VISUAL GAME NOVEL ON READING CLASS: ENHANCEMENT OR USELESS WHEN IT USES IN THE EFL OF ESP CLASSROOMS

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Abstract

Visual Games Novel (VGN) is effectively seen as a digital evolution books, with music, pictures, and occasionally even voice acting or movies. VGN mostly do not have a game play nor interaction outside of continuing the dialogue with a button press or make a decision even though the typical game drive the user do a lot. This activity applied in EFL reading class to enhance the students' reading comprehension. Explicit instruction strategy is used to conduct this study, the aim of this qualitative study is to find out the students expressed and their perception toward VGN after being treated with an explicit strategy using VGN in one semester with 8 meetings. An -10 item with open-ended questionnaire which was followed by an in-depth interview. The data were obtained from examining the students' perceptions towards the use of VGN in reading class. A total of 54 sophomore majoring in Mechatronics and Industrial Electronics Departmentsof an Indonesia state polytechnic (PoliteknikElektronikaNegeri Surabaya). The result showed that mostly students have positive attitudes respond towards VGN and they developed their integrative and instrumental motivation during the treatment.The pedagogy is that combining betweennatural and explicit vocabulary instruction is more effective in promoting reading comprehension to support the VGN. The language practitioners can rely on teaching reading, especially in ESP context, to help improve students' comprehension in reading.

Keywords: *VGN, Explicit Instructions, Perceptions, Integrative, and Instrumental Motivation.*

INTRODUCTION

Some researches agreed that the subtitle of L2 (English) in some audio visual material of English gave more benefit to develop their reading and vocabulary comprehension ways to gain better in their comprehension performance is to provide the written form of the spoken language. It is widely accepted that reading the subtitles and image pictured on the (Vulchanova, Aurstad, Knitves, Eshuis; 2015. Napikul, Cedar, Roongrattanakool; 2018. Kanellopoulou; 2019) which captured on the material used in English class. This is one of the bimodal materials at the same time can help

reinforce the connection between sound, pictures, and written form of the language because students of L2 would easier to understand the message clearly.

Subtitle on the films is a kind of audio visual media of storytelling which provide narrative models organized in emotions and images with captions (Napikul, et al: 2018), moreover Welles (2004) claimed that subtitled films are increasingly used in foreign language classes, they helped students to understand and recognized the context by observing the behaviors the characters along with the conversations.

After finding the appropriate materials to use, there are still some other things has to consider before the teacher bring into the class, that they must find the appropriate teaching material for their field. In this case, English for specific purpose (ESP). Choose the good materials to deliver the subject in ESP classroom is the great challenge for EFL teachers, because teaching ESP is differently than in English department. There are some ways to concern to estimate the goal itself. Materials and strategies to be applied must be count as the bridge. Some teachers put this situation as fun challenging to find the new. Everyone agree that ESP materials should be now and relate to the current issue of the field.

Reading subject in ESP field put as the biggest portion, it is in the line with the purpose of reading and the balance between skills and language affect the teaching of reading in this field. (Dudley-Evans and St John; 1998. Johns and Davies; 1983) described that there are two contributions: (1) the shift from the text as a linguistic object to text as a vehicle of information. The key principles for ESP learners are that extracting information accurately and quickly is more significant than language details; that understand the macrostructure comes before language study; and that application of the information in the text is extremely important. The reader first processes the language and then links the ideas to prior knowledge. (2) The recognition that good reading requires language and skills. Furthermore, Dudley-Evans and St John (1998) described that reading component of an ESP should be requiring a balance between skills and language development, some crucial skills to be learnt into the new language, there are; selecting what is relevant for the current purpose; using all the features of the text such as headings, layout; skimming for content and meaning; scanning for specifics; identifying organizational patterns; understanding relations within a sentence, and between sentences; using cohesive and discourse markers; predicting, inferring and guessing; identifying main ideas, supporting ideas. Although reading skill often referred as a passive language skill (Metruk; 2018), but reading can also be deemed active, which constantly involves guessing, predicting, checking, and asking oneself questions… it involves a reader, text, and the interaction between them, and that it is a dynamic and interactive process (Bordonari; 2014., Ghoneim; 2013., fu; 2012). Those theories used as the basic to arrange the materials and to design the strategy to deliver into the class.

