of students that has spent their entire lives surrounded by digital technology like the computer, video games, digital music player, video camera, cell phones and all the other tools of the digital age. The data was collected using questionnaire. The result of this study reveals that the use of new technology had contributed to assisting students.

The implementation of digital media can be as the tools to achieve particular goal in the learning process like the research carried out by Setyaningsih and Astuti. Setyaningsih (2015) attempted to examine the use of digital story to help students improve their reading skills. The research participations were 97 students of SMA Negeri 1 Pegandon, Kendal. The researcher conducted four activities in an experimental study. The result indicated that the experimental group got a significant improvement which was shown from their increased average score compared to the control group. The score of the experimental group improved after treatment and was better than that of the control group. Based on the result, the use of digital story was effective and gave a great contribution to improve reading narrative skill. Astuti (2016) attempted to find out what extent Cooking Academy Game enriched vocational students' vocabulary dealing with cooking. The research participants were 32 tenth-grader of SMK N 1 Mojosongo. The method of collecting data was mixed-method using qualitative data and supported by quantitative data. The result showed that there was an improvement of students' vocabulary mastery after was treated with Cooking Academy Game.

Almost same with the research conducted by Astuti, in 2014, Noemi and Maximo carried out a research to prove that digital media can be used as a tool to achieve particular goal in the learning process. Noemi and Maximo reviewed various cases of successful serious games and their influence on the learning, looked at tutoring as the key to guiding the learning process throughout serious games, and considered what kind of abilities and skills could be achieved via such games. The study included a specific selection age between 18 and 26. The result

indicated that games were the perfect tool for achieving these aims, and for transmitting contents and values attractively and efficiently.

The previous studies showed that the used digital media give many benefit, but the researcher need to choose the suitable media to be implementd in the learning process. Pia Sunddqqvist (2013) conducted a research to introduce categorization suitable digital game in English language learning studies. This experimental research was undertaken to Swedish learners (9th grade) in an ongoing 3-year study about the relation between out-of-school digital game play and vocabulary acquisition. The data was obtained through questionnaire. The results of this research provided partial evidence of the validity of the SSI Model in that the learners who were categorized as playing multiplayer games and MMOs score higher on two vocabulary tests than the learners categorized as playing single player games.

Digital media visually stimulate students to be more engage in the literacy learning. Pelletier, C (2005) compared the oral and visual representations which 12 to 13-year-old students produced in studying computer games as part of English and Media course. This researcher collaborated with an English teacher at Park side Community College in Cambridge (UK) to develop a games course for a year 8 group. The data was obtained through interview. The benefit of using games in English and media studies classrooms was not only primarily to motivate students be more engaged with literacy learning, but also to develop understanding of the kinds of texts which shape students' lives.

According to the previous studies above, digital media bring many benefits. Those benefits can be reached out by teachers who have dealt with technology. In 2012, Celik conducted a research to measure teachers' knowledge and level of teachers' comfort using digital media in the classroom and teacher effort to incorporate with digital tools in their classroom. This study was carried out under the aegis of a larger scale grant project. The population of this research was English language teacher working in Turkey's state-run school. The data was collected through interview using purposing sampling technique. The result of this study showed that teacher generally enjoy and enthusiastic using educational tools. Teachers also expressed that digital tools could motivate students and enhance their learning and also improved their long term retention.

Based on some previous theories above, there is a similarity in each finding of the studies that is the use of digital media in learning English, particularly digital game. From all the previous research, the use of digital game contributes in the influencing students' motivation, attention, outcomes, skill, behaviours and knowledge. Instead of the similarity, there are also some differences in each study. Each study presented different kind of game and influence different students' skills and achievements in learning English. Therefore, the writer intends to find something new by conducting the study to increase students' reading comprehension to the narrative text by utilizing students with gamebook a mobile phone application. Based on the previous study, the researcher has not found the use game available in the mobile phone to be use as English learning media. All the game used in the previous research only compatible in PC.

## 2.2 Theoretical Review

This part presents brief explanations about the definitions of Reading Skill, The Purposes of Reading, Reading Comprehension, General Concept of text, Narrative Text, Generic Structure of Narrative Text, Technology, Digital Media, and *Gamebook*.

### 2.2.1 Reading Skill

Reading is one of the important academic language skills for second language students. Reading skill needs to be sharpened continually since it belongs to a thinking process. Walter (1982, p. 1) asserts that reading can be seen as a process of re-creating the text in the readers' mind. Re-creating process means the process of composing the meaning of the written text in the readers' mind. Thus, the reader gains the author text message.

