

**THE ROLE OF GAME-BASED LEARNING ACTIVITIES IN IMPROVING  
ENGLISH UNDERSTANDING AND RETENTION  
AT SMK MUHAMMADIYAH 2 BONTOALA  
(A Pre Experimental Research)**



**THESIS**

*Submitted to the Faculty of Teacher Training and Education Universitas  
Muhammadiyah Makassar in Part Fulfillment of the Requirements  
for the Degree of Education in English Education Department*

**NURUL QISTHIN**

**105351107719**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2025**



### LEMBAR PENGESAHAN

Skripsi atas nama **Nurul Qisthi N NIM 105351107719**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 845 Tahun 1447 H/2025 M, tanggal 05 Rabi'ul Awal 1447 H/28 Agustus 2025 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 30 Agustus 2025**.

Makassar, 07 Rabi'ul Awal 1446 H  
30 Agustus 2025 M

#### Panitia Ujian:

1. Pengawas Umum : Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU (.....)
2. Ketua : Dr. H. Baharullah, M.Pd. (.....)
3. Sekretaris : Dr. Andi Husriati, M.Pd. (.....)
4. Dosen Penguj:
  1. Ariana, S.Pd., M.Pd. (.....)
  2. Dr. Ratu Yulianti Nasir, S.Pd., M.Pd. (.....)
  3. Muhammad Zia Ul Haq, S.Pd., M.Pd. (.....)
  4. Achmad Basir, S.S., M.Pd. (.....)

#### Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar

Dr. H. Baharullah, M.Pd.  
NBM. 779 170





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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 082343432060  
Email : prodibg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### APPROVAL SHEET

**Title** : The Role of Game Based Learning Activities in Improving  
English Understanding and Retention at SMK Muhammadiyah  
2 Bontoala

**Name** : Nurul Qisthi N

**Reg. Number** : 105351107719

**Programmer** : English Education Department Strata 1 (S1)

**Faculty** : Teacher Training and Education

Makassar, 30 Agustus 2025

Approved By,

Consultant I


  
Ariana, S.Pd., M.Pd.  
NBM. 1141 851

Consultant II

  
Achmad Basir, S.S., M.Pd.  
NIDN. 0905116903

Dean of FKIP  
Universitas Muhammadiyah Makassar

Head of  
English Education Department

  
Dr. H. Baharullah, M.Pd.  
NBM. 779 170

  
Ariana, S.Pd., M.Pd.  
NBM. 1141 851





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0411-860837 / 860132 (Fax)  
Email : prodibg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id



## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : NURUL QISTHI N

NIM : 105351107719

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : *the role of game-based learning activities in improving english understanding and retention At smk muhammadiyah 2 bontoala*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0411-860837 / 860132 (Fax)  
Email : proditbg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id



### **SURAT PERJANJIAN**

**Saya yang bertanda tangan di bawah ini:**

Nama : NURUL QISTHI N

NIM : 105351107719

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : *the role of game-based learning activities in improving english understanding and retention At smk muhammadiyah 2 bontoala*

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Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1752101 (Secretary)  
Email : prodi@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Nurul Qisthi N  
NIM : 105351107719  
Department : English Education Department  
Title : The Role of Game Based Learning Activities in Improving English Understanding and Retention at SMK Muhammadiyah 2 Bontoala  
Consultant I : Ariana, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
2/05/2023	I - V	Finding and Discussion Revise the Data	
12/08/2023	I - V	Finding and Discussion Put an Expert in your Discussion	
19/08/2023	I - V	Conclusion and Discussion Appendix	
20/08/2023	I - V	Conclusion and Suggestion	

Makassar, .....2023

Approved by:

Head of English Education Department

Dr. Umni Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807



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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1782101 (Secretary)  
Email : prodi@urismuh.ac.id  
Web : bg.fkip.urismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Nurul Qisthi N  
NIM : 105351107719  
Department : English Education Department  
Title : The Role of Game Based Learning Activities in Improving English Understanding and Retention at SMK Muhammadiyah 2 Bontoala  
Consultant I : Ariana, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
21/08/2025	I-V	Abstract Appendices	
22/08/2025	I-V	ACC	

Makassar, Aug 2025

Approved by:  
Head of English Education Department



Dr. Umri Khaerati Syam, S.Pd., M.Pd.  
NBM/977 807

## COUNSELING SHEET 2



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 4792101 (Secretary)  
Email : prodi@umamk.ac.id  
Web : log.fkip.umamk.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### COUNSELING SHEET FOR THESIS CONSULTATION

**Name** : Nurul Qisthi N  
**NIM** : 105351107719  
**Department** : English Education Department  
**Title** : The Role of Game Based Learning Activities in Improving English Understanding and Retention at SMK Muhammadiyah 2 Bontoala  
**Consultant II** : Achmad Basir, S.S., M.Pd

Day / Date	Chapter	Note	Sign
24.5.25	I	Background → Understanding & Retention. Scope of the Research.	h. h. h.
26.5.25	II	Literature Review Framework	h.
28.5.25	III	Research Design, Research. Instrument Technique of data Collection	h. h.
13.6.25	IV	Finding & discussion. Writing technique, framework.	h.
21.6.25		Theory & Instrument	h.
18.7.25		Pre test & Post test Appendix (RPP)	h. h.
14.8.25		hce	h.

Makassar, .....2024

Approved by:  
Head of English Education Department

Dr. Umni Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807





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## MOTTO

**“So, with hardship comes ease. Indeed, with hardship comes ease.”**

**(QS. Al-Insyirah: 5-6).**

**“Our task is not to succeed, our task is to try, because it is in trying that we discover the opportunity to succeed.”**

**(Buya Hamka)**

**“ It will pass”**



## ABSTRACT

**Nurul Qisthi N, 2025.** The Role of Game-Based Learning Activities in Improving English Understanding and Retention at SMK Muhammadiyah 2 Bontoala. A thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervisor by Ariana and Achmad Basir.

This study aims to investigate the role of game-based learning activities in improving students' understanding and retention in English language learning, particularly in the skill of writing recount texts. This study was conducted at SMK Muhammadiyah 2 Bontoala using a pre-experimental design (one group pre-test and post-test design) with a population of 84 people and a sample involving 12 students from class XI AP. The treatment administered was the application of the Collaborative Writing Games using Story Cubes as a medium. The findings indicate an improvement in students' understanding after the treatment. The mean score of organization increased from 42.5 in the pre-test to 49.1 in the post-test, showing an improvement of 6.6 points. Similarly, the mean score of mechanics rose from 43 to 47.08, with an improvement of 4.08 points. In terms of retention, the mean score slightly increased from 41.66 in the pre-test to 43.33 in the post-test, with an improvement of 1.67 points. These results suggest that Collaborative Writing Games using Story Cubes positively impact students' ability to organize and construct recount texts with better mechanics, while also providing a moderate contribution to students' retention. This indicates that the use of Collaborative Writing Games with Story Cubes media still has potential as a fun and motivating learning strategy, although its impact on improving written test scores requires further research with a larger sample size and longer treatment duration.

**Keywords:** Game-based Learning, Collaborative Writing Games, Story Cubes, understanding, retention, recount text.

## ABSTRAK

**Nurul Qisthi N, 2025.** Peran Kegiatan Pembelajaran Berbasis Permainan dalam Meningkatkan Pemahaman dan Retensi Bahasa Inggris di SMK Muhammadiyah 2 Bontoala. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ariana dan Achmad Basir.

Penelitian ini bertujuan untuk menyelidiki peran kegiatan pembelajaran berbasis permainan dalam meningkatkan pemahaman dan retensi siswa dalam pembelajaran bahasa Inggris, khususnya dalam keterampilan menulis teks recount. Penelitian ini dilakukan di SMK Muhammadiyah 2 Bontoala dengan menggunakan desain pra-eksperimen (desain satu kelompok pra-tes dan pasca-tes) dengan jumlah populasi 84 orang dengan sample yang melibatkan 12 siswa dari kelas XI AP. Perlakuan yang diberikan adalah penerapan *Collaborative Writing Games* dengan menggunakan *Story Cubes* sebagai media. Temuan menunjukkan peningkatan pemahaman siswa setelah perlakuan. Skor rata-rata organisasi meningkat dari 42,5 pada pra-tes menjadi 49,1 pada pasca-tes, menunjukkan peningkatan sebesar 6,6 poin. Demikian pula, skor rata-rata mekanika naik dari 43 menjadi 47,08, dengan peningkatan sebesar 4,08 poin. Dalam hal retensi, skor rata-rata sedikit meningkat dari 41,66 pada pra-tes menjadi 43,33 pada pasca-tes, dengan peningkatan sebesar 1,67 poin. Hasil ini menunjukkan bahwa Permainan Menulis Kolaboratif menggunakan *Story Cubes* memberikan dampak positif terhadap kemampuan siswa dalam mengorganisasi dan menyusun teks recount dengan mekanisme yang lebih baik, sekaligus memberikan kontribusi yang cukup terhadap retensi siswa. Hal ini mengindikasikan bahwa penggunaan *Collaborative Writing Games* dengan media *Story Cubes* tetap memiliki potensi sebagai strategi pembelajaran yang menyenangkan dan memotivasi, meskipun dampaknya terhadap peningkatan skor tes tertulis memerlukan penelitian lebih lanjut dengan jumlah sampel yang lebih besar dan durasi perlakuan yang lebih panjang.

**Kata kunci:** *Collaborative Writing Games*, *Story Cubes*, pemahaman, retensi, *recount text*.



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As an ordinary human being, the author realizes that the preparation of this thesis is far from perfect due to the limited abilities and knowledge possessed by the author. pessti Therefore, for mistakes and shortcomings in writing this thesis, the author apologizes and is willing to accept constructive criticism.

Finally, the author hopes that this thesis can provide benefits for anyone who reads it

# CHAPTER I

## INTRODUCTION

### A. Background

English as an international language plays an important role in education, especially at the vocational high school (SMK), which prepares students to enter the workforce or continue their education. Among the four language skills (listening, speaking, reading, and writing), writing is often the most challenging for students. This is due to the complexity of writing, which not only requires mastery of grammar but also the ability to organize ideas in a coherent, logical, and linguistically appropriate manner.

In the context of the SMK curriculum, one of the texts that students must master is the recount text. This text emphasizes the chronological presentation of past experiences or events. However, in reality, many students still do not understand the structure of a recount text, which includes orientation, a series of events, and reorientation. They struggle to organize their stories in a coherent manner and use past tense verbs correctly. Additionally, aspects of writing mechanics, such as capitalization, punctuation, and spelling, are often overlooked, resulting in texts that are difficult to understand and do not meet English writing standards.

Furthermore, initial observations conducted at SMK Muhammadiyah 2 Bontoala show that 11th grade students still have difficulty writing well-organized recount texts. Many of them write paragraphs without logical order, and quite a few mix up tenses in their sentences. Basic errors in capitalization at



the beginning of sentences, incorrect punctuation, and spelling mistakes often appear. This indicates that students' understanding of text structure and writing mechanics is still low.

Additionally, students' retention of recount text material is weak. In a formative evaluation conducted several weeks after instruction, many students could not recall the text structure or important vocabulary that had been taught. This suggests that the teaching methods used are not sufficiently effective in helping students retain and process information meaningfully over the long term. Learning activities that are teacher-centered and lack active interaction cause students to quickly become bored and less emotionally and cognitively engaged in learning.

To address these challenges, an innovative, interactive, and enjoyable learning approach is needed. One approach that is increasingly popular and relevant for increasing student engagement is game-based learning. Through this approach, the learning process not only becomes more interesting but also stimulates students to think critically, collaborate, and organize ideas systematically. In the context of learning to write recount texts, game-based learning can be an effective tool for training students to structure texts correctly and improve their understanding of language rules.

One collaborative game model that is considered effective in developing writing skills is Collaborative Writing Games using Story Cubes. Story Cubes are illustrated dice that serve as story idea triggers. In this game, students work in groups to create a story based on the images that appear on the dice, which is

then written in the form of a recount text. This process encourages students to discuss, negotiate, and mutually correct their text structure and writing mechanics. By working collaboratively, students can also learn from their peers' mistakes and develop a deeper understanding of text structure and writing rules.

Beyond enhancing understanding, the use of Story Cubes is also believed to strengthen students' learning retention. When students are actively engaged in an enjoyable and meaningful learning process, they tend to remember the material more easily. This visual and imaginative game stimulates long-term memory and increases emotional attachment to the material being studied, so that the recount text material is not easily forgotten.

Therefore, it is important to conduct research on the role of game-based learning activities, particularly Collaborative Writing Games with Story Cubes, in improving students' understanding and retention in English language learning. This study focuses on aspects of text organization and mechanics, as well as retention and understanding of recount text content among 11th-grade students at SMK Muhammadiyah 2 Bontoala. The results of this study are expected to provide an alternative solution for improving the quality of English language learning in a more effective, creative, and enjoyable manner within the vocational school environment.

Through the Story Cubes game, students are not only trained to construct stories with a clear and coherent structure (orientation, events, and reorientation), but are also encouraged to pay attention to mechanical aspects such as proper spelling, appropriate use of punctuation marks, and correct application of capital

letters. Additionally, this activity helps strengthen students' memory and understanding of the text they create themselves, as it involves active and reflective thinking processes.

Thus, this research aims to explore the extent to which the use of Story Cubes in learning can improve students ability to organize texts, apply proper writing mechanics, and understand and remember the content of the stories they compose. The focus of this research is on students at SMK Muhammadiyah 2 Bontoala in the context of English language learning, particularly in the skill of writing recount text.

## **B. Research Problem**

Based on the background that has been stated earlier, the following problem formulation can be put forward :

1. Is the role of game-based learning activities can improve English language understanding at SMK Muhammadiyah 2 Bontoala?
2. Is the role of game-based learning activities can increase English language retention at SMK Muhammadiyah 2 Bontoala?

## **C. Objective of Research**

The objectives of this research in accordance with the formulation of the problem that have been formulated are as follows:

1. Knowing the role of game-based learning activities can improve English language understanding at SMK Muhammadiyah 2 Bontoala
2. Knowing the role of game-based learning activities can increase English language retention at SMK Muhammadiyah 2 Bontoala

#### **D. Significance of the Research**

This study contributes to enriching the pedagogical approach to English language learning based on games and collaboration. With a focus on assessment of Organization (text structure and regularity) and Mechanics (spelling, punctuation, and capitalization), this study expands the examination of how writing skills can be developed gradually through visual stimulation and group collaboration.

This study also reinforces the theoretical foundations of constructivism and long-term memory processing, as students are actively engaged in constructing meaning through story visualization (using Story Cubes), restructuring experiences, and retelling stories through retell activities. Conceptual understanding and retention skills are strengthened through enjoyable yet systematic activities.