One of the impacts is on the teaching supporting materials, especially for listening. That is visual novel. It is featuring mostly static graphics, most often using animestyle art or occasionally live-action stills (and sometime video footage). Visual game novel is representing a multimedia game which has all the multimedia's elements

like text, backgrounds, characters, music, sounds and it has interaction with the player (Bashova, Pachovski: 2013). It is typically articulates it's narratives by means of extensive text conversations complemented by lovingly depicted (and mainly stationary) generic background and dialogue boxes with character sprites determining the speaker superimposed upon them(Cavallaro; 2010). Visual novels are effectively seen as a digital evolution books, with music, pictures, and occasionally even voice acting or movies.

The only major difference between a videogame and a typical visual novel is player interaction. Visual Novels mostly do not have a game play nor interaction outside of continuing the dialogue with a button press or making a decision when a choice pops up, even though the typical game drive the user do a lot more than that. However, those two things also share a lot of things; music, sound effects, animation and voice acting are commonly found in both. Some visual novels even include 'actual' gameplay elements, such as Zero Escape with its escape the room puzzles. Visual novels are commonly made with game engines, such as Unity or Ren'Py (Kusumawati: 2019). Relating some theories and concepts above, the next main point should consider is what the strategy of the teachers to deliver

Explicit instruction is used in this study to be applied in classes, it is also well known as direct instruction. There are some steps to do: by setting a purpose of learning, telling the students what to do, by showing them how to do it, and finally guiding their hands-on application of the new learning. Luke (2014) describes that explicit instruction refers to teacher-centered instruction that is focused on clear behavioral and cognitive goals and outcomes. This, in turn is made 'explicit or transparent to learners'. Bernstein as quoted by Luke (2014) defines that explicit instruction as if featuring 'strong classification and strong framing, clearly define boundary knowledge and skill, and teacher-directed interaction.

Smith (2009) adds that techniques such as webbing that involve student's own perspective in creating interaction that gradually clarify target vocabulary may be a way to combine direct teaching and incidental learning in one exercise. In the class when the teacher is presenting the instruction of reading, he or she can use students' personal experiences to develop vocabulary in the classroom, through informal activities such as semantic association students brainstorm a list of words associated with a familiar word, pooling their knowledge of pertinent vocabulary as they discuss the less familiar words on the list. Semantic mapping goes a step further, grouping the words on the list into categories and arranging them on the visual 'map' so that relationships among the words become clearer. Moreover, in semantic developing materials, words are grouped according to certain features, usually with the aid of chats that graphically depicts similarities and difference among features of different words. Then the analogies are a useful way to encourage thoughtful discussion about relationships among meanings of words.

Another study to conduct explicit instruction was taken by Wintergersr and DeCapua (2003). They found that Asian ESL learners are more used to teacher-centered classrooms, which implies that they are more used to being given instruction

by teachers although it is generally agreed that learners may become less autonomous if they are always provided with explicit instruction. Result of some research showed that explicit instruction of vocabulary better influenced vocabulary learning (Dakun, 2000; Marzban, Kamalian, 2013; Zarei, Sepahian, 2015). Cynthia, Johnson (2009) in their study concluded that direct vocabulary is useful for students at all ability levels students taught large portion of words can be taught through direct instruction.

Some questions formulated in this research, are:

1. Is there any influence using Visual Game Novel (VGN) and Conventional Reading (CRC) material on the students reading comprehension?
2. What treatment used to apply during the experiment conduct?
3. Is there any relation to those two materials (Visual Game Novel and Conventional Reading Comprehension), and the treatments of the teachers applied?