Again, Cunningham et al. (1983, p. 245) believe that reading is the process of using word identification, print processing, and language comprehension with written language to construct an internal text or to perform it for an audience so they can construct internal text. Thus, the goal of reading itself is to comprehend the content of the text by process identifying the word then re-creating the text in the mind.

In this century, the citizen of the world tries harder to compete against another citizen. To be able to win this competition they need to master the English basic skills. Carrol and Wilson (1993, p. 6) believe that the necessary skills in this twenty-first century are reading and writing. They need to read quickly, predict accurately, and infer thoughtfully.

Grabe and Stoller (as cited in Murcia, 2001) state the ability to read requires the reader information from a text then it will be combined with information and expectation that the reader already has. It means in the reading process the reader needs to combine their background knowledge with the information from the text to interpret the meaning of the text.

To sum up, reading is a thinking process by composing the meaning of the written text in the readers' mind by combining their background knowledge with the information from the text to comprehend the text.

### **2.2.2 The Purposes of Reading**

There are various kinds of reading purpose based on the need. Based on Cunningham et al. (1983, p. 99) reading comprehension lesson without having clear purposes for comprehending would be absurd. Whatever the instructional goal of the lesson, students must clearly, precisely, completely understand their purpose for comprehending the text. Grabe and Stoller (as cited in Murcia, 2001) there are some kinds of reading purposes. They are:

- 1) reading for searching information,
- 2) reading to learn new information,
- 3) reading to synthesize and evaluate information,
- 4) reading for general a purpose.

Based on the theories above, the writer concludes that the purpose of reading may differ based on the students' ability and need. In addition, the purpose of reading must be stated clearly.

### 2.2.3 Reading Comprehension

According to Ahmadi et. al. (2013, p. 238), reading comprehension refers to the ability of readers to understand the surface and the hidden meanings of the text. The surface and the hidden meaning of the text mean the general information and specific information in the text. Ahmadi et. al. Also, believe that reading comprehension is a complex process involving a combination of text and readers.

Linse (2006, p. 71) also stated “reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.” It means to comprehend a text students need to infer the content of the text instead of only merely recognizing the words.

Grabe (as quote in Koda 2005) comprehension occur when the reader extract and integrates various information from the text and combines it whit what is already known. It means students’ prior knowledge affect students’ reading comprehension successfulness.

A bit different with the experts above, Cunningham et al. (1983, p. 180-181) claimed that comprehension is an open system. It can never be mastered. This is based on the assumption that comprehension is always specific to a particular reading selection, task, and purpose for reading.

As some experts contended about reading comprehension, I conclude that reading comprehension is a thinking process by inferring the content of the particular reading text and combine it with the readers’ prior knowledge.

### 2.2.4 General Concept of Text

There are some definitions of text based on the experts. According to Nuttall (1988, p. 15), the text is the core of the reading process, the means by which the message is transmitted from writer to reader. A text could consist of a single sentence, but people are more interested in the texts composed of a number of sentences organized to carry a coherently structure message.

While Anderson (1997, p. 1) argued “text is the arrangement of words which is created to communicated a meaning.” It can be in spoken or written form. There are two main categories of texts. They are literary and factual text. Factual texts present information or ideas to show and persuade the audience; besides, literary texts are constructed to appeal to our emotion and imagination. It can make the audience laugh or cry. This type of text builds reader imagination to think about their life as well as consider their beliefs. There are three main text types in this category. They are:

1. Narrative
2. Non-fiction
3. Poetry

### 2.2.5 Narrative Text

According to Anderson (1997, p. 1) narrative text types tells a story using series of events using spoken or written language. The purpose of narrative text is to amuse or entertain the reader. Narrative text can be communicated using radio, television, books, and newspaper or computer files. Pictures, facial expression, and camera angles can also be used to help communicate meaning.

Narratives are usually told by a story teller. This person gives the point of view to the audience and determines the order in which the events of the story will be told. The examples of narrative text are picture book, cartoon, mystery, fantasy, fiction, fairy tales, myths, legends, fables, plays etc.

#### ***2.2.5.1 The Generic Structure of Narrative Text***

The Generic structure of narrative text is:

##### **1) Orientation**

Orientation introduces the characters involved in the story. In the orientation the writer also illustrates where and when the story happens.

##### **2) Complication**

Complication tells the trigger of the problems in the story which leads to the climax of the problems.