#### **E. Scope of the Research**

This study aims to determine the effect of game-based learning activities, specifically through Story Cubes combined with collaborative writing games, on improving students understanding and retention of recount text material. The focus of this study lies on two aspects of ability: first, understanding of text structure, assessed through indicators of organization (text structure and coherence) and mechanics (spelling, punctuation, and capitalization); second, students' retention of the material, evaluated through their ability to recall and retell the story's content (retelling) as well as their understanding of the content



(content understanding) in class XI AP SMK Muhammadiyah 2 Bontoala especially in writing recount texts.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Related Research Findings**

Research conducted by Resi, Sudarsono, and Ikhsanudin (2020) discusses the effectiveness of using the cubing technique to teach recount text writing. In this study, students were asked to use visualization techniques with six aspects of questions (who, what, when, where, why, and how) to help them compose stories with good structure. The results showed a significant improvement in students' writing scores from the pre-test to the post-test, with a t-value of 13.1 and an effect size of 2.24. The similarity with this study lies in the use of image-based visual media that helps students construct text structure systematically. Although it does not explicitly use game media like Story Cubes, the cubing technique approaches that concept. However, this study did not adopt collaborative elements in the writing process and did not assess students' retention of the text content they had learned.

Research conducted by Nur, Tsuraya, and Amin (2022) highlights the influence of collaborative writing strategies on students' writing abilities in recount texts. In this study, students who learned through collaborative writing achieved significant improvements in text organization, vocabulary, and inter-idea coherence, with higher post-test averages compared to the control group. The collaborative approach used aligns with your research, which positions group work as an interactive medium to foster students' thinking and writing skills. However, the study did not incorporate game elements or visual media

such as Story Cubes, nor did it explicitly assess students' retention of learning content through retell activities or long-term memory measurements.

Meanwhile, Herman, Rajagukguk, and Sihombing (2023) found in their research that collaborative writing strategies are highly effective in improving students' ability to write recount texts. The average pre-test score, which was initially 48.47, increased dramatically to 89.65 on the post-test after implementing the strategy. This study shows that through collaboration, students are better able to build logical text structures and enrich their language use. The main similarity between this study and yours is the collaborative method and the use of recount texts as the main material. However, they did not use game media or visual aids such as Story Cubes, and did not separately assess aspects of mechanics (punctuation, spelling, capitalization) or students' memory of learning content.

Research by Wahyuni (2017) combines collaborative writing strategies with the variable of students' reading habits to improve their recount text writing skills. The study found that students with high reading habits showed better writing performance in collaboration, particularly in organizing ideas and conveying information in a coherent manner. Student involvement in collaborative activities helps them reflect on their understanding of the text and apply it in writing. The similarity with your research lies in the use of collaborative writing and the emphasis on text structure. However, the focus on reading habits as a companion variable and the absence of game media or

retell techniques distinguish it from your research, which emphasizes retention and the use of Story Cubes media.

Finally, Suhendar, Rahayu, and Sapari (2025) tested the use of Story Cubes in enhancing students' writing creativity. This study was conducted at SMA Negeri 4 Subang and showed that Story Cubes can increase students' motivation, self-confidence, and imagination when writing stories. Although it did not specifically study recount texts, the results indicate that game-based visual media can enhance students' interest and participation in writing. A notable similarity is the use of Story Cubes media and its relevance in quickly generating ideas and constructing a coherent story plot. However, the focus of this research is more on the creative aspects of narrative writing, not specifically recounts, and it does not combine it with a collaborative approach or systematic measurement of retention or content understanding, as in your research.

Based on the findings of this study, it can be concluded that the collaborative writing games method using story cubes improves students' understanding and retention in writing recount texts. This study focuses primarily on the use of media and teaching methods. Collaborative writing games using story cubes can make the learning process more enjoyable, and my research strategy will use the experimental research method as in the five studies I discussed earlier. Compared to previous studies, this research has clear uniqueness and differences. First, this study specifically combines

collaborative strategies (Collaborative Writing Games) with game-based visual media (Story Cubes), thus not only training writing skills but also increasing student engagement in the learning process. Second, this study emphasizes two main aspects: understanding (organization & mechanics) and retention (retell & content understanding), which are rarely discussed together in previous studies. Third, this study was conducted at SMK Muhammadiyah 2 Bontoala, focusing on the teaching of recount texts relevant to the vocational curriculum. Thus, this study offers a new, more comprehensive approach to improving the quality of English language learning, particularly in the area of recount text writing skills.

## **B. Some Pertinent Ideas**

### **a. Learn**

Learn according to Hilgard and Bower (1975) relates to a change in a person's behavior towards a particular situation caused by his repeated experience in that situation, where the change in behavior cannot be explained on the basis of a person's innate response tendencies, maturity, or momentary circumstances. Meanwhile, according to Witherington (1952) Learning is a change in personality that is manifested as new response patterns in the form of skills, attitudes, habits, knowledge and proficiency, while dephysicalizing learning Crow and Crow (1958) namely the acquisition of new habits, knowledge and attitudes. Meanwhile, according to Berliner & Gage (1984) Learning is a process of behavior change obtained through experience. The definition of learning was also delivered



by Slameto (2003) that learning is a process of effort that a person makes to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment.

b. Learning Methods

A method is a method used to achieve a set goal. In teaching and learning activities, the method is needed by teachers and its use varies according to the goals to be achieved after the teaching ends (Djamarah & Zain 2010). The learning method can also be defined as a way used to implement a plan that has been prepared in the form of real and practical activities to achieve learning objectives (Gulo, 2002). While Sudjana (2016) defines the learning method as a way or path that must be taken to achieve a certain goal.

Teaching methods have become a focal point in the field of education, especially in relation to improving student engagement, understanding and retention. Conventional learning methods are still applied in the classroom i.e. teacher-focused teaching only, which allows for clear presentation of information and quick feedback (Rosenshine, 2012). However, active learning approaches, such as problem-based learning and cooperative learning, have gained traction as alternatives that can encourage deeper cognitive engagement and critical thinking skills (Prince, 2004).

One of the most researched methods is game-based learning. According to Gee (2005), game-based learning can significantly increase

student motivation and participation by integrating elements of fun and competition into the learning process. Games are proven to improve cognitive and affective domains in learning, especially in language learning environments (Deterding et al., 2011). For example, digital learning games have been used effectively in second language acquisition, helping students understand complex grammar concepts more easily through interactive and engaging tasks (Sykes et al., 2010).

In contrast, inquiry-based learning emphasizes student autonomy and exploration, encouraging students to ask questions, conduct research, and draw conclusions. This method has been recognized for its ability to develop higher order thinking skills, especially in the context of science education (Hmelo-Silver et al., 2007). Although inquiry-based learning can be more demanding for students and teachers, its benefits in promoting critical thinking and problem solving have been well documented (Minner, Levy and Century, 2010).

Another innovative approach is blended learning, which combines online digital media with traditional face-to-face classroom methods. This approach allows for personalized learning, where students can progress at their own pace and revisit concepts as needed (Garrison & Vaughan, 2008). Blended learning has been shown to increase flexibility and access to learning resources while still providing the social and interactive benefits of a traditional classroom setting (Graham, 2006).

Finally, collaborative learning methods, such as peer-assisted learning sessions, have been shown to improve learning outcomes by encouraging students to work together to solve problems, discuss concepts, and teach each other (Johnson, Johnson, & Smith, 2007). These methods capitalize on the social nature of learning, allowing students to build on each other's knowledge and experiences.

c. Learning Game Method

According to Prensky (2001) Game methods can be an effective learning tool because they have elements such as rules, goals, feedback, motivation, and interactivity that are appropriate to the way the current generation learns. Even James Paul Gee (2003) explores how games can support the learning process through principles such as problem-solving, identity, interaction, and systems thinking.

While Kapp (2012) has discussed how to implement game elements in a learning environment to increase motivation, engagement and retention of learning. Likewise Brown and Thomas, (2006) Brown and Thomas (2006) have explored how online multiplayer games like World of Warcraft can teach important skills such as collaboration, problem-solving, and leadership.

So, in general, these experts explain how game elements and design can be leveraged to create an engaging, interactive, and effective learning environment.

#### d. Learning Outcomes

Learning outcomes according to (Sudjana, 2016) Learning outcomes are the abilities that students have after receiving their learning experience. Meanwhile, according to Abdurrahman (2003) Learning outcomes are the abilities that children acquire after going through learning activities. Meanwhile Dimyati & Mudjiono, (2006) conveying below learning outcomes is the result of an interaction of learning and teaching actions. While the learning outcomes according to Supriyono (2009) are patterns of behavior, values, understandings, attitudes, appreciation and skills.

Likewise Fahmi et al., (2020) Defining learning outcomes as students' abilities obtained after learning activities, the same thing was conveyed by the Mustakim (2020) that learning outcomes are everything that is achieved by students with certain assessments that have been determined by the previous educational institution's curriculum. Last Lestari (2012) states that learning outcomes are related to changes in knowledge, understanding, attitudes and behaviors in a person due to the learning carried out, changes caused by growth are not included in learning outcomes.

#### e. The Benefits of Games in Learning

The use of games in learning has shown various benefits, particularly in improving motivation, engagement and learning outcomes. Games provide an interactive environment that supports students' active engagement in the learning process (Gee, 2007). By offering challenges and rewards, games can motivate students to learn more effectively and sustainably. It also supports

independent learning, where students can learn at their own pace while still being challenged (Salen & Zimmerman, 2004).

One of the main advantages of game-based learning is the enhancement of intrinsic motivation. Malone and Lepper (1987) showed that elements in games such as challenge, curiosity and control can increase students' intrinsic motivation, which in turn can improve their academic achievement. In addition, games allow students to learn from failure in a safe and structured way, which can improve their resilience and problem-solving skills (Dweck, 2006).

Game-based learning can also improve knowledge retention. According to Plass, Homer and Kinzer (2015), learning that involves interactive game elements can help students retain information longer, as they are engaged in fun and meaningful activities. This is particularly relevant in language learning, where games can be used to improve grammar understanding, vocabulary, and overall communication skills (Peterson, 2010).

Games also have the potential to support critical thinking skills and teamwork. Research by Gee (2007) shows that games that require players to cooperate, strategize and think analytically can help develop these skills outside of the game context.

f. Game-based Learning Activities

Game-Based Learning (GBL) is a learning approach that uses game elements as a medium to deliver certain materials or skills in the educational process. Unlike ordinary games, GBL is specifically designed to achieve educational goals, where students can learn through challenging and interactive



hands-on experiences. The main goal of GBL is to help students understand and master learning materials through activities that combine theory with practice, so that the subject matter is easier to understand and remember (Plass, Homer, & Kinzer, 2015). In this context, games are not just entertainment, but an effective and strategic learning tool.

In Game-Based Learning (GBL), learning is transformed into an experience that involves critical thinking, problem solving, and creativity. The game structure usually has a storyline, challenges, and specific objectives that encourage students to think more deeply about the concepts or skills being taught. The games used in Game-Based Learning (GBL) are tailored to the needs of the curriculum, so that students can engage in learning in a more practical and contextualized way. This is one of the reasons why Game-Based Learning (GBL) is widely applied in the field of education, as this approach offers learning experiences that are more real and relevant to students' lives (Mayer & Mayer, 2019).

Game elements in Game-Based Learning (GBL), such as levels, challenges, scores and rewards, are designed to provide motivation to students. Each level of the game usually reflects a specific learning challenge that must be overcome to proceed to the next stage. The reward system in the game, such as points or badges, provides immediate feedback to students and encourages them to continue learning. This motivation is important as it allows students to engage more in learning, ultimately improving their understanding and skills. In addition, the level system in the game provides an opportunity for students

to learn gradually and measure their progress over time (Wouters & Oostendorp, 2017).

Game-Based Learning (GBL) is also known for its ability to match students' learning styles. For example, games that involve visual, audio, or physical activities allow students with various learning styles to engage in a way that is most effective for them. For visual students, the game may have interesting graphics and data visualizations; for auditory students, there may be narration that helps understand the context; and for kinesthetic students, there may be simulations or interactive activities that allow them to participate directly. This adaptation to learning styles is one of the advantages of Game-Based Learning (GBL), as it makes it easier for students to engage in learning in a way that is most comfortable for them (Plass et al., 2015).

Furthermore, Game-Based Learning (GBL) is able to develop critical thinking and problem-solving skills. As many games in Game-Based Learning (GBL) are designed to challenge students, they have to think critically, make decisions, and evaluate the results. In some cases, students may need to develop strategies or cooperate with classmates to achieve the game objectives. This teaches them to think analytically and creatively in the face of complex problems. This learning not only improves their understanding of the material, but also equips them with important skills that will be useful in real life (De Grove, Bourgonjon, & Van Looy, 2012).

Overall, Game-Based Learning is an approach that changes the traditional way of learning by incorporating game elements to create a more

dynamic, interactive and engaging learning environment. By integrating games in the curriculum, students have the opportunity to learn in a more practical, relevant and fun way. Not only is this approach beneficial in increasing student engagement, but it is also effective in building important skills, such as collaboration, creativity and problem solving. Game-Based Learning (GBL) provides a complete and immersive learning experience that not only teaches theory, but also encourages students to apply the knowledge in real-life situations (Vlachopoulos & Makri, 2017).

g. The Types of Game-Based Learning Activities

1) Educational Games

Educational games are specifically designed to achieve certain learning objectives. Example of educational games include math games, science games and language games that aim to improve students' understanding of a particular subject (Van Eck, 2006). These games often include elements such as practice questions or simulations that are relevant to the curriculum being taught in the classroom.

2) Simulation Games

Simulation is a type of game that allows players to take part in a real or fictitious scenario related to learning. These games provide hands-on experience for students, such as simulations of economics, city management, or medicine (Aldrich, 2009). Examples are SimCity that can help students understand city planning concepts, or Flight Simulator to understand the basic principles of flight.

### 3) Role-Playing Games (RPGs)

In role-playing games, players assume the role of a character in a virtual world that supports narrative development and decision-making (Peterson, 2010). Games such as World of Warcraft or Dungeons and Dragons are used in some learning contexts to teach communication, collaboration and problem-solving skills, especially in language and literature contexts.

### 4) Puzzle Games

Puzzle-based games such as Tetris or Portal encourage students to use logic, critical thinking and problem-solving skills. They are often used in cognitive training to improve students' problem-solving and analytical skills (Gee, 2007).

### 5) Collaborative Games

Collaborative games, such as Minecraft or Fortnite, allow multiple players to work together to complete a task or achieve a common goal. These games are used in education to teach collaboration and teamwork skills that are important in the world of work (Schwarz et al., 2012).