Since the setting of this current study is at the college, it is unlikely to do random sampling. The two classes with 54 students can be accessed for the experimentation. Then, have the same chance for being the sample of this current research as the college has the policy to randomly redistribute the students every academic year, which is aimed at avoiding superior classes. Those two classes are taught by two different teachers. The college suggested to deal with one English teacher for two different classes likely have a crash schedule. Regarding this condition, non-probability sampling is used in this present study. Based on the coordination with the college management that and the English teachers, it is decided that the sample of this current quasi-factorial design are Group A and Group B. To avoid the bias, the researcher teaching activities is controlled and guided by the lesson plans.

METHOD

This study was quasi experimental with pretest and posttest design with explicit vocabulary instructionsand natural applied. The subjects were the seventh semester of Mechatronics Department and Electronics Department, Engineering Electronics Polytechnic Institute of Surabaya. They were chosen because they had the same characteristics

Prior the experiment, both classes were ensured to be equal in all aspects by observing both classroom, interviewing the English teacher taught in both classes, and using the previous semester of students' English scores. Those were carried out as the efforts to reduce the threat towards internal validity, in this case is selection (Ary et al, 2006: 298).

The data of student's f the two classes are shown in table 2.1.

Table 2.1 The Qualitative Features between two classes.

No	Features	VGN Group (Visual Game Novel)	CRCGroup (Conventional ReadingComprehension)
1	Number of students	27	27
2	Mean scores for English	58.89	56.76

	subject		
3	The schedule of English subject	Monday 1-2	Monday 7-8

From the qualitative features in those two classes, it could be concluded that they were not significantly in terms of students' number in the portion mean scores for English subject. In other words, both classes were homogenous which play an important role prior to the experimental research. It should be ensured that the subjects of the study in both groups were equal for the purpose of avoiding bias result.

Then, the students score of both groups compared to determine the effect of the treatment instruction on both groups according to their proficiency.

.Then, the next was the experimentation in which the two instructions were experimented. They were, VGN group to the first group (first class) and CRC group to the second group (second class). After being given the treatments, the posttest was conducted to the groups. Due to the posttest, the writer would prepare the instruments that was reading comprehension in the form of visual game novel and conventional reading comprehension, to each student with allotted time to do the test. After finishing the test, the instruments must be collected to find the results.

In the process of teaching and learning, a teaching schedule alternation between the teacher and the researcher was applied in order to minimize the possible threats, particularly in this case is that the teacher plays role on student's motivation. By alternating the schedule of teaching between the teacher and the researcher, the teaching and learning atmosphere were conditioned like the usual classes so that the students would not be suspicious that they were under the research. The discussion on the detailed lesson plan, including teaching strategy, media/materials, and assessment were carried out to the process of the experiments. In order to ensure that the teacher could apply the lesson plan on explicit teaching strategy (direct) and conventional teaching strategy (natural) in both experimental groups on each meeting, the detailed explanation on the lesson plan were given to the teacher before starting the class. The detailed teaching schedule alternation between the researcher and the English teacher are shown in the table 2.2

Table 2.2   Teaching schedule for the researcher and the English Teacher

Meeting	1st Experimental Group	2nd Experimental Group
1	The English teacher	The researcher
2	The researcher	The English teacher
3	The English teacher	The researcher
4	The researcher	The English teacher
5	The English teacher	The researcher
6	The researcher	The English teacher
7	The English teacher	The researcher
8	The researcher	The English teacher

This swap was based on the consideration that every changes happening in the post-test for experimental groups did not have any relationship with the teacher in the group. In any other words, this is one of the researcher's effort to control the possible extraneous threat which was in the form of experimenter's effect during the treatment process.

Before conducting the treatment, the English teacher and the researcher discussed all the planning of the teaching and learning activities during the treatment for both experimental groups. All of the lesson plans for 8 meetings for both classes had been set by the researcher. Before implementing the lesson plans, the proposed lesson plans were discussed with the expert in ESP that was aimed at having feedback for the betterment of the lesson plans. The revise lesson plans then were communicated in detailed to the English teacher, so there was no misunderstanding between the researcher and the teacher regarding the implementation of the activities for the two groups. Based on the result of the discussion between the teacher and the researcher, some revisions were made. Some materials to conduct the activities were prepared, prior to the discussion with the English teacher, power point slide show and video were used as the media.