##### **3) Resolution**

Resolution tells how the problem is solved, either in a happy or sad ending.

##### **4) Re-orientation or coda**

Re-orientation is actually optional in the story. It consists of moral value from the writer.

#### **2.2.6 Technology**

In today's world, we live in an age of lightning-fast information transfer. The information can be gained fast because of the development of technology. Galbraith (as cited in Newby et al., 2006) "Technology has been referred to as the systematic application of scientific or other organized knowledge to practice task."

Technology develops very fast in various sectors from time to time, including in education. It is used for solving various sectors including education problems. Newby et al. (2006, p. 15) stated “Educational Technology is the application of technological processes and tool which can be used to solve the problem of instructional and learning”. It means educational technology utilizes application tools to solve educational problem, accomplish the overall goal of constructing, delivering optimal learning experiences as well.

Technology in language teaching is not new. Indeed, technology has been around in language teaching for centuries, if we classify the blackboard as form of technology. Computer based-material for language teaching often refers to CALL (Computer Assisted Language Learning) appear in the early a980s. Early CALL program typically requires learners to respond the stimuli on the computer screen. (Dudeney & Hockly, 2007 p. 7)

### **2.2.7 Digital Media**

Smaldino (as cited in Newby et al. 2006) a medium “refers to anything that carries information between a source and receiver. In addition, Newby (2015) explained, those messages contain information with an instructional purpose, they are considered as instructional media. Timothy explains media serve a variety of roles in education. Their primary role is to help the student learn. One way they do this is by providing an information-rich environment. Media can provide simulated experiences. Students don’t have to go a foreign country to see the world.

Mitra (2010, p. 8) stated that the digital world is a set of volumes that aims to explore the whole spectrum of applications, describing how digital systems influence society and helping readers understand the nature of digital systems and their many interacting parts. The set covers major applications of digital systems and includes the following titles:

- Digital Communications
- Digital Games
- Digital Music
- Digital Research
- Digital Security
- Digital Video

### **2.2.8 Digital Games**

In this 21 century, where technology has been developing continually. Digital media in the classroom become very crucial to create a good environment, for example utilizing students with digital Game in the classroom.

The world of digital game has much to offer those interested in teaching and learning a second language (Sykes, 2013). It happens because digital game creates a sense of realism by offering the player tools that build realistic scenarios (Mitra, 2010, p. 12). The game developer has facilitated various games with realistic pictures and sound in order to create unforgettable players' experiences.

In addition, digital game brings educational benefit. According to Felicia (2009, p. 7-8), a digital game can develop cognitive, spatial and motor skill and help improve ICT skill. Felicia (2009) also stated that the main advantage of digital games is their ability to let players learn in a challenging environment, where they can make mistake and learn by doing.

#### ***2.2.8.1 Types of Digital Game***

Based on Mitra (2010, p. 27-40) there are two kinds of game type based on the quantity of game player. They are:

##### **1) Single Player**

Single-player games are those that are designed for one player only. One type of single-player game places a person in opposition with the computer, which serves as the second player. The example of this popular game is *Sudoku*.

##### **5) Multiple Player**

In multiplayer games, the players use the network to compete with one another. The players have a personal computer with which they are able to view the entire game space where they are all located. In this type of game, the players need to share resources and information with one another using a single game system or network technologies that allow them to play together over greater distances.

Before using a game, it is important to understand the different genre of digital games. Mitra (2010, p. 29-36) classifies games into three genres. They are:

### 1) Action game

One of the most popular categories of single-player games is the action game. This genre focuses on physical challenges, including hand-eye coordination and reaction time. The examples of this game are *Tetris*, *Super Marion Bros*, and *Guitar Hero etc.*

### 6) Simulation Game

Games of simulation allow the user to play with digital versions of real-life objects. In some games, players are offered realistic tools to make different kinds of buildings and objects without any limit on a number of resources that can be used. The examples of this game are *SymCity*, *Age of Empires etc.*

### 7) Education game

In 1974, Richard D. Duke, a professor at the University of Michigan and a research pioneer in the area of computer games, suggested that educational games should become a standard teaching tool.

#### 2.2.9 Gamebook

*Gamebook*, a mobile phone game was made by the Awarded Winning Dominoes Graded Reader collaborated with Oxford University Press. This digital game can be freely downloaded from [www.playstore.com](http://www.playstore.com). This mobile game application exists in I-Phone and Android mobile phone. *Gamebook* belongs to the puzzle game since to open the next level of game the player must solve the preceding puzzle game.