### 6) Problem-Based Games

Problem-based games put students in situations where they have to solve problems or challenges to continue the game. These games help develop students' analytical skills and critical thinking abilities (Shaffer, 2006). An example is The Oregon Trail game, which teaches students about history and decision-making.

## h. Writing in English Learning

Writing in English language learning has evolved through various theoretical and methodological approaches. Writing is one of the essential skills in language learning, encompassing various cognitive and linguistic processes. It plays a crucial role in developing learners' ability to communicate ideas effectively (Brown, 2004). Writing requires not only grammatical accuracy but also coherence, organization, vocabulary, and mechanics (Hyland, 2003).

### 1. The Importance of Writing in Language Learning

Writing serves as a medium for learners to express their thoughts, refine their language skills, and enhance their cognitive abilities (Nation, 2009). Unlike speaking, writing allows for careful planning and revision, leading to greater accuracy and complexity in language use (Harmer, 2007). Additionally, writing fosters critical thinking and problem-solving skills, which are valuable in both academic and professional settings (Richards & Renandya, 2002).

### 2. Key Aspects of Effective Writing

#### a) Organization

Effective writing requires a well-structured format with a clear introduction, body, and conclusion. Good organization helps readers follow the logical flow of ideas (Flowerdew & Peacock,

2001). Cohesion and coherence are essential for connecting sentences and paragraphs effectively (Hyland, 2003).

b) Vocabulary

A rich and varied vocabulary is crucial for effective writing. Learners must be able to select appropriate words to convey their intended meaning accurately (Nation, 2009). Academic writing, in particular, requires precise and formal vocabulary usage (Richards & Renandya, 2002).

c) Language Use (Grammar and Sentence Structure)

Grammatical accuracy is fundamental in writing. Errors in verb tense, subject-verb agreement, and sentence structure can affect readability and understanding (Brown, 2004). Learners need to develop syntactic variety to enhance the quality of their writing (Harmer, 2007).

d) Mechanics (Spelling, Punctuation, and Capitalization)

Mechanics play a vital role in ensuring clarity and professionalism in writing. Proper spelling, punctuation, and capitalization contribute to the overall readability of a text (Hyland, 2003). Errors in mechanics can lead to misinterpretation of meaning (Nation, 2009).



#### e) Retention and Writing Skills Development

Retention in writing refers to a learner's ability to recall and apply writing skills over time. Studies suggest that collaborative writing and frequent practice improve retention and fluency in writing (Richards & Renandya, 2002). Game-based learning and interactive writing activities have been shown to enhance students' engagement and long-term retention of writing skills (Flowerdew & Peacock, 2001).

Writing is a complex skill that requires mastery of various linguistic and cognitive aspects. Organization, vocabulary, grammar, mechanics, and retention all contribute to the effectiveness of written communication. Educators should implement strategies such as collaborative writing, process-based writing, and interactive learning methods to enhance students' writing proficiency (Hyland, 2003).

#### i. Types of Writing Text

Writing text in English language learning can be categorized based on its communicative purpose. According to Hyland (2003), there are several main types of written text that are often used in language learning, namely descriptive, narrative, expository, persuasive, recount, and procedural writing.

##### 1. Descriptive Writing

Descriptive writing aims to provide a detailed description of a person, place, object, or event so that the reader can imagine it clearly (Nation,

2009). This type of writing often uses adjectives, figurative language, and sensory details to create a strong impression on the reader (Harmer, 2007).

## 2. Narrative writing

Narrative writing tells a story with a structure consisting of orientation, complication, resolution, and coda (Richards & Renandya, 2002). It aims to entertain or convey a moral message through an interesting storyline.

Characteristics:

- a) Has a plot
- b) Uses a specific point of view (first-person/third-person)
- c) Uses past tense in most of the story

## 3. Expository Writing

Expository writing aims to explain a concept, fact, or information in a clear and logical way (Hyland, 2003). This type of writing is often found in textbooks, scientific articles, and academic reports.

Characteristics:

- a) Contains objective facts and information
- b) Uses formal and clear language
- c) Does not contain personal opinions

## 4. Persuasive Writing

Persuasive writing aims to convince the reader to accept the writer's point of view or opinion (Flowerdew & Peacock, 2001). It often uses arguments supported by evidence, as well as strong rhetoric.

Characteristics:

- a) Uses persuasive language (e.g., “It is essential that...”)
- b) Uses facts and statistics to support arguments
- c) Uses rhetorical questions to influence the reader

## 5. Recount Writing

Recount writing retells events that have happened chronologically (Brown, 2004). The purpose is to inform or entertain the reader.

Characteristics:

- a) Uses past tense
- b) Has the structure of orientation, series of events, reorientation
- c) Uses time transition words (first, then, finally)

## 6. Procedural Writing

Procedural writing provides instructions or steps to do something (Nation, 2009). This writing is mostly found in manuals, recipes, or user guides.

Characteristics:

- a) Uses a sequence of steps
- b) Uses imperative sentences (e.g., “Mix the ingredients.”)
- c) Uses diagrams or tables as support

## j. Story Cubes

Story Cubes is a pictorial dice-shaped learning tool used to stimulate creativity and language skills in English language learning. Several studies

have examined the effectiveness of Story Cubes in improving students' writing and vocabulary recall skills.

Research by Sultan and Muhammad (2020) examined the effect of using Story Cube game media on the narrative writing skills of grade VI students of SDN 161 Pinrang. The results showed that the use of Story Cube had a significant effect on improving student learning outcomes in writing narrative essays.

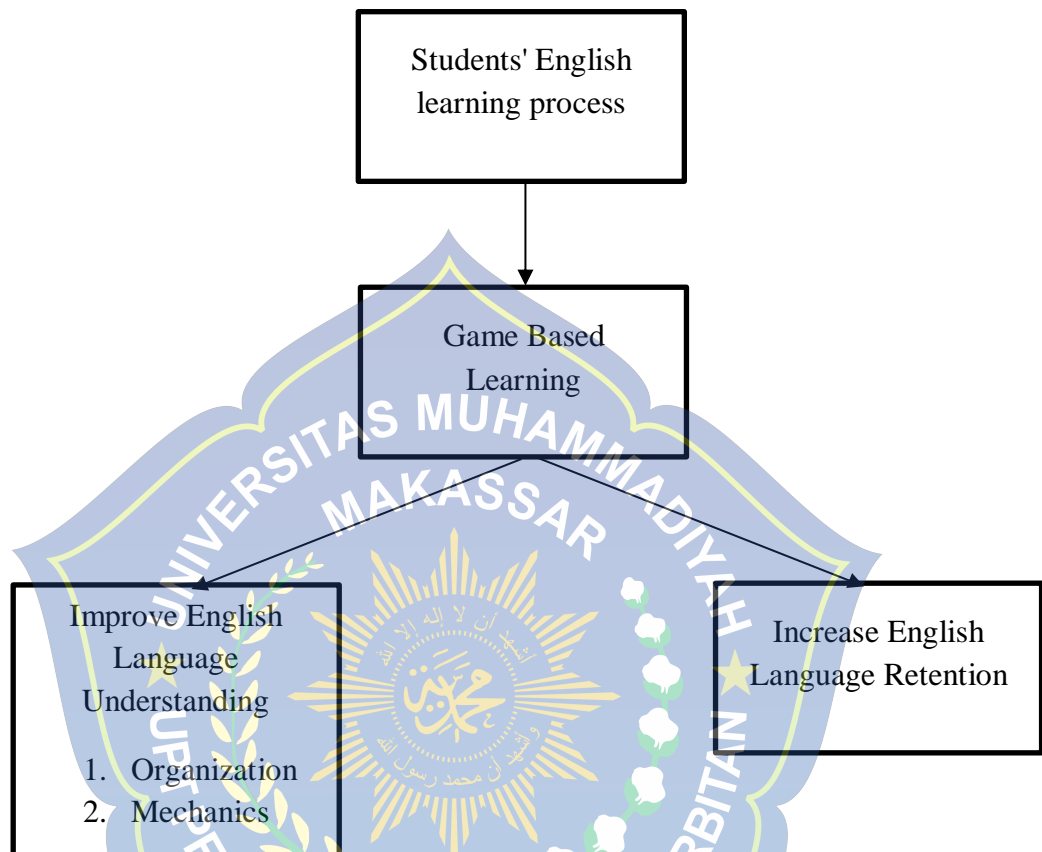
In addition, research by Putri (2018) explored the effect of Story Card games on the ability to remember English vocabulary in elementary school students. Despite using the term “Story Card,” the concept is similar to Story Cubes. The results showed that the game was effective in improving students' ability to remember English vocabulary.

Furthermore, an article by Zainal (2023) discusses how Story Cubes can be used to improve narrative writing skills. By rolling dice containing simple pictures, students can create stories based on their own abilities, resulting in stories that are appropriate for their age and language ability.

Overall, the literature shows that the use of Story Cubes in English learning can improve students' writing skills and enrich their vocabulary.

### C. Conceptual Framework

The following figure is the conceptual framework that underlies this research:



**Figure 2. 1 Conceptual Framework**

The framework describes the structure of the research that will be conducted to determine the improvement of understanding and retention of English learning of students of SMK Muhammadiyah 2 Bontoala Makassar, where the object of research is the students of SMK Muhammadiyah 2 Bontoala. This research will be conducted using game-based learning to determine the improvement of students' English understanding and retention.

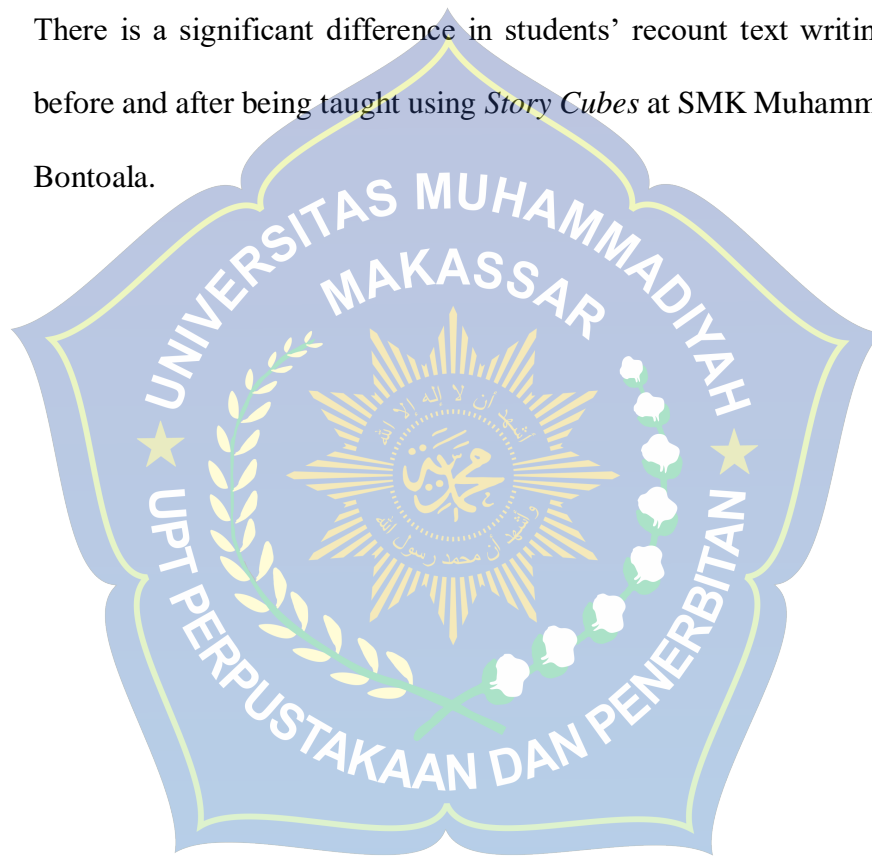
#### D. Action Hypothesis

1. Null Hypothesis (H0)

There is no significant difference in students' recount text writing ability before and after being taught using *Story Cubes* at SMK Muhammadiyah 2 Bontoala.

2. Hypothesis 1 (H1)

There is a significant difference in students' recount text writing ability before and after being taught using *Story Cubes* at SMK Muhammadiyah 2 Bontoala.





### CHAPTER III

#### RESEARCH METHODS

##### A. Research Design

In this section, the researcher used pre-experimental with one group, pre-test, treatment, and post-test design are the methodologies use in this research. This research will use a one-group pre-test (O1), treatment (X), and post-test (O2) design. The t-test will be use to determine if there is a significant difference in student understanding and retention before and after treatment.

Pre-Test	Treatment	Post-Test
O1	X	O2

##### 1. Pre-Test (O1)

The pre-test was conducted to measure students' initial ability to write recount texts before implementing the collaborative writing games learning method using story cubes. The pre-test results were used as comparative data with the post-test results to determine the effect of the learning method on students' understanding and retention.

##### 2. Treatment (X)

Researcher provided treatment to students for the fourth meetings. Researcher used game-based learning during teaching. This treatment uses collaborative writing games with story cubes. The story cubes are made of paper. This strategy helped with student understanding and retention.

### **3. Post-Test (O2)**

Post test was conducted after four meetings to measure improvements in recount text writing skills. The post test results were compared with the pre-test results to determine the role of game-based learning.

The post-test was given to students after the learning sessions to determine the role of game-based learning on students' understanding and retention of recount text writing individually.

### **B. Research Population and Sample**

#### **1. Population**

The population of this research is XI SMK Muhammadiyah 2 Bontoala in the 2024/2025 academic year, the total population is 84 students..

#### **2. Sample**

The researcher used purposive sampling technique with class XI students of SMK Muhammadiyah 2 Bontoala. For the purpose of this research, the entire population was represented by one class only. The sample of this research consisted of 12 students from class XI AP at SMK Muhammadiyah 2 Bontoala.

### **C. Research Variables**

In this research, there are several research variables that are the focus of the research, namely:

### 1. Independent Variable

The free variable in this research is english learning method with a game-based learning method. This variable is considered to have an effect on improving the understanding and retention of English students of SMK Muhammadiyah 2 Bontoala which is a dependent variable.

### 2. Dependent Variable

The dependent variable in this research is the understanding and retention of English students of SMK Muhammadiyah 2 Bontoala. This variable is influenced by english learning method with a game-based learning method which is an independent variable.

In this research, the independent variable is english learning method with a game-based learning method, the dependent variable is the understanding and retention of English language of SMK Muhammadiyah 2 Bontoala students. Through the use of these variables, research can be carried out more purposefully and the results of the research can be interpreted more validly.

## **D. Research Instruments**

In this research, the researcher used a writing test as the research instrument. The tests were administered before and after the implementation of the game-based learning method to measure the students' level of understanding in English.