After all the lesson plans and media had been ready for the experimentation process, the English teacher and the researcher set the schedule for the experimentation for the groups. Prior the experimental process, the pretest score was conducted on both experimental classes to know the condition of the classroom and to ensure that both classes were equal in term of language learning achievement.

The final stage of the data collection was administering the post-test. After administering the post-test, the scoring test was carried out. The formula of the scoring was that each correct test item was counted as one point meanwhile the wrong one was counted as zero point. Then, the number of correct items was divided by total number of the items and multiplied by 100 as the maximum score. The score of each student, then, was tabulated in the computer for further analysis.

DISCUSSION
3.1 There is any influence using Visual Game Novel (VGN) and Conventional Reading (CRC) material on the students reading comprehension?

After the process of treatment, the posttest was given to group A, Visual Game Novel (VGN), and group B, the Conventional Reading Comprehension (CRC which lasted for 60 minutes for the reading comprehension session with questions.

Then the T-test with independent sample testing is used to find out the answer to the research problem whether any difference or no difference between the two groups. Based on the result of the posttest in the VGN group and the CRC group, it was shown that the mean score of the groups were 77.4074 and 67.6852 respective.

Roughly, it can be concluded that the main score of the VGN group, that is group A, the group using Visual Game Novel (VGN) was higher than the group B, the group using Conventional Reading Comprehension (CRC).

3.2. The treatment used to apply during the experiment conduct.

Based on the result of posttest of the group A (VGN) and the group B (CRC) on their comprehension, which is used T-test with independent sample testing to find out the result that the mean scores of the VGN group is 81.2500 and the CRC group is 71.7857 respectively. It can be concluded that the main score of the group using Visual Game Novel was significantly higher than the other group that is the group using conventional Visual Game Novel.

3.3. Those two materials (Visual Game Novel and Conventional Reading Comprehension), and the treatments of the teachers applied has any relation impact.

Based on the posttest analysis of the group A (VGN) and the group B (CRC), which is used T-test with independent sample testing to find out the answer of the research problem, it was revealed that the mean score for the group using visual game novel is 69.72 and the group conventional visual game novel is 53.33 It is revealed that there is significantly different. They have any difference. It means that the test results from both groups showed significant increase in reading comprehension.

CONCLUSION

Based on the statistics numbers, there are two experimental groups, the visual game novel in group A (VGN), and the other class as group B used the conventional reading comprehension (CRC). They were under different instructions, explicit instruction group and natural instruction group, and they also had different treatment media, one group gave the treatment with visual game novel, and the other gave the treatment with conventional visual novel.

Overall, in this study the groups showed enthusiastic response on the media treatment through their reading comprehension session. The students got this feeling because they got a new thing on their treatments, the visual game novel series. Many students believe that this media can give some compensation through the audio and visual channel. They can develop their vocabulary comprehension through listening and reading activities. And this showed on their statistical data that they got a greater impact on reading comprehension. It showed on their objective and subjective reading test, that they enjoyed the new reading comprehension materials, because it supported with move pictures, good voice, and some new vocabulary. They can develop their reading comprehension, and also develop English pronunciation through their listening. They got two things in the same time, reading comprehension and listening.