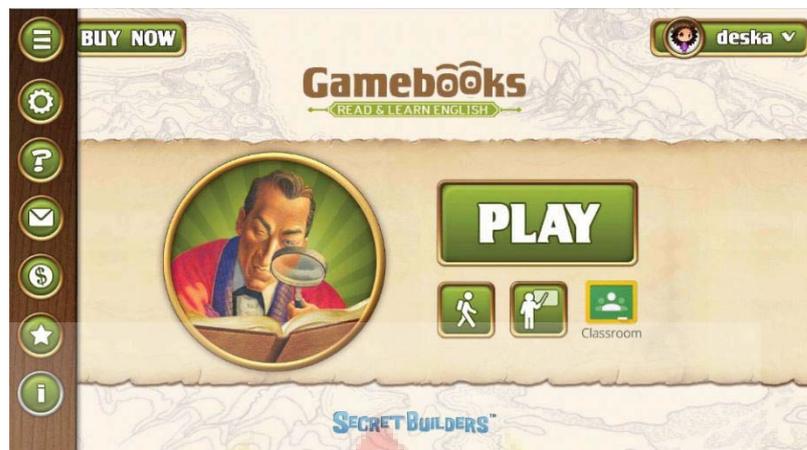


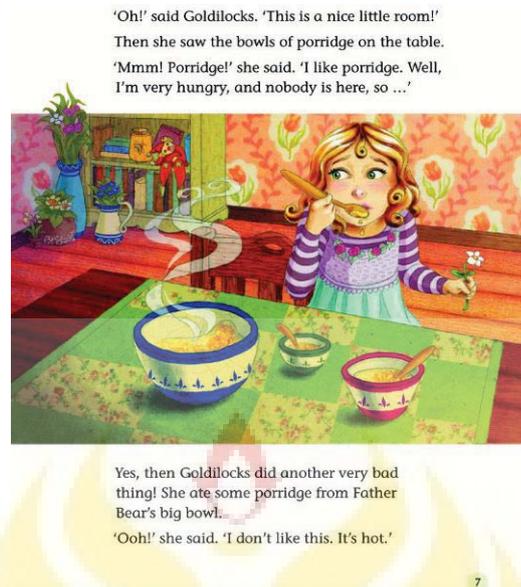
Figure 2.1 Gamebook

The gamebook contains a library of interactive e-Book with audio narration. There are about 119 titles of books with different difficulty level. The player can freely choose kind of book they like. Each title of book is facilitated with some puzzle games to measure players' understanding to story of the specific book.



Figure 2.2 Library of gamebook

Each title of book is facilitated with attractive pictures to illustrate the story. Not only is visual aid, each title of books also facilitated with audio narration. Thus, this game can sharpen students' receptive skill. Based on Linse (2006, p. 24) listening and reading are receptive skills because the focus is on the receiving information from an outside.



*Figure 2.3 Story in gamebook*

Each student has their learning method. It is called as learning channel. Linse (2006, p. 25) assert that learning channel is the preferred ways that learner receives and process information. There are three main learning channels. They are visual, auditory and tactile. Most of the students are favoured one style more than the others. Visual learners can easily recall visual image. Different with visual learners, auditory learners are better to learn a material presented in the auditory format. Totally different from both previous learners, tactile learners are better remembering information, language, and content when they have physically manipulated or touched information. The *gamebook* includes both sound and visual aid for the learner. Each learner whether they are the visual learner, auditory learner, and tactile learner can gain equal opportunity in comprehending story through this game.

### 2.3 Framework of the Study

Comprehending text becomes a serious matter. Therefore, students often face the difficulties in reading. Because of finding matter above, the teacher needs to encourage and facilitate the students to improve their skills in English. One of the several ways to improve students' skill in English is by using media in teaching learning process.

There are so many media that can be used in teaching English. *Gamebook as digital media* and a *textbook* as a print out media are the example of the media that can be used in teaching reading a narrative text. By using those media, the teacher can attract students' attention and interest in comprehending narrative text. There are so many advantages of using those media. In this case, the writer wants to determine the use of gamebook to enhance students' reading comprehension in narrative text.