Students were instructed to write a recount text based on their personal experience. The writing was required to include the three main components of a recount text, namely: orientation, a series of events, and reorientation. Students were given 30 minutes to complete the test.

#### **E. Techniques of Data Collection**

The data in this study were collected through pre-test and post-test sheets given as initial and final tests. The data were first collected before the implementation of the learning process using game-based learning, and then collected again after the completion of the learning process. The game, called collaborative writing games using Story Cubes, was designed to improve students understanding and retention in writing recount texts..

##### **1. Pre-test**

The pre-test was conducted to measure students' initial ability to write recount texts and their initial ability to remember and retell stories before being given treatment in the form of game-based learning. In this test, students were asked to write a recount text based on their personal experiences, without the aid of media or group collaboration. The primary objective was to assess students' understanding of text structure (organization) as well as the accuracy of writing mechanics such as spelling, punctuation, and capitalization.

Additionally, a retention test was conducted orally, where students were asked to retell the content of their own writings to assess their initial

memory retention of the structure and content of the recount texts they had created. This test was individual and did not involve game-based strategies or collaborative work.

## **2. Treatment**

The treatment in this study was conducted four times after the pre-test and before the post-test. The learning method used was Collaborative Writing Games assisted by Story Cubes media. The purpose of this treatment was to improve students' understanding, which included aspects of organization (text structure & regularity) and mechanics (spelling, punctuation, capitalization), as well as student retention, which included the ability to retell and understand the content of the story.

In meeting 1, the teacher provided an introduction and explained the learning objectives, followed by an introduction to Story Cubes and the rules for using them. Students were divided into small groups of 3–4 people. Each group threw nine cubes and recorded the images that appeared. Based on the results, students discussed how to arrange their story ideas in a coherent manner. The activity concludes with students verbally presenting their story ideas as an initial retelling.

In meeting 2, the teacher reviews the previous lesson and provides an example of a well-organized story. Students roll the Story Cubes again to create a more detailed story outline. Next, students begin writing a story draft with a focus on applying mechanics rules such as spelling, punctuation,

and capitalization. The teacher provides immediate feedback on students' writing and corrects technical errors.

In meeting 3, the activity focuses on writing a complete story and retelling practice. Students create a complete story from the outline they have developed or create a new story based on the results of the Story Cubes roll. Each group presents their story in front of the class, while the other groups provide feedback. The teacher provides input on the completeness of the content, the consistency of the plot, and the appropriateness of the mechanics.

In meeting 4, the teacher reviews common mistakes found in the previous meeting and provides improvement strategies. Students create new stories in a shorter time to practice fluency of thought and group collaboration. After that, students collaboratively edit their stories and prepare their final presentations. The activity concludes with retelling in front of the class, final feedback from the teacher, and a summary of learning to reinforce students' retention of the material studied.

### **3. Post-test**

The post-test was conducted to measure the improvement of students ability to write recount text after receiving treatment.

The post-test was conducted on the last meeting after the treatment was completed. Students were asked to write recount texts individually based on their respective experiences, without the help of Story Cubes. The writing results were assessed with the same assessment rubric as the pre-



test. The data of the post-test results were compared with the pre-test results to determine the improvement of students abilities.

## F. Techniques of Data Analysis

To answer the first and second celebrations in the formulation of the problem, a quantitative analysis was carried out, namely evenly equalizing the scores of the pretest results before teaching using the game method, then calculating the average score of the students from the posttest results after the students received the learning, then comparing the results achieved to find out the understanding and improvement of the retention of learning results using the game method.

Assessment rubric to determine students understanding in writing :

Aspects	1 (Very Less)	2 (Less)	3 (Fair)	4 (Good)	5 (Very Good)
1. Organization (Text Structure & Regularity)	The main idea is not clear, the paragraphs are not organized, and there is no connection between sentences.	Main idea is present but not clear, paragraphs are still irregular, transitions are not good.	Main idea is clear, paragraphs are well organized, transitions between sentences are good.	The main idea is clear, the paragraphs are logically organized, and the transition between sentences is good.	The main idea is very clear, the paragraphs are very structured, and the transitions between sentences and paragraphs are very effective.
2. Mechanics (Spelling, Punctuation, & )	Many errors in spelling, punctuation, and	Some errors in spelling, punctuation, and	Minor errors in spelling, punctuation, and	There are almost no errors in spelling, punctuation	There are no errors in spelling, punctuation, and

Capitalization)	capitalization hinder understanding.	capitalization are quite distracting.	capitalization, but do not hinder understanding.	n, and capitalization.	capitalization. The writing is very neat and easy to read.
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(Brown, 2004)

Formula :

### 1. Organization Score (100)

The organization only measures two indicators: Org TS (Text Structure) and Org R (Regularity).

$$\text{Organization Score} = \frac{\text{orgTS} + \text{orgR}}{10} \times 100$$

(Brown, 2004)

### 2. Mechanics Score (100)

Mechanics measures three indicators: Mech S (Spelling), Mech P (Punctuation), Mech C (Capitalization).

$$\text{Mechanics Score} = \frac{\text{mechS} + \text{mechP} + \text{mechC}}{15} \times 100$$

(Brown, 2004)

### 3. Mean Score

$$\text{Mean Score Org} = \frac{\text{Total Score Organization}}{1200} \times 100$$

(Creswell, 2018)

$$\text{Mean Score Mech} = \frac{\text{Total Score Mechanics}}{1200} \times 100$$

(Creswell, 2018)

**Note :**

“The mean score is calculated by dividing the total score by the maximum score (for example, 1200 for 12 students) and then multiplying by 100 to convert it into a percentage (Creswell, 2018).”

#### 4. Improvement Score

$$\text{Improvement Score} = \frac{(\text{Mean Score Post test} - \text{Mean Score Pre test})}{\text{Mean Pre test}} \times 100$$

(Vickers, 2001)

Assessment rubric to determine student's retention in writing :

Aspects	1 (Very Less)	2 (Less)	3 (Fair)	4 (Good)	5 (Very Good)
Retention & Content Understanding	The student cannot recall or explain the content of the writing correctly, a lot of information is lost.	Students can recall some parts of the writing but the information is inaccurate or incomplete.	Students can recall most of the content fairly well, although there are some minor errors.	Students can recall and explain the content of the writing well and accurately.	Students can recall and explain the content of the writing very well, without errors.

(Brown, 2004)

Formula :

### 1. Retention Score

$$\text{Retention Score} = \frac{\text{Score}}{5} \times 100$$

### 2. Mean Score

$$\text{Mean Score Retention} = \frac{\text{Total Score Retention}}{1200} \times 100$$

(Creswell, 2018)

#### Note :

“The mean score is calculated by dividing the total score by the maximum score (for example, 1200 for 12 students) and then multiplying by 100 to convert it into a percentage (Creswell, 2018).”

### 3. Improvement Score

$$\text{Improvement Score} = \frac{(\text{Mean Score Post test} - \text{Mean Score Pre test})}{\text{Mean Pre test}} \times 100$$

(Vickers, 2001)

Assessment Criteria:

Score	Category	Explanation
85-100	Excellent	Students demonstrated excellent mastery of the material, applying their knowledge and writing skills accurately and consistently. There were no significant errors, and their work showed creativity and deep understanding.
70-84	Good	Students understand the material well and are able to write with a fairly clear structure. Any errors that appear are minor

		and do not interfere with overall understanding. Understanding and retention are quite strong but not yet perfect.
55-69	Fair	Students demonstrate a basic understanding of the material, but there are some errors that affect the quality of their writing. The structure of the text is sometimes inconsistent, and information retention is not yet stable.
40-54	Deficient	Students have limitations in understanding the material and writing structured texts. Grammar, spelling, or organizational errors often appear and interfere with meaning. Retention is low and additional guidance is needed.
>40	Poor	Students show little understanding of the material. Their writing is unstructured, contains many basic errors, and their retention of information is very low. Intensive learning intervention is required.

(Brown, 2004)



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter described the findings and discussion of the research. The findings consist of data obtained through tests to see students ability to write recount texts after being taught using the story cubes game-based learning method.

#### A. FINDINGS

This research aims to determine the used Game-Based-Learning activities on student understanding and retention at SMA Muhammadiyah 2 Bontoala 2024/2025. This research started on March 14 - May 09, 2025. Sampling used in this research is purposive sampling, while the number of samples is 12 students.. In general, most students still have difficulty writing English texts, especially recount texts, and tend to have low retention rates when it comes to remembering the content of texts. The findings of this research can be seen as follows:

##### 1. Students' Understanding in Writing

**Table 4.1.1 Mean Score Pre-test and Post-test**

X	Mean Score		Improvement
	Pre-Test	Post-Test	
Organization	42,5	49,1	15,53%
Mechanics	43	47,08	9,5%
<b>English Understanding</b>	<b>42,75</b>	<b>48,09</b>	<b>12,5%</b>

The results of the analysis on students' understanding in writing showed improvement across both measured aspects. In the aspect of

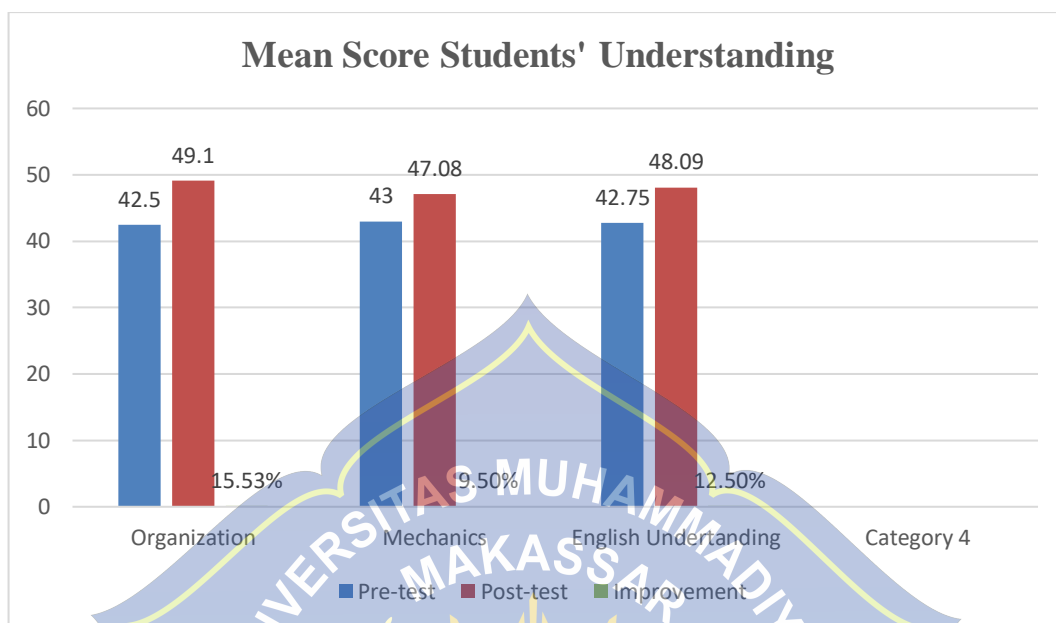


organization (text structure & regularity), the mean score increased from 42.5 in the pre-test to 49.1 in the post-test, with an improvement of 15.53%. This indicates that students became more capable of arranging ideas coherently and presenting recount texts in a more structured and logical sequence after the implementation of Collaborative Writing Games with Story Cubes.

For the aspect of mechanics (spelling, punctuation, capitalization), the mean score rose from 43.0 in the pre-test to 47.08 in the post-test, which equals an improvement of 9.5%. This shows that students were gradually able to reduce errors in basic writing conventions, becoming more attentive to accuracy in mechanics through collaborative practice and peer correction during the learning process.

When combined, the overall result for English understanding improved from a mean score of 42.75 in the pre-test to 48.09 in the post-test, with a total improvement of 12.5%. These findings highlight that the application of collaborative writing activities supported by Story Cubes media was effective in enhancing students' comprehension of recount text writing, both in terms of organizing content and applying correct mechanics.

**Graphs 4.1 Pre-Test and Post-Test Distribution Diagram Mean  
Score Students' Understanding**



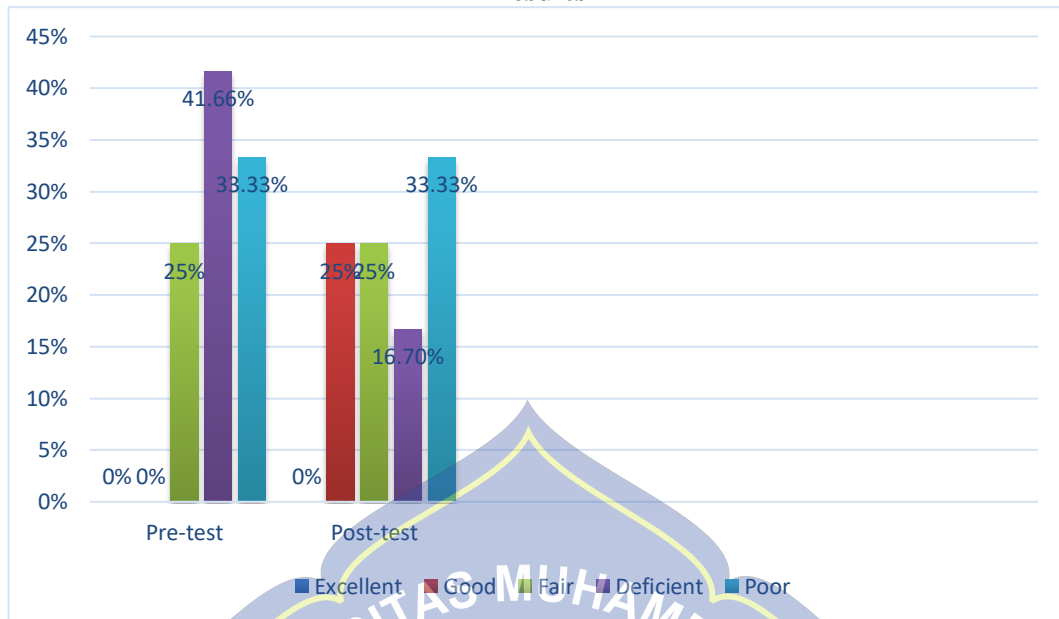
**Table 4.1 2 Percentage Students' Understanding of Pre-test and Post-test**

No	Classification	Score Range	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	85–100	0	0%	0	0%
2	Good	70–84	0	0%	3	25%
3	Fair	55–69	3	25%	3	25%
4	Deficient	40–54	5	41,66%	2	16.7%
5	Poor	< 40	4	33,33%	4	33,33%
Total			12	100%	12	100%

The results of the pre-test and post-test on students' understanding revealed notable differences in their performance. In the pre-test, the majority of students were categorized as Deficient (41.66%) and Poor (33.33%), indicating that most of them struggled with organizing ideas, applying proper text structure, and using mechanics such as spelling, punctuation, and capitalization correctly. Only a small portion of students (25%) reached the Fair category, while none of the students achieved the Good or Excellent levels. This shows that, at the beginning, students' understanding of recount text writing was still relatively low.

