

Efforts to Increase Motivation to Read Recount Text Through Playing Games for Elementary School Children at SDN Koli

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ABSTRACT

Background. Traditional methods of teaching recount texts often struggle to engage students effectively. Educational games offer a potential solution to increase motivation and comprehension in language learning, particularly for primary school students.

Purpose. This research aims to investigate the effectiveness of educational games in increasing motivation to read recount texts among students at SDN Koli.

Method. The study employs a qualitative approach, utilizing QDA Miner software for data analysis. Data collection methods include in-depth interviews, participant observation, and document analysis of classroom teaching and learning activities. The research focuses on exploring students' and teachers' experiences, perceptions, and motivations regarding the use of games in learning.

Results. The findings indicate that educational games significantly increase student motivation and engagement in learning recount texts. These games make the learning process more exciting and interactive, helping students better understand story structure and event sequences. In the affective domain, games foster reflection and humility, creating a positive learning environment. Cognitively, the games prove highly effective in improving writing skills and contribute significantly to reading and speaking abilities. While the psychomotor impact is smaller, the games still help students manage emotions and maintain focus.

Conclusion. The integration of educational games in teaching recount texts not only enhances cognitive skills but also positively impacts students' affective and psychomotor aspects. This research underscores the importance of innovative learning methods in meeting students' needs in the digital era. By adopting such approaches, educators can nurture a generation of students who are more motivated, skilled, and prepared for future challenges in language learning and beyond.

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INTRODUCTION

In the increasingly developing digital era, challenges in education are increasingly complex, especially in increasing students' interest in reading. One of the problem often faced by teachers is students' low motivation in reading English texts, especially recount text. English text recount are important to study because they help students understand story structure and chronology of events and improve their



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language skills. However, many students find it difficult and are less interested reading recount text because they consider it boring and difficult to understand.

This problem has become increasingly severe, considering the importance of English language skills in the era of globalization. Therefore, innovative and exciting learning methods are needed to increase students' motivation in reading English recount texts. One solution that can be implemented is the use of educational games. Games can be an effective tool in learning because they can attract students' interest and make the learning process more enjoyable (Woodward, 2008).

Educational games are designed to combine elements of learning and entertainment. Through games, students can learn more interactively and not feel burdened. They can repeat learning material in a fun form to make the learning process more effective. Playing games can also increase student involvement in learning because they can interact directly with the material presented (Tüzün, 2009).

This research aims to examine how playing games can increase elementary school students' motivation to read English recount texts. It will involve several classes as research samples. Each class will be given a different treatment, namely learning using conventional methods and learning using games. The results of these two methods will be compared to see the effectiveness of using games in increasing students' reading motivation (Hilleman, 2000).

This research will also collect data through observations and interviews with students and teachers. Observations will be conducted to see students' responses and involvement during learning. At the same time, interviews will provide a more in-depth picture of their experiences and opinions regarding using games in learning. This data will be analyzed to determine the factors influencing students' reading motivation and how games can overcome this problem (Malegam, 2008).

The results of this research can contribute to the world of education, especially in efforts to increase students' reading interest in English texts. Games can be an effective and enjoyable alternative learning method for students. Apart from that, it is also hoped that this research can become a basis for developing other learning methods that can harmonize technology and education. Thus, it is hoped that students' motivation in reading English recount texts will increase, and they can master English better.

LITERATURE REVIEW

Motivation

Motivation is an internal drive that triggers, directs, and maintains a person's behaviour to achieve specific goals. In the educational context, motivation plays a vital role in determining the extent to which a student is enthusiastic and committed to the learning process (Bauer et al., 2016). Without motivation, students may feel reluctant to actively engage in learning activities, which can ultimately affect their academic performance. Motivation can come from various sources, including personal interests, encouragement from parents and teachers, and the desire to achieve specific achievements. Two main types of motivation are usually studied in the educational context: intrinsic and extrinsic. Intrinsic motivation comes from within the student, such as curiosity, interest in the subject, or the desire to master the material. Students with inherent motivation tend to enjoy learning and are more resistant to challenges (Hsieh, 2014). In contrast, extrinsic motivation comes from external factors, such as rewards, praise, or threats of punishment. Although extrinsic motivation can also be effective in the short term, developing intrinsic motivation is considered more sustainable and positively impacts student learning independence.

An innovative and exciting approach is needed to increase student motivation, especially in learning that may be monotonous, such as reading recount texts. A practical method is the use of educational games. Educational games make the learning process more fun and help students

understand the material more interactively and practically. Thus, students become more motivated and actively participate in learning activities. Apart from that, the teacher's role is vital in selecting and implementing games that suit students' needs to achieve learning objectives optimally. Through these efforts, students' learning motivation can increase, which will ultimately have a positive impact on their academic achievement.