They seemed enjoy the media treatments and the class interactions during the reading comprehension session. Some obstacles considered to be the cause of this study. This qualitative data got from the subjective test that some students failed to answers, they could be some conditions the teachers found on the field, they are; (1) the treatment only played in one session, without repeating. Perhaps presenting more than once would get better result on the students' reading achievement. (2) Some students did not activate their prior knowledge to develop their vocabulary bank during the treatment. This condition is suspected to be the cause of the students failed to answer some questions on reading comprehension test. Because they only understand

the novel story through the subtitle and the pictures. (3) The limitation of their vocabulary is the other main cause of the students failed. They cannot explore their limitation through the questions, because of their terminology limitations. Since the written forms of the dialogues and the strips of the visual game novel session played the role, they just received the information from the story without the needs to develop deeper. (4) The explicit instruction method is successfully applied in the class; this treatment has better impact to the students than natural instruction method. Further analyses showed that this treatment has a relationship with the culture, that east culture. Those findings showed that the students' listening does not have any impact on their vocabulary comprehension. Two experiment groups failed to show the development of the students' vocabulary comprehension.

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SIMBOL WALASUJI DALAM PESTA ADAT PERKAWINAN MASYARAKAT BUGIS DI SULAWESI SELATAN: KAJIAN SEMIOTIKA

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Abstrak

Walasuji memiliki simbol yang mengikat jalannya prosesi, masing-masing mempunyai makna yang tertanam dari simbol tersebut. Apabila kita memahami realita yang terjadi seperti sekarang ini pada masyarakat Bugis, pergeseran pemahaman makna walasuji telah menyebar secara meluas. Tentu saja gejala tersebut patut disayangkan terjadi, sehingga dibutuhkan pihak yang mampu mendorong pelaksanaan penelitian tentang pengungkapan makna simbolis yang terdapat dalam walasuji sebagai suatu tanda yang memiliki makna. Hal itu dianggap penting agar masyarakat tidak keliru dalam menjalankan adat perkawinan dengan menghadirkan pernak-pernik acara tanpa mengetahui maknanya. Hasil penelitian menunjukkan bahwa terdapat dua subtansi yang penting yakni dua ragam walasuji menurut sistem budaya perkawinan dalam masyarakat Bugis. Pertama yaitu walasuji Arung yang digunakan oleh kaum bangsawan, kemudian yang kedua yaitu walasuji sama yang digunakan oleh masyarakat pada umumnya atau non bangsawan. Walasuji beserta semua isinya secara semiotis memberikan makna perkawinan dalam masyarakat Bugis sebagai sebuah hubungan berupa ikatan perkawinan yang menyatukan dua keluarga sebagai tanggung jawab sosial berupa amanah sebagai umat manusia dalam melanjutkan regenerasi. Secara semiotik Walasuji mengandung nilai-nilai atau prinsip-prinsip hidup yang perlu ditanamkan dalam diri masyarakat, termasuk bagi yang melangsungkan perkawinan.

Kata Kunci: *Simbol, Walasuji, Perkawinan Bugis*

PENDAHULUAN

Pergeseran budaya sebagai dampak pergerakan zaman terus-menerus terjadi hingga menyentuh pada level budaya masyarakat yang paling inti, termasuk nilai-nilai kehidupan sosial. Kebudayaan lokal relatif mengalami pergeseran, disamping karena faktor budaya luar, juga disebabkan karena kurangnya kepedulian dan lemahnya pemertahanan kebudayaan yang dilakukan oleh masyarakat pewarisnya. Pengaruh kebudayaan luar menyingkirkan warisan budaya yang telah terbina turun temurun dalam masyarakat. Pada sisi yang sama, masyarakat sebagai pelaku kebudayaankurang menumbuhkan rasa tanggung jawab diri sebagai pewaris tradisi (Mattulada: 1995).

Walasuji benda dari pihak mempelai laki-laki yang dibawa ke rumah mempelai perempuan sebelum acara akad nikah dilangsungkan atau mappenre' botting. Walasuji memiliki kedudukan dan peranan penting dalam upacara perkawinan masyarakat Bugis. Apabila mengunjungi acara perkawinan suku Bugis akan terlihat suatu baruga yang merupakan walasuji di depan pintu rumah mempelai, atapnya berbentuk segitiga dan disangga oleh rangkaian anyaman bambu. Selain itu, walasuji juga sebagai penghias diberi janur kuning agar terlihat kekhasan masyarakat Bugis dalam