After the treatment sessions using Collaborative Writing Games with Story Cubes, the post-test results showed clear progress. Three students (25%) improved to the Good category, while the proportion of students in the Deficient category decreased from 41.66% to 16.7%. The percentage of students in the Fair category remained the same (25%), while those in the Poor category were still at 33.33%. Although no student reached the Excellent level, these results demonstrate that the treatment contributed to improving students' understanding, particularly in helping some of them move up to the higher classification.

**Graphs 4.2 Percentage Students' Understanding of Pre-test and Post-test Results**



## 2. Students' Retention

**Table 4.2.1 Mean Score Pre-test and Post-test**

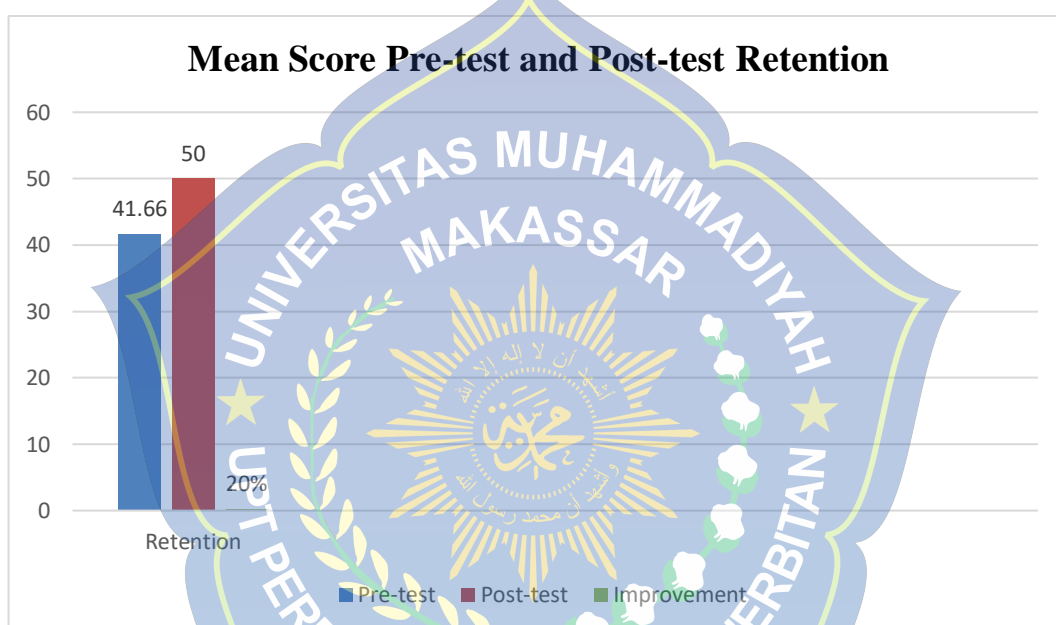
X	Mean Score		Improvement
	Pre-test	Post-Test	
Retention	41,66	50	20%

The results of students' retention ability show a slight improvement from the pre-test to the post-test. The mean score in the pre-test was 41.66, while in the post-test it increased to 50, resulting in an overall improvement of 20% . This indicates that although there was progress, the increase was relatively small.

The findings suggest that students began to develop better retention in recalling and reconstructing the content of recount texts after the

implementation of collaborative writing games with Story Cubes. However, the low level of improvement also highlights that retention remains a challenge for many students. This may be due to the need for more intensive and continuous practice to strengthen memory, understanding, and the ability to retell texts in a structured manner.

**Graphs 4.3 Pre-Test and Post-Test Distribution Diagram Mean Score Students' Retention**



**Table 4.2 2 Percentage Students' Retention of Pre-test and Post-test Results**

No	Classification	Score Range	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	85–100	0	0%	0	0%
2	Good	70–84	0	0%	1	8,33%
3	Fair	55–69	4	33,33%	5	41,66%

4	Deficient	40–54	5	41,66%	5	41,66%
5	Poor	< 40	3	25%	1	8,33%
<b>Total</b>			<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

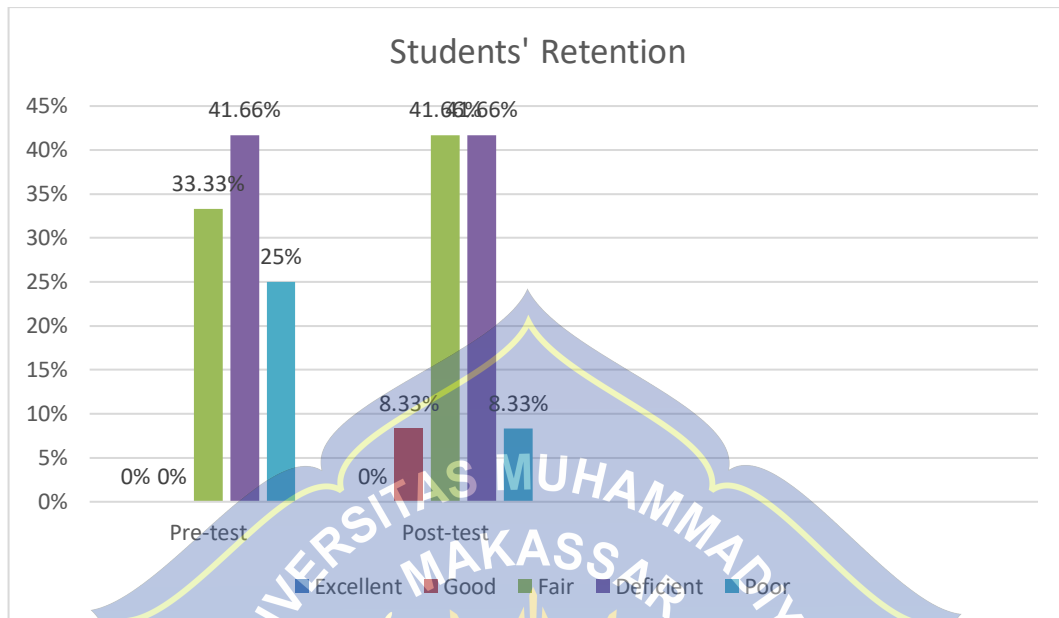
The analysis of students' retention showed notable changes after the treatment using Collaborative Writing Games with Story Cubes. In the pre-test, no students reached the Excellent (85–100) or Good (70–84) categories, indicating weak retention ability at the initial stage. The majority of students fell into the Deficient (40–54) category with 5 students (41.66%), followed by 4 students (33.33%) in the Fair (55–69) category, and 3 students (25%) in the Very Poor (<40) category.

After the post-test, improvements were evident. Although no students reached the Excellent category, 1 student (8.33%) entered the Good category, and the number of students in the Fair category increased to 5 students (41.66%). Meanwhile, the Deficient group remained the same with 5 students (41.66%), but the Poor group decreased from 3 students (25%) to only 1 student (8.33%).

These results suggest that students' retention improved after the treatment. While most students were still concentrated in the Fair and Deficient levels, the appearance of students in the Good category and the decrease in the Poor category demonstrate that the use of Story Cubes in collaborative writing provided a positive impact on strengthening students' memory and understanding of recount text material.



**Graphs 4.4 Percentage Students' Retention of Pre-test and Post-test Results**



## **B. DISCUSSION**

The results of this study indicate that the application of Collaborative Writing Games using Story Cubes has a positive impact on students' understanding and retention in writing recount texts. In terms of understanding, which includes writing organization and mechanics, students showed significant progress. Initially, pre-test results showed that most students still had difficulty organizing their ideas coherently and often made basic mistakes in spelling, punctuation, and capitalization. After four treatment sessions, students' writing showed improved text structure, better cohesion, and more accurate mechanics, indicating that this method successfully enhanced their ability to construct recount texts correctly.

Additionally, students also experienced improvements in their retention of recount text material. During the pre-test, many students struggled to remember the structure and key elements of recount texts, leading to incomplete retellings and weak content understanding. The use of Story Cubes provided visual cues and collaborative discussions that helped students remember vocabulary and text organization more effectively. This supports the view that engaging, interactive, and visually-based learning activities not only enhance students' immediate understanding but also strengthen their long-term memory of the material.

These findings are consistent with game-based learning theory (Prensky, 2001; Gee, 2007) and dual coding theory (Paivio, 1991), which state that combining visual stimuli with verbal processing can improve understanding and memory. These results are also consistent with previous studies such as Nur, Tsuraya & Amin (2022) and Herman, Rajagukguk & Sihombing (2023), which found that collaborative writing improves text organization and coherence, as well as Suhendar, Rahayu & Sapari (2025), which showed that Story Cubes increase students' motivation and creativity in writing. However, the uniqueness of this study lies in its focus on both student understanding and retention, while previous studies have emphasized writing performance without explicitly addressing retention.

The improvements observed in this study are supported by several factors, including active collaboration among classmates, the use of visual prompts that stimulate students' imagination, and a more engaging classroom

atmosphere that encourages participation. Nevertheless, some challenges were encountered, such as differences in students' English proficiency levels and time constraints during class activities. Nevertheless, the overall findings confirm that Collaborative Writing Games with Story Cubes can be an effective and innovative approach to improving understanding and retention in recount text writing at the vocational high school level.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of this study, two conclusions can be made namely:

##### 1. Students' Understanding

The analysis results show a significant improvement in students' understanding of text writing. The average score for the organization aspect increased from 42.5 on the pre-test to 49.1 on the post-test, representing an increase of 15.53%. Similarly, the average score for the mechanics aspect from 43.0 to 47.08, indicating an increase of 9.5%. Overall, students' understanding of English improved from an average of 42.75 on the pre-test to 48.09 on the post-test, with a total increase of 12.5%. Although no students achieved the “Excellent” category, there was clear progress with three students entering the “Good” category on the post-test.

##### 2. Students' Retention

In terms of retention, although the increase was relatively small, the average retention score of students increased from 41.66 on the pre-test to 50 on the post-test, with a total increase of 20%. These results indicate that students began to develop better abilities in remembering and reconstructing the content of the recount text after the implementation of

collaborative games. However, challenges in retention still exist, indicating the need for more intensive and sustained practice to strengthen students' memory and understanding.

Overall, this study confirms that the use of game-based learning activities can be an effective method in improving students' understanding and retention of English writing. Therefore, it is recommended that teachers consider applying this method in the learning process to improve students' overall learning outcomes.

## **B. Suggestion**

Based on the research findings and conclusions, the following recommendations can be considered for future research and learning practices:

### **1. For Teachers**

Teachers are advised to use game-based learning approaches such as Story Cubes more often, especially in teaching narrative or recount texts, as this method is proven to improve students' understanding and retention as well as creating a more active and fun learning atmosphere.

### **2. For Schools**

Schools are expected to support the development of innovative learning methods such as game-based learning by providing the necessary

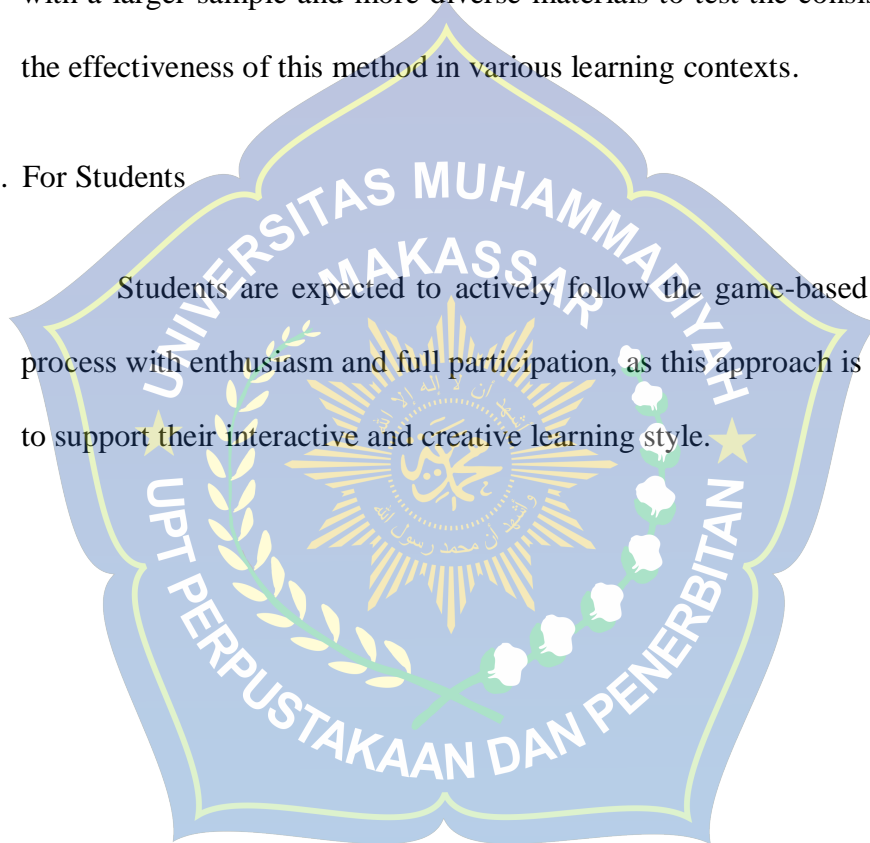
facilities and training for teachers, in order to support the improvement of the quality of English learning.

### 3. For Future Researchers

This research is still limited to one class and one type of text. Therefore, future researchers are advised to expand the scope of the research with a larger sample and more diverse materials to test the consistency of the effectiveness of this method in various learning contexts.

### 4. For Students

Students are expected to actively follow the game-based learning process with enthusiasm and full participation, as this approach is designed to support their interactive and creative learning style.





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## APPENDIX 1

### LESSON PLAN (First Meeting)

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMK Muhammadiyah 2 Bontoala
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Genap
Materi Pokok	: Recount Text
Alokasi Waktu	: 4 Pertemuan (4 x 90 menit)
Metode	: Collaborative Writing Games with Story Cubes
Tahun Pelajaran	: 2024/2025

#### A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Mengembangkan sikap jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam berinteraksi dengan lingkungan sosial.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural dalam bidang kajian bahasa Inggris.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak terkait penguasaan teks recount.

#### B. Kompetensi Dasar (KD)

**3.7** Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount.

**4.7** Menyusun teks recount lisan dan tulis berdasarkan pengalaman pribadi atau orang lain.



### C. Tujuan Pembelajaran

1. Memahami fungsi sosial, struktur, dan unsur kebahasaan recount text.
2. Mengidentifikasi perbedaan recount text dengan teks lainnya.
3. Menulis teks recount sederhana menggunakan *Story Cubes*.