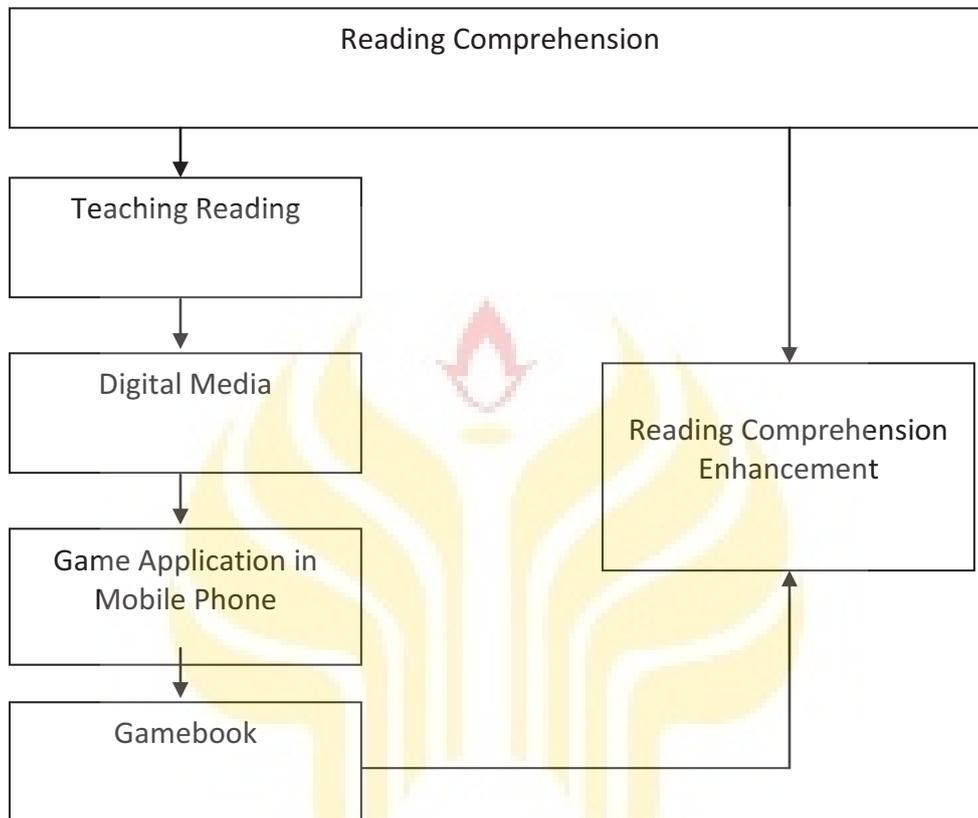


Figure 2.4 Theoretical Framework

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions and suggestions of the research and the data analysis which have been discussed in the previous chapter.

#### **5.1 Conclusion**

Based on the result of the analysis in the previous chapter, the researcher concludes that:

1. Gamebook mobile phone application was effective to be used as digital media to enhance student's reading comprehension in narrative text. From the result of questionnaire, gamebook was proven created enjoyable learning atmosphere, provided a lot of vocabularies, eased student in absorbing vocabularies, attracted students' attention, stimulated the students to be more active engaging the learning activity in the classroom and prompt students to achieve good learning outcome.
2. The students who were taught using gamebook after being given some treatments showed higher improvement. It can be seen from the different gain average test between two groups, experimental group improved from 61.3 to 83.0 while control group improved from 63.5 to 73.4. From the result obtained, there was a significant difference between the experimental group and the control group in comprehending narrative text. In sum, the use

gamebook mobile phone application is effective to be used as digital learning media to enhance students' reading comprehension in narrative text.

## **5.2 Suggestion**

From the further discussion and result of the study, the writer would like to recommend some suggestions that can be some consideration to the readers. Some suggestions proposed are as follows:

### **1. For the Students**

Theoretically, gamebook mobile phone application learning media will help students, especially the eight grades students of SMP N 1 Wangon Banyumas to motivate themselves in enhancing reading ability. Pedagogically, this research would be useful for students. It has shown that gamebook can improve the students' reading comprehension of the eleventh students of SMPN 1 Wangon Banyumas. Practically, for the students, they should participate actively in learning process using gamebook in order to improve their reading comprehension.

### **2. For the Teachers**

Teachers should be good as a models and facilitators for the students in the classroom by utilizing interactive learning media to create interesting atmosphere in the learning process. Teacher also has to be able to select a relevant material for students so that the students can improve students' reading comprehension without dominating the class.

### **3. For the Other Researchers**

It is expected to use this study as their reference to conduct other researchers in the same field. They are also expected to be able to cover the limitation in this study and provide more detailed information about this study.



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