Text Recount in English Learning

Recount text is a type of text that retells events or experiences that have occurred in the past. It is usually used to inform or entertain readers through true stories experienced by the author or characters in the story. In the context of English learning, recounting text is very important because it helps students understand story structure and chronology of events and enriches their vocabulary. By understanding recounted text, students can more easily compose stories and improve their English language skills (Hartmann, 2015).

Learning recount text in elementary school has several primary objectives. First, it helps students develop reading skills by understanding texts that tell a chronological sequence of events. Second, students' writing skills can be improved by encouraging them to write about their personal experiences in English. Third, it enriches students' vocabulary by introducing new words that are often used in recount texts. Fourth, it helps students understand the grammar and sentence structure used in recount text, such as the use of past tense and adverbs of time (Murphy, 2009).

However, learning recount text also faces various challenges. One of them is that students need more motivation to read and write recount texts in English. Many students find recounting text tedious and challenging to understand because it differs from their everyday language. In addition, some students may need help composing their own stories due to limited vocabulary and grammar skills. This challenge requires a creative and exciting learning approach to increase student interest and motivation (Webber, 2012).

One approach that can be applied is using educational games to teach recount text. Games can make the learning process more fun and interactive, making students more motivated to read and write recount texts. Through games, students can learn more flexibly and not feel burdened. For example, games inviting students to organize stories based on a sequence of pictures or keywords can help them better understand the structure of recount text.

Games in Reading.

Using games in learning has become increasingly popular and relevant in modern education. With the rapid development of technology, games offer a new approach that can increase students' interest and motivation in learning. Games in learning utilize interactive and fun elements that can make the learning process more exciting and compelling (Štrumbelj, 2010). In contrast to conventional learning methods, which tend to be monotonous, games can provide a more dynamic and engaging learning experience (Freund, 1997). Educational games are specifically designed to combine educational elements with entertainment. They can include various activities that help students learn through hands-on experience. For example, word games can help students enrich their vocabulary, while puzzle games can improve problem-solving and critical-thinking skills. Apart from that, games can also be adapted for various subjects, from mathematics science, to languages. This makes games a very flexible tool for learning (Silver, 2016).

One of the main advantages of using games in learning is its ability to increase student motivation. Students who are involved in a game tend to be more motivated to achieve a goal or complete a given challenge. This is because games often provide rewards or rewards, such as points or higher levels, which can increase students' sense of achievement and satisfaction. In a learning

context, this motivation can translate into a desire to learn and understand the material better (Haykin, 2005).

Apart from increasing motivation, games can also increase student involvement in the learning process. In a game, students must actively participate and interact with the material presented (Jaderberg, 2019). This is different from passive learning methods, where students only listen to explanations from the teacher. Students can better understand the concepts and remember the information through this interaction. Games can also help students develop social and teamwork skills, especially in games that involve multiple players or teamwork (Goodfellow, 2020).

Games in learning also provide direct feedback to students. Students who make a mistake or successfully complete a challenge will immediately get information about the result. This feedback is critical in the learning process because it helps students understand where their mistakes are and how to correct them. In this way, students can learn more effectively and continuously improve their abilities.

RESEARCH METHODOLOGY

To increase motivation to read recount text through playing games among children at SDN Koli, this research used a qualitative approach with the help of QDA Miner software to analyze data. Qualitative research was chosen because it allows researchers to gain an in-depth understanding of students' and teachers' experiences, perceptions, and motivations regarding the use of games in learning (Oleinik, 2017). Qualitative data will be collected through in-depth interviews, participant observation, and document analysis related to classroom learning activities. The data collection process began by conducting in-depth interviews with students and teachers. This interview explores their views and experiences regarding using games in teaching English recount texts (Cruice, 2020). Students will be asked about their experiences in playing educational games and how this influences their motivation to read. Teachers will provide their perspectives on the effectiveness of games as learning aids and the challenges they may face in integrating games into the curriculum.

After the data is collected, the next step is to import it into QDA Miner for analysis. QDA Miner allows researchers to code interview and observation data, assigning labels or categories to relevant parts of the data. Through coding, researchers can identify central themes and emerging patterns, such as factors that increase students' reading motivation or challenges in using games. QDA Miner also provides visualization tools that help researchers understand the relationships between various categories and themes, resulting in a more prosperous and deeper interpretation of data (McAllister, 1991).