### D. Langkah-Langkah Pembelajaran

1. **Pendahuluan (15 menit)**
  - a. Salam, doa, dan apersepsi tentang pengalaman liburan.
  - b. Menyampaikan tujuan pembelajaran.
2. **Kegiatan Inti (60 menit)**
  - a. Mengamati contoh recount text.
  - b. Diskusi fungsi sosial, struktur, unsur kebahasaan.
  - c. Pengenalan *Story Cubes*.
  - d. Latihan membuat kerangka cerita dari gambar pada *Story Cubes*.
3. **Penutup (15 menit)**
  - a. Siswa menyimpulkan pembelajaran.
  - b. Tugas rumah mencari contoh recount text lain.

### E. Penilaian

1. Sikap: Observasi keaktifan.
2. Pengetahuan: Tes tertulis tentang struktur recount text.
3. Keterampilan: Hasil tulisan recount individu.

*LESSON PLAN (Second Meeting)*

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK Muhammadiyah 2 Bontoala  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / Genap  
Materi Pokok : Recount Text  
Alokasi Waktu : 4 Pertemuan (4 x 90 menit)  
Metode : Collaborative Writing Games with Story Cubes  
Tahun Pelajaran : 2024/2025

**A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Mengembangkan sikap jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam berinteraksi dengan lingkungan sosial.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural dalam bidang kajian bahasa Inggris.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak terkait penguasaan teks recount.

**B. Kompetensi Dasar**

3.7 Mengidentifikasi unsur kebahasaan (past tense, time connectives, action verbs).

4.7 Menulis paragraf recount secara kolaboratif.

**C. Tujuan Pembelajaran**

1. Mengidentifikasi unsur kebahasaan recount text.
2. Mengembangkan keterampilan menulis secara berkelompok.
3. Menghasilkan paragraf recount hasil kolaborasi dengan *Story Cubes*.

#### **D. Langkah-Langkah Pembelajaran**

##### **1. Pendahuluan (15 menit)**

- a. Apersepsi dan pengulangan materi pertemuan 1.
- b. Menyampaikan tujuan pembelajaran.

##### **2. Kegiatan Inti (60 menit)**

- a. Review unsur kebahasaan recount text.
- b. Siswa dibagi menjadi kelompok.
- c. Tiap kelompok mendapat set *Story Cubes* untuk membuat kerangka cerita.
- d. Siswa menyusun paragraf recount kolaboratif.

##### **3. Penutup (15 menit)**

- a. Presentasi singkat hasil kelompok.
- b. Refleksi pembelajaran.

#### **E. Penilaian**

1. Sikap: Kerja sama dan komunikasi kelompok.
2. Pengetahuan: Identifikasi unsur kebahasaan.
3. Keterampilan: Paragraf recount hasil kolaborasi.

*LESSON PLAN (Third Meeting)*

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK Muhammadiyah 2 Bontoala  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / Genap  
Materi Pokok : Recount Text  
Alokasi Waktu : 4 Pertemuan (4 x 90 menit)  
Metode : Collaborative Writing Games with Story Cubes  
Tahun Pelajaran : 2024/2025

A. **Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Mengembangkan sikap jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam berinteraksi dengan lingkungan sosial.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural dalam bidang kajian bahasa Inggris.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak terkait penguasaan teks recount.

B. **Kompetensi Dasar (KD)**

- 3.7** Menganalisis struktur teks recount yang lebih kompleks.  
**4.7** Menyusun recount text lengkap (orientation, events, reorientation).

C. **Tujuan Pembelajaran**

1. Menganalisis struktur lengkap recount text.
2. Menulis recount text lengkap secara berkelompok dengan *Story Cubes*.

D. **Langkah-Langkah Pembelajaran**

1. **Pendahuluan (15 menit)**

- a. Apersepsi, review materi sebelumnya.
- b. Menyampaikan tujuan pembelajaran.

2. **Kegiatan Inti (60 menit)**

- a. Analisis contoh recount text lengkap.
- b. Kelompok membuat recount text lengkap dari *Story Cubes*.
- c. Peer review antar kelompok.

3. **Penutup (15 menit)**

- a. Menyimpulkan pembelajaran.
- b. Persiapan untuk penulisan individu di pertemuan berikutnya.

E. **Penilaian**

1. Sikap: Partisipasi diskusi.
2. Pengetahuan: Analisis struktur recount text.
3. Keterampilan: Hasil recount text lengkap kelompok.



*LESSON PLAN (Fourth Meeting)*

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMK Muhammadiyah 2 Bontoala
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Genap
Materi Pokok	: Recount Text
Alokasi Waktu	: 4 Pertemuan (4 x 90 menit)
Metode	: Collaborative Writing Games with Story Cubes
Tahun Pelajaran	: 2024/2025

**A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Mengembangkan sikap jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam berinteraksi dengan lingkungan sosial.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural dalam bidang kajian bahasa Inggris.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak terkait penguasaan teks recount.

**B. Kompetensi Dasar (KD)**

- 3.7 Menyimpulkan fungsi sosial, struktur, dan unsur kebahasaan recount text.
- 4.7 Menulis recount text individu dengan bantuan *Story Cubes*.

**C. Tujuan Pembelajaran**

1. Menyimpulkan seluruh materi recount text.
2. Menulis recount text secara individu.
3. Mempraktikkan keterampilan berbicara dengan mempresentasikan teks.

**D. Langkah-Langkah Pembelajaran**



1. **Pendahuluan (15 menit)**

Apersepsi, review ringkas materi 3 pertemuan sebelumnya.

2. **Kegiatan Inti (60 menit)**

- a. Individu membuat recount text dari *Story Cubes*.
- b. Presentasi lisan hasil tulisan.
- c. Guru memberi umpan balik.

3. **Penutup (15 menit)**

- a. Refleksi pembelajaran 4 pertemuan.
- b. Penugasan akhir: revisi tulisan untuk portofolio.

E. Penilaian

1. Sikap: Kepercayaan diri dan kemandirian.
2. Keterampilan: Hasil tulisan individu dan presentasi lisan.



## APPENDIX 2

### TEACHING MATERIALS (First Meeting)

#### BAHAN AJAR

Nama Sekolah : SMK Muhammadiyah 2 Bontoala

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / Genap

Materi Pokok : Recount Text

Metode : Collaborative Writing Games with Story Cubes

Tahun Pelajaran : 2024/2025

#### Assessment Aspects:

1. English understanding: Content and mechanics (spelling, punctuation, capitalization).
2. Retention: Rereading the writing and improving it.

#### A. Learning Objectives

1. Students understand the meaning and purpose of recount text.
2. Students identify the structure of recount text.
3. Students recognize the linguistic elements of recount text.
4. Students understand how to use Story Cubes in writing recount text.

#### B. Learning Materials

1. Definition of Recount Text

Recount text is a text that retells past experiences or events with the purpose of entertaining or providing information.

## 2. Structure of Recount Text

- a. Orientation: Introduction of who, where, and when the event happened.
- b. Events: The sequence of events experienced.
- c. Re-orientation: The conclusion or reflection of the experience.

## 3. Language Elements

- a. Use past tense (e.g., went, saw, visited).
- b. Using time connectors (e.g., then, after that, finally).
- c. Using descriptive words to describe events.

## 4. Use of Story Cubes

- a. Roll the Story Cubes dice.
- b. Note the icons that appear and make associations with real or imagined experiences.
- c. Use the first icon as the basis for orientation.

## C. Exercise

1. Read the following sample recount text and identify its structure.
2. Discuss with your friends about the characteristics of recount text.
3. Scroll through the Story Cubes and make a simple recount text outline based on the icons that appear.

#### **D. Assessment Aspects**

1. Content: Completeness of information in the recount text.
2. Mechanics: Accuracy of spelling, punctuation, and capitalization.



## *TEACHING MATERIALS (Second Meeting)*

### BAHAN AJAR

Nama Sekolah : SMK Muhammadiyah 2 Bontoala

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / Genap

Materi Pokok : Recount Text

Metode : Story Cubes

Tahun Pelajaran : 2024/2025

#### **Assessment Aspects:**

1. English understanding: Content and mechanics (spelling, punctuation, capitalization).
2. Retention: Rereading the writing and improving it.

#### **A. Learning Objectives**

1. Students are able to create recount story ideas based on Story Cubes pictures.
2. Students write the orientation part of the recount text.

#### **B. Learning Materials**

1. Writing a Good Orientation
  - a. Who is involved?
  - b. When and where did the incident occur?
  - c. Use an interesting opening sentence.
2. Using Story Cubes for Orientation
  - a. Use the first icon that appears from the Story Cubes to determine the subject of the story.

- b. Make the time and place settings according to the icon that appears.

### **C. Exercise**

1. Scroll through the Story Cubes and note the icons that appear.
2. Write an opening paragraph (orientation) with basic information (who, where, when).

### **D. Assessment Aspects**

1. Content: Clarity of orientation in the recount text.
2. Mechanics: Correct use of spelling, punctuation, and capitalization in the orientation.



## *TEACHING MATERIALS (Third Meeting)*

### **BAHAN AJAR**

Nama Sekolah : SMK Muhammadiyah 2 Bontoala

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / Genap

Materi Pokok : Recount Text

Metode : Story Cubes

Tahun Pelajaran : 2024/2025

#### **Assessment Aspects:**

1. English understanding: Content and mechanics (spelling, punctuation, capitalization).
2. Retention : Rereading the writing and improving it.

#### **A. Learning Objectives**

1. Students develop the events and re-orientation sections of a recount text.
2. Students use Story Cubes as inspiration to organize the story.

#### **B. Learning Materials**

1. Events and Re-orientation Development
  - a. Use the next Story Cubes icon to arrange the events in order.
  - b. End the story with a reflection or perceived feeling.
2. Example of Events Development
  - a. Then, I saw something surprising...
  - b. After that, I decided to...
  - c. Finally, I felt...
3. Writing a Good Re-orientation
  - a. Summarize the experience that happened.
  - b. Feelings or lessons learned.



### **C. Exercise**

1. Use Story Cubes to add events and re-orientation sections to your recount text.
2. Review the text to ensure the use of past tense and connectivity between sentences.

### **D. Assessment Aspects**

1. Content: Logical and clear flow of events.
2. Mechanics: Correct use of spelling, punctuation, and capitalization in the event and re-orientation.



## *TEACHING MATERIALS (Fourth Meeting)*

### **BAHAN AJAR**

Nama Sekolah : SMK Muhammadiyah 2 Bontoala

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / Genap

Materi Pokok : Recount Text

Metode : Story Cubes

Tahun Pelajaran : 2024/2025

#### **Assessment Aspects:**

1. English understanding: Content and mechanics (spelling, punctuation, capitalization).
2. Retention: Rereading the writing and improving it.

#### **A. Learning Objectives**

1. Students reread the recount text they have written.
2. Students improve the text based on content and mechanics.
3. Students improve retention by re-reading and understanding their own writing.

#### **B. Learning Materials**

1. Evaluating Own Text
  - a. Read the text you have written.
  - b. Check for spelling, punctuation, and capitalization errors.
  - c. Make sure each section (orientation, events, re-orientation) is complete.

## 2. Rereading Techniques for Retention

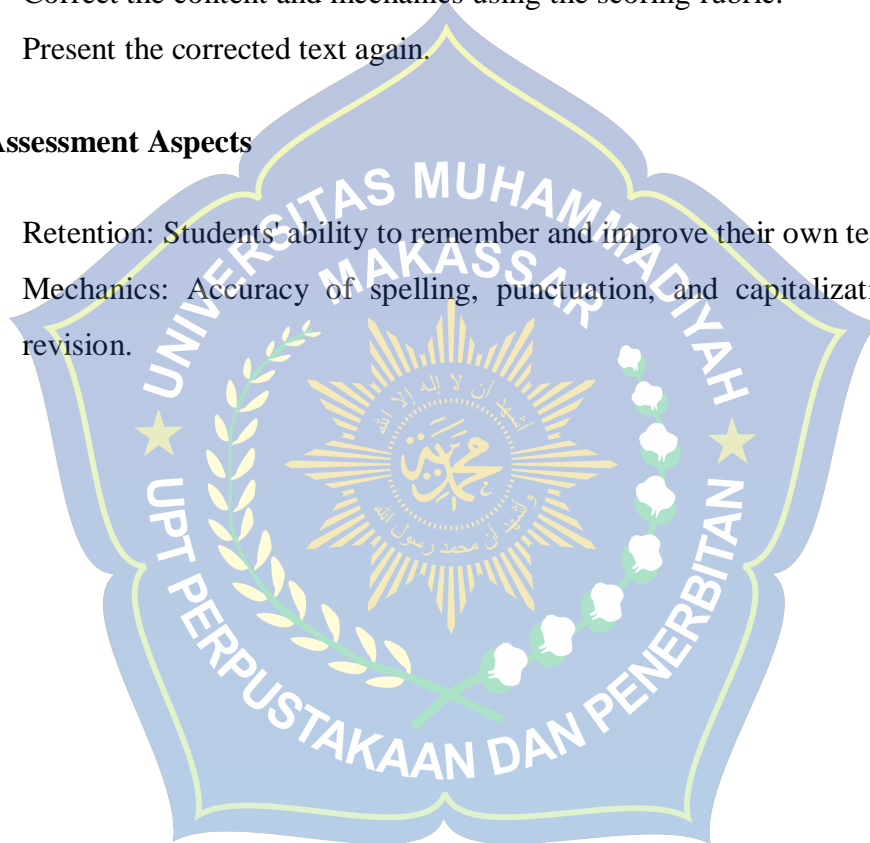
- a. Read the text aloud.
- b. Note down any errors found.
- c. Correct the text by rewriting the parts that are unclear.

### C. Exercise

1. Reread the recount text you have written.
2. Correct the content and mechanics using the scoring rubric.
3. Present the corrected text again.

### D. Assessment Aspects

1. Retention: Students' ability to remember and improve their own text.
2. Mechanics: Accuracy of spelling, punctuation, and capitalization after revision.



### APPENDIX 3

#### TEACHING MATERIAL RECOUNT TEXT

##### 1. Definition Recount Text

A recount text is a type of text used to retell experiences or events that have occurred in the past. This text aims to provide information and describe the experience chronologically.

##### 2. Structure Recount Text

Recount texts generally have three main parts:

Orientation: Introduces the background of the story, including who, what, where, and when the events took place.

Events: Describes a series of events that occurred chronologically.

Reorientation: Summarizing the story or providing reflections on the events that have been recounted.

##### 3. Characteristics of Recount Text

- a. Using the past tense
- b. Use conjunctions to indicate chronological order (e.g., first, then, after that, finally).
- c. Describes the author's feelings and reactions to the events described.

##### 4. Example Recount Text

Title: My Last Vacation

Orientation: Last summer, I went to Bali with my family. We spent a week there, from June 10 to June 17, 2023.

Events: On the first day, we arrived at Ngurah Rai International Airport and took a taxi to our hotel. The hotel was beautiful and had a stunning view of the beach.

On the second day, we visited Ubud Market and bought some souvenirs. We also tried traditional Balinese food, which was delicious.

On the third day, we went to the beach and enjoyed swimming in the ocean. My brother and I built sandcastles while my parents relaxed under the sun.

On the last day, we took a tour to see the famous Tanah Lot Temple. The sunset view from the temple was breathtaking.

Reorientation: Overall, my vacation in Bali was an unforgettable experience. I enjoyed spending time with my family and exploring the beautiful island.

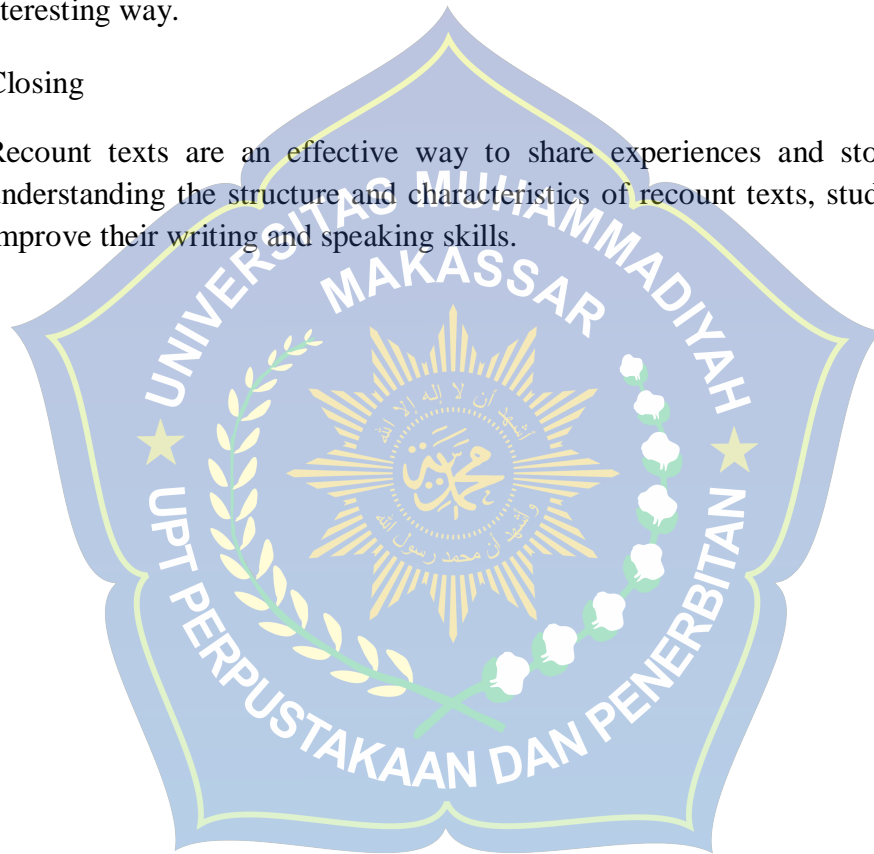
#### 5. Activities

Ask students to write a recount text about their own experiences, using the structure that has been explained.

Discuss with students their experiences and how they can tell their stories in an interesting way.

#### 6. Closing

Recount texts are an effective way to share experiences and stories. By understanding the structure and characteristics of recount texts, students can improve their writing and speaking skills.



**APPENDIX 4**  
**INSTRUMEN (PRE-TEST)**

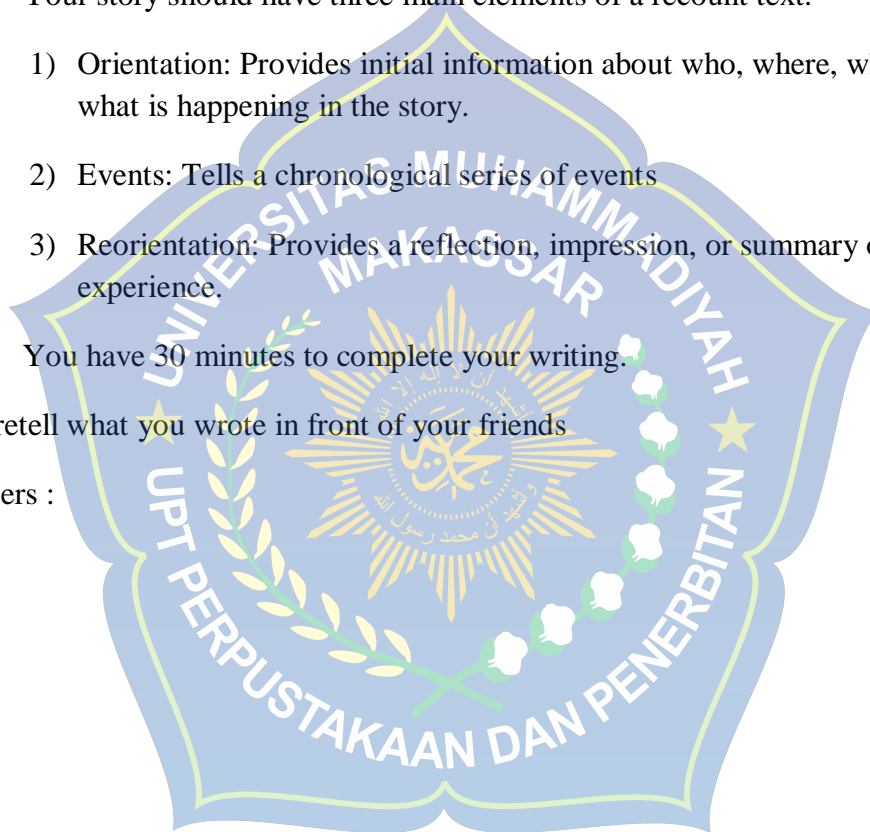
**Name** : .....

**Class** : .....

Read the following prompt carefully (Bacalah perintah berikut dengan seksama)

1. Understanding text writing :
  - a. Write a recount text based on your experience.
  - b. Your story should have three main elements of a recount text:
    - 1) Orientation: Provides initial information about who, where, when and what is happening in the story.
    - 2) Events: Tells a chronological series of events
    - 3) Reorientation: Provides a reflection, impression, or summary of the experience.
  - c. You have 30 minutes to complete your writing.
2. retell what you wrote in front of your friends

**Answers** :



**APPENDIX 5**  
**INSTRUMEN (POST-TEST)**

**Name** : .....

**Class** : .....

Read the following prompt carefully (Bacalah perintah berikut dengan seksama)

1. Understanding text writing :

- a. Write a recount text based on your experience.
- b. Your story should have three main elements of a recount text:
  - 1) Orientation: Provides initial information about who, where, when and what is happening in the story.
  - 2) Events: Tells a chronological series of events
  - 3) Reorientation: Provides a reflection, impression, or summary of the experience.
- c. You have 30 minutes to complete your writing.

2. retell what you wrote in front of your friends

Answers :



## ASSESSMENT RUBRIC

Assessment based on two aspects to determine students' understanding of writing recount texts with the following assessment scale:

Aspects	1 (Very Less)	2 (Less)	3 (Fair)	4 (Good)	5 (Very Good)
1. Organization (Text Structure & Regularity)	The main idea is not clear, the paragraphs are not organized, and there is no connection between sentences.	Main idea is present but not clear, paragraphs are still irregular, transitions are not good.	Main idea is clear, paragraphs are well organized, transitions between sentences are good.	The main idea is clear, the paragraphs are logically organized, and the transition between sentences is good.	The main idea is very clear, the paragraphs are very structured, and the transitions between sentences and paragraphs are very effective.
2. Mechanics (Spelling, Punctuation, & Capitalization)	Many errors in spelling, punctuation, and capitalization hinder understanding.	Some errors in spelling, punctuation, and capitalization are quite distracting.	Minor errors in spelling, punctuation, and capitalization, but do not hinder understanding.	There are almost no errors in spelling, punctuation, and capitalization.	There are no errors in spelling, punctuation, and capitalization. The writing is very neat and easy to read.

(Brown, 2004)

Formula :

### 1. Organization Score (100)

The organization only measures two indicators: Org TS (Text Structure) and Org R (Regularity).

$$\text{Organization Score} = \frac{orgTS + orgR}{10} \times 100$$

(Brown, 2004)

## 2. Mechanics Score (100)

Mechanics measures three indicators: Mech S (Spelling), Mech P (Punctuation), Mech C (Capitalization).

$$\text{Mechanics Score} = \frac{mechS + mechP + mechC}{15} \times 100$$

(Brown, 2004)

## 3. Mean Score

$$\text{Mean Score Org} = \frac{\text{Total Score Organization}}{1200} \times 100$$

$$\text{Mean Score Mech} = \frac{\text{Total Score Mechanics}}{1200} \times 100$$

## 4. Improvement Score

$$\text{Improvement Score} = \frac{(\text{Mean Score Post test} - \text{Mean Score Pre test})}{\text{Mean Pre test}} \times 100$$

Assessment to determine student retention in writing recount texts with the following assessment scale:

Aspects	1 (Very Less)	2 (Less)	3 (Fair)	4 (Good)	5 (Very Good)
Retention & Content Understanding	The student cannot recall or explain the content of the writing correctly, a lot of information is lost.	Students can recall some parts of the writing but the information is inaccurate or incomplete.	Students can recall most of the content fairly well, although there are some minor errors.	Students can recall and explain the content of the writing well and accurately.	Students can recall and explain the content of the writing very well, without errors.

(Brown,2004)

### Perhitungan Skor Akhir

Formula :

#### 1. Retention Score

$$\text{Retention Score} = \frac{\text{Retention}}{5} \times 100$$

#### 2. Mean Score

$$\text{Mean Score Retention} = \frac{\text{Total Score Retention}}{1200} \times 100$$

#### 3. Improvement Score

$$\text{Improvement Score} = \frac{(\text{Mean Score Post test} - \text{Mean Score Pre test})}{\text{Mean Pre test}} \times 100$$

Assessment Criteria:

Score	Category	Explanation
85-100	Excellent	Students demonstrated excellent mastery of the material, applying their knowledge and writing skills accurately and consistently. There were no significant errors, and their work showed creativity and deep understanding.
70-84	Good	Students understand the material well and are able to write with a fairly clear structure. Any errors that appear are minor and do not interfere with overall understanding. Understanding and retention are quite strong but not yet perfect.
55-69	Fair	Students demonstrate a basic understanding of the material, but there are some errors that affect the quality of their writing. The structure of the text is sometimes inconsistent, and information retention is not yet stable.
40-54	Deficient	Students have limitations in understanding the material and writing structured texts. Grammar, spelling, or organizational errors often appear and interfere with meaning. Retention is low and additional guidance is needed.
>40	Poor	Students show little understanding of the material. Their writing is unstructured, contains many basic errors, and their retention of information is very low. Intensive learning intervention is required.

(Brown, 2004)

## **APPENDIX 6**

### **Pre Test and Post Test Writing Results**

#### **A. Pre-test**

##### **Student 1**

“ Before I walked around the school I first warmed up after warming up I walked around the school I was derected by the teacher to go back to school”

##### **Student 2**

“ A Few weeks ago. My school selected me and four of my classmates to represent our team in an inter. School Mobile Legends tournament. It was the past time we participated in a competition like this. So we were both excited and nerveous. Before the tournament, we trained almost every day after school. We focused on building our strategies, improving our communication, and understanding each other’s playstyles.”

##### **Student 3**

“ One day my friend and I saw poster for a futsal tournament on may 18 2024. I started the futsal tournament an won first match in short my friend and I reached the final and unfortunately my team lost”

##### **Student 4**

“ Yesterday my family and I went to the beach for a vacation we arrived at the beach. In the morning and immediately enjoyed the beautiful scenery”

##### **Student 5**

“ in the Sunday before my uncle tell me for following him to the mall, when I arrive mi uncle told me for following him into the mall and I arrived in PC Store, he say ‘Buy any pcs component for buiding a PC’, I’m surprised because I love PC and need it for playing games”

**Student 6**

“ On Friday, the 25th, at 1:00 P.M. I’m playing on mu cellphone and heards the sound of someone sweeping. I immediately went to sleep after hearing it”

**Student 7**

“ I exercise with my friends around the school in the morning”

**Student 8**

“ One day my friend and I saw a poster for a futsal tournament poster on may 18 2024 I started the futsal tournament and won the first match in short my friend and I reached the final and unfortunately my team lost”

**Student 9**

“ Last week, me and my family go to beach. On the beach, I am swimming with my family, there are many people, before swimming I am eating with my family, I am eating fried chicken and rice”

**Student 10**

“ Last holiday, I went to losari beach in makassar, with my family, on sunny Sunday morning in December. We go around 7 am and arrive at the beach an hour later. First, we wal along the beach and take a lot of photos. My siblings and I play with water and collect seashells. After that, we buy some snacks and coconut water”

**Student 11**

” The last week, me and my family visited my mom hometown. My mom born in bone, desa tapog. Kec. Lamuru. My mom have 6 siblings. And the younger one its my auntie will marry next week. It’s the reason way we visited my mom hometown.

### Student 12

“ Yesterday, me and my family go to Mall, me and my sister want buy clothes. I choose pink shirt and my sister choose blue t-shirt. After that, we go to restaurant, my mother order fried rice, chicken crispy and some other side dishes. After that, we playing on timezone. I playing several games. After palying for quite a while, we went home”





## **B. Post test**

### **Student 1**

“ My experience, During the PKDTM period I spent 5 night at my school and my friends and I got lessons that I didn’t know and I got new friend. We learn anything about 5 days”

### **Student 2**

“ My experience joining tournament. 18 November 2023. I had the chance to participate in a local gaming tournament held in my city. My school selected me and four of my classmates to represent our team in an inter-school mobile legends tournament. It was the first time we participated in a competition like this, so we were both excited and nervous. Before the tournament, we trained almost every day after school. We focused on building our strategies, improving our communication, and understanding each other’s playstyles, our team roles were clear-every knew what they had to do”

### **Student 3**

“ My experience tournament football. One day, on April 18, 2024, my friend and I saw a poster for a football tournament and I registered for tournament and I played on April 19 and I entered the final and won the tournament”

### **Student 4**

“ My fun experience playing video games. I played an exciting video game called Minecraft. I played it at hom, in my bedroom. It happened last weekend on Saturday night. I played it with my best friend, Raka, trthough online multiplayer. Last Saturday night, I had a lot of fun playing Minecraft with my best friend, Raka. We played online from our own homes. We decided to buid a giant castle together. At first, it was a bit difficult because we had to find the right materials and plan the design. But after a few hours, we finally finished it. We also fought some monsters in the game which made the game more exciting we laughed, made jokes and had a great time. Even though we were not in the

same place, it felt like we were playing side by side. That night was one of the best gaming experiences I've ever had. I can't wait to play again next week.