RESULT AND DISCUSSION

Word Cloud

Implementing educational games in the classroom setting has shown promise as a strategy to enhance students' motivation and engagement, particularly in reading recount texts. As students often struggle with the monotony and difficulty of traditional reading assignments, educational games introduce an interactive and enjoyable element to the learning process, making it more appealing and effective. Teachers play a pivotal role in this transformation. They are responsible for selecting appropriate games that align with educational goals and suit their students' learning needs (Perkins, 2010). For instance, teachers can choose games that require students to sequence events or match keywords to corresponding parts of a story. By doing so, they help students grasp the chronological structure and key elements of recount texts in a hands-on manner.

Moreover, the focus on students is paramount. Games designed for educational purposes should be student-centric, fostering an environment where learners actively participate and immerse themselves in the learning process. This approach not only addresses the low interest in reading but also encourages students to take ownership of their learning journey. As they play and interact with educational content, students are more likely to develop a positive attitude toward reading and learning in general. The concept of motivation is central to this research. Motivated students are more likely to engage deeply with the material, leading to better comprehension and retention (Griffin & Butler, 2005). Educational games serve as a catalyst for this motivation, transforming a typically passive activity into an active and enjoyable one. Observations and interviews from the study underscore the significant impact that these games have on increasing student motivation and involvement.

In conclusion, integrating educational games into the curriculum offers a practical solution to enhance students' reading motivation and comprehension. This method not only makes learning more enjoyable but also equips students with a better understanding of story structures and events. By fostering a dynamic and interactive learning environment, educational games pave the way for innovative teaching methods that blend technology and education, ultimately contributing positively to the field of education.

Coding Frequency

Category	Code	Count	% Codes
Affective	Personal Reflection	4	12,5%
Affective	Humble	6	18,8%
Cognitif	Reading	6	18,8%
Cognitif	speaking	4	12,5%
Cognitif	writing	9	28,1%
Psychomotor	Calm	3	9,4%

Table 1. Coding Frequency

Efforts to increase motivation to read recount texts through educational games have shown significant results in various affective, cognitive and psychomotor categories. The research results shown in Table 1 clearly show how each category is distributed and impacts student learning. In the affective category, the personal reflection aspect covers 12.5% of the total code. This suggests that educational games allow students to reflect on their experiences more deeply, which can strengthen their emotional connection to the subject matter. A humble attitude covering 18.8% shows that games can also help students develop a positive attitude and a sense of empathy (Levin-Goldberg, 2008). This ability to self-reflect and develop a humble attitude is essential in creating a positive and supportive learning environment.

The cognitive category shows that writing skills cover 28.1%, the most significant percentage in this category. This indicates that educational games effectively improve students' writing skills. By encouraging students to express their ideas in writing, games help them better understand the structure of recount texts and improve their overall language skills (Muflikhati, 2013). Reading and speaking skills each account for 18.8%, indicating that educational games also contribute significantly to developing students' understanding and communication skills. Although the percentage of calm in the psychomotor category is only 9.4%, this is still important to pay attention to. Calm is essential to learning because it allows students to manage their emotions better and stay focused on the task.

Well-designed educational games can help students achieve this calm to learn more effectively and face academic challenges better.

Overall, the use of educational games in teaching recount text shows that this method not only improves cognitive skills such as reading, writing and speaking but also positively impacts students' affective and psychomotor aspects (Muflikhati, 2013). Educational games create a fun and supportive learning environment, which can increase students' motivation to learn and help them develop the skills and attitudes necessary for success in various areas of life.

The results of this research underline the importance of innovation in learning methods to meet student's needs in this digital era. By continuing to develop and apply exciting and effective learning methods such as educational games, it is hoped that we can create a generation of students who are more motivated, skilled and ready to face future challenges.

CONCLUSION

This research shows that the use of educational games in teaching recount text provides significant results in increasing student motivation and engagement. Educational games make the learning process more exciting and fun and help students understand story structure and sequence of events more interactively and practically. The teacher's role is vital in selecting and implementing games that suit educational goals, and student needs so that learning becomes more effective. In the affective category, educational games allow students to reflect on their experiences and develop a humble attitude, essential in creating a positive and supportive learning environment. In the cognitive category, educational games have proven to be very effective in improving student's writing skills and significantly contribute to improving reading and speaking skills. In addition, although the percentage of calm in the psychomotor category is relatively small, it is still essential because calm helps students manage their emotions and stay focused on learning tasks.

Overall, the use of educational games in learning recount texts not only improves cognitive skills such as reading, writing and speaking but also positively impacts students' affective and psychomotor aspects. Educational games create a fun and supportive learning environment, which can increase students' motivation to learn and help them develop the skills and attitudes necessary for success in various areas of life. The results of this research underline the importance of innovation in learning methods to meet student's needs in this digital era. They are expected to create a generation of students who are more motivated, skilled and ready to face future challenges.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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