#### **Student 5**

“ My experience playing minecraft survival. At 09.00 day I'm playing Minecraft, at game going to nether for finding a blast rod, while building nether portal there's a green thing come to me called creeper, I don't know if that creeper come to me and BLOW UP!, luckily obsidian block can't be destroyed, but I'm dying after that I'm respawning at my home and going to my nether portal and pick up my stuffs to my inventory, and now I burn the nether portal with flint and steel, and the portal of nether was on, now I use my gold armor for defending myself from piglins, while building a way to nether fortress, but there's a white thing flying called ghast and shot me bridge to nether fortress, and I'm felt down to the lava and lost all my stuffs.

#### **Student 6**

“ My experience on Friday night. 25 April 2025, 01.00 am, in my house. At that time I was lying down and playing with cellphone, not long after that heard the sound of someone sweeping and I immediately went to sleep after hearing it”

#### **Student 7**

“ entertainment time experience. At the time of entertainment I went to the baiths and when I was taking a bath I drowned me with my cousin on 10/2/2024”

#### **Student 8**

“ My friend crashed. When I come home from I go to my friend's House to visit for A while and Hang out then after that we Go home and My Friends who was at the Back collides with Another motorcyclist who was Going the opposite Direction As Him”

### **Student 9**

“ School introduction period. Last year, I joined MPLS at my new shcool smk Muhammadiyah 2 bontoala. It was held for three days. Starting on Monday, July 17 years. I was very nervous because everything was new : the teachers, the building, and the friends with name tags and cleaning tool. While in the field I met annisa resky salsabila after ia got acquainted with him we continued playing games I learned about the school facilities including the computer lab and the library. Last day of mpl I don't feel nervous anymore even though I was nervous at first, I really enjoyedmpl. I made new friends and became more confident. It was a great way to start my high school journey”

### **Student 10**

“ Home experience. I clean house on Saturdays and Sundays snd I sweep and mop after that I wash the dishes and hang out the clothes. After doing all that I rest by watching a movie and sleeping and after the movie ends I continue playing on my cellphone. Even though I'm tired I still clean the house and help my parents”

### **Student 11**

“ I wash dishes and do laundry on saturday and sunday at home then I clean the room after I play online games, scroll tiktok and watch until midnight. Even though I'm tired I still clean the house and help my parents”

### **Student 12**

“ My Experience Attending PKDTM Muhammadiyah. I attending PKDTM (Basic Leadership Training of Taruna Melati) Muhammadiyah on march 1, 2025, at SMK Muhammadiyah 2 Bontoala Makassar, and it became one of the turning points in my sipiritual and leadership journey. At firs, I was hesitant because I didn't fully understand what PKDTM was, but the encouragement from my friends and my own curiosity let me to register. At night, we had a reflection session that was very touching. In the silence, we were invited to

reflect on life, our relationship with our parents, and our commitment to both the organization and our faith, many of us cried not out of sadness, but because we realized how much we had overlooked in our likes”



## APPENDIX 7

### DATA PRE-TEST AND POST-TEST SCORES

Pre-test scores to determine understanding before treatment.

NO	Student (N)	Understanding						
		Org		Score	Mech			Score
		TS	R		S	P	C	
1.	Student 1	1	1	20	2	2	2	40
2.	Student 2	3	3	60	3	3	3	60
3.	Student 3	2	2	40	2	1	1	27
4.	Student 4	2	2	40	2	2	2	40
5.	Student 5	2	2	40	2	2	3	46
6.	Student 6	2	2	40	3	2	3	53
7.	Student 7	1	1	20	1	1	1	20
8.	Student 8	2	1	30	2	1	1	27
9.	Student 9	3	3	60	2	2	2	40
10.	Student 10	3	3	60	3	3	3	60
11.	Student 11	2	2	40	3	2	2	46
12.	Student 12	3	3	60	3	3	3	60

Source Primary Data 2025

#### Description :

Org : Organization  
 Mech : Mechanics  
 TS : Text Structure  
 R : Regularity  
 S : Spelling  
 P : Punctuation  
 C : Capital

**Pre-test scores to determine Retention before treatment.**

No.	Student (N)	Retention	Score
1.	Student 1	1	20
2.	Student 2	3	60
3.	Student 3	2	40
4.	Student 4	2	40
5.	Student 5	2	40
6.	Student 6	2	40
7.	Student 7	1	20
8.	Student 8	1	20
9.	Student 9	3	60
10.	Student 10	3	60
11.	Student 11	3	60
12.	Student 12	2	40

Source Primary Data 2025

**Post-test scores to determine student understanding after treatment.**

NO	Student (N)	Understanding						
		Org		Score	Mech			Score
		TS	R		S	P	C	
1.	Student 1	1	1	20	2	1	1	26
2.	Student 2	3	3	60	3	3	3	60
3.	Student 3	1	1	20	2	2	2	40
4.	Student 4	4	4	80	3	3	3	60
5.	Student 5	3	3	60	2	3	3	53
6.	Student 6	2	2	40	2	2	2	40
7.	Student 7	1	1	20	1	1	1	20
8.	Student 8	2	1	30	2	2	2	40
9.	Student 9	4	4	80	4	3	3	66
10.	Student 10	3	3	60	3	3	3	60
11.	Student 11	2	2	40	2	2	2	40
12.	Student 12	4	4	80	3	3	3	60

Source Primary Data 2025

**Description :**

Org : Organization  
 Mech : Mechanics  
 TS : Text Structure  
 R : Regularity  
 S : Spelling  
 P : Punctuation  
 C : Capital



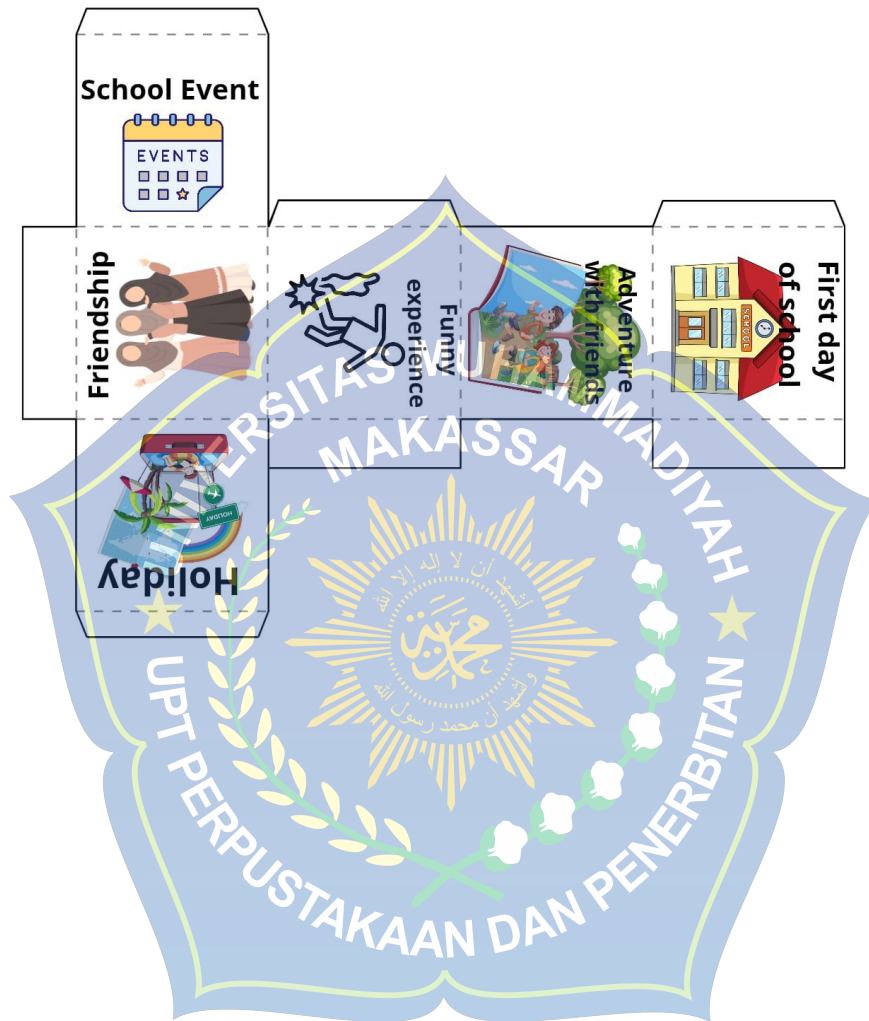
**Post-test scores to determine student retention after treatment.**

<b>No.</b>	<b>Student (N)</b>	<b>Retention</b>	<b>Score</b>
1.	Student 1	2	40
2.	Student 2	3	60
3.	Student 3	2	40
4.	Student 4	3	60
5.	Student 5	3	60
6.	Student 6	2	40
7.	Student 7	1	20
8.	Student 8	2	40
9.	Student 9	3	60
10.	Student 10	3	60
11.	Student 11	2	40
12.	Student 12	4	80

Source Primary Data 2025

## APPENDIX 8

### STORY CUBES



## SURAT KETERANGAN BEBAS PLAGIAT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

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Nim : 105351107719

Program Studi : Pendidikan Bahasa Inggris

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"Improving Students' Listening Skills through  
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Muhammadiyah 2 Bontoala", EduLine: Journal  
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Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMK 2 Muhammadiyah Bontoala

di -

Makassar

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0262/FKIP/A.4-II/III/1446/2025 tanggal 6 Februari 2025, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURUL QISTHI N

No. Stambuk : 10535 1107719

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE ROLE OF GAME BASED LEARNING ACTIVITIES IN IMPROVING ENGLISH UNDERSTANDING AND RETENTION AT SMK MUHAMMADIYAH 2 BONTOLA"**

Yang akan dilaksanakan dari tanggal 6 Maret 2025 s/d 6 Mei 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.  
NBM 1127761



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH SUL-SEL

SMK MUHAMMADIYAH 2 BONTOLA MAKASSAR

TEKNOLOGI DAN REKAYASA, TEKNOLOGI INFORMASI DAN KOMUNIKASI, BISNIS DAN MANAJEMEN

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Email : [smkmuhdamks@yahoo.com](mailto:smkmuhdamks@yahoo.com) Website : [www.smkmuhda.sch.id](http://www.smkmuhda.sch.id)

**SURAT KETERANGAN PENELITIAN**

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Yang bertanda tangan dibawah ini :

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NIP : 826 705  
Jabatan : Kepala Sekolah

Menerangkan bahwa :

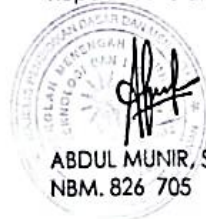
Nama : NURUL QISTHI N  
NIM : 10535 1107719  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Judul : "THE ROLE OF GAME BASED LEARNING ACTIVITES IN  
IMPROVING ENGLISH UNDERSTANDING AND  
RETENTATION AT SMK MUHAMMADIYAH 2  
BONTOLA MAKASSAR "

Benar telah melaksanakan Penelitian/pengambilan data pada  
SMK Muhammadiyah 2 Bontoala.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana  
mestinya.

Makassar, 19 Mei 2025

Kepala Sekolah,



ABDUL MUNIR, S.Ag.,S.Pd.,M.Ag  
NBM. 826 705



MAJELIS DIKILITBANG PP MUHAMMADIYAH  
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#### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nurul Qisthi N  
NIM : 105351107719  
Judul Penelitian : The Role of Game-Based Learning Activities in Improving English Understanding and Retention at SMK Muhammadiyah 2 Bontoala  
Tanggal Ujian Proposal : 11 November 2024  
Tempat/Lokasi Penelitian : SMK Muhammadiyah 2 Bontoala

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	19 Maret 2025	Siswa mengerjakan Soal Pre-test	Megawati, S.Pd	
2	21 Maret 2025	Peneliti memberikan materi recount text	Megawati, S.Pd	
3	11 April 2025	Peneliti memberikan Pembelajaran menggunakan Story Cubes	Megawati, S.Pd	
4	25 April 2025	Peneliti memberikan materi lanjutan recount text dengan menggunakan Story Cubes	Megawati, S.Pd	
5	02 Mei 2025	Peneliti memberikan tugas kepada siswa membuat recount text dan membacakan di depan	Megawati, S.Pd	



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6	09 Mei 2025	Siswa mengerjakan Soal Pre-test	Megawati, S.Pd	
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Mengetahui,

Ketua Program Studi,  
FKIP Unismuh Makassar

Dr. Umri Khaerul Syam, S.Pd., M.Pd  
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

Abdul Mujiir, S. Pd., M.Ag  
NBM. 826 705





## DOCUMENTATION



Photo with English Teacher



Students work on pre-test questions



The researcher explains the material





Collaborative writing learning using Story Cubes







Students work on post-test questions



Photo researcher with students



## BIOGRAPHY



The researcher, Nurul Qisthi N. She was born on October 05, 2000 in Makassar, South Sulawesi. She is the fifth child of Dr. Ir. Nurdin Mappa, MM and Alm. Subaedah Hafid, S.Pd.I. She has 3 brothers named Alm. Muh. Zaky Mubarak N, Muh. Isra Al-faruq N and Maula Assiddiq N, She also has 4 sisters namely Nurfatiha Nurdin, S. M, Nuzul Bayyinah N, S.IP, Nur Syahra Ramadhana N and Mar'ah Shaliha N. In 2006 she started her schooling in Kindergarten namely Aisyiyah Bustanul Athfal VI Kindergarten until 2007. She continued her education at SD Inpres Bangkala III and graduated in 2013. She continued her education at Lab. School SMP Unismuh Makassar and graduated in 2016. She continued her education in 2016 at SMAN 12 Makassar and graduated in 2019. Then in 2019 she decided to continue her education at Universitas Muhammadiyah Makassar and was accepted as a student in the Department of English, Faculty of Teacher Training and Science. She was able to complete her studies with the title “The role of game-based learning activities in improving English understanding and retention at SMK Muhammadiyah 2 Bontoala”. She was also active in the Tapak Suci Putera Muhammadiyah organization, Muhammadiyah Student Association and Nasyiatul Aisyiyah during his studies until now.