Development Of Imagination Game Media In Learning To Write Narrative Text In Order To See The Results Of Imagination Games For Class VII Christian Middle School 2 Medan

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Abstract. This study aims to develop persuasive text teaching materials based on the discovery learning method for class VII junior high school students. The steps used are the ADIIE development model which consists of analysis, design, development, implementation, and evaluation. Research teaching materials products get an average assessment of material experts The method used in this research is the Research and Development (R&D) method which is aimed at the proposed Borg & Gall model. The results of this study indicate that: (1) The results of material expert validation on the feasibility of Christian Middle School 2 Medan the material aspects obtained an average of 90.55% with a very good, and a limited field test was conducted on twenty-five students of , (2) Media validation results with an average of 86.16% with a very good category, (3) The validation results from educators obtained an average of 95.5% with very good category student.

Keywords: Development, Imagination Game Media, narrative text

1 Introduction

According to the Law of the Republic of Indonesia Number 18 of 2002, the development process is everything in science and technology activities that aims to utilize one of the principles and a scientific theory that is very proven to be true to improve the functions, benefits and applications of science and technology. existing or producing products. Research on the existence of one medium of imagination by making steps in a cycle. This research step or development process consists of a study of the research findings of the product to be developed, developing a product based on these findings and conducting a field trial according to the background where a product will be used and revising the results of the field test (1) (Punaji Setyosari , 2013 :222-223).Media is a sense that makes conveying understanding for

students so that the learning process occurs. (2) (Briggs in Susilana, 2009; 6.) Creative use of media will allow students to learn more so that the purpose of learning is not only as a sense to help teachers, but also to be a carrier of information or learning messages that are in sync with the needs of students. Thus, a teacher is able to concentrate his duties on other aspects such as individual guidance and counseling activities in moral learning activities 2009;9.According to (3) Hamalik in Arsyad (2013; 2), the process of developing science and technology requires that students be able to take advantage of or be able to see how much knowledge students have of the media. science and technology. The above knowledge of educators and students must know the media, among others.

a) Media games are used as a means of useful communication to make it easier for educators to learn;
b) Can function or be meaningful in media-shaped communication in order to achieve learning;
c) Ins and outs of the learning process;
d) Media Learning has a relationship between the teaching staff model and the ongoing media process;
e) The process of assessment and use of media takes place in learning;
f) A business process of learning and having innovation;

The interaction between the teaching staff model and the continuing media process is integral to the learning experience. Additionally, the assessment and utilization of media play a significant role in the learning process. Furthermore, learning in a corporate context often involves a process of innovation.Teaching materials are key components of the lesson plan that educators must develop. Teaching materials refer to educational resources that are deliberately structured to effectively convey the knowledge and skills acquired by students during their learning experiences (Herliandry, 2020:15). Nevertheless, the instructional materials offered do not completely align with the students' requirements. The efficacy of instructional materials utilized in educational institutions has been found to be inadequate in fostering student engagement and facilitating knowledge acquisition. This is evident from the evaluation outcomes of students, which consistently fall significantly below the minimum competency level (as observed at Nasrani 2 Medan). The attainment of competencies within each knowledge domain (KD) necessitates the acquisition of both knowledge and skills by students. Consequently, it is imperative that the instructional materials provided facilitate students' ability to accomplish these competencies.Additional data was acquired from Inderasari (2009:25), which indicated that the proficiency of pupils in composing narratives and essays remained comparatively inadequate. The aforementioned assertion is supported by Andayani (2008:25), who conducted a study revealing that the mean score of students in the initial writing assessment for narrative essays was rather low,

Other data was also obtained from(4) Inderasari (2009:25), who stated that students' ability to write narratives and essays was still relatively low. The same thing can also be proven by (5) Andayani (2008:25), from the results of his research that the average score of students in the initial writing test Narrative essays are still relatively low, namely 66.6. In this way, researchers can draw conclusions that narrative texts need to be further improved in the learning process.

Therefore, a teacher is capable of focusing their efforts on other responsibilities, such as providing individualized guidance and counseling in the context of moral education activities.

The given text "2009;9" does not provide sufficient information to be rewritten inAccording to Hamalik in Arsyad (2013; 2), the development of science and technology necessitates students' ability to effectively utilize and assess their understanding of media. The field of study encompassing scientific knowledge and technological advancements. Educators and students should possess a comprehensive understanding of media, including its various aspects. One such aspect is the utilization of media games as a valuable tool for facilitating effective communication and enhancing the learning experience for educators.b) The ability to function effectively and convey meaning in communication that is influenced by media is crucial for facilitating the process of learning. c) Understanding the intricacies and nuances involved in the process of learning. d) Various forms of media that are utilized for educational purposes.

2 Methodology

According to Levie and Lentz (as cited in Arsyad, 2017:20-21), there are four purposes that may be observed in game media, particularly in visual elements. One of these functions is the media extension function, which serves as a captivating focal point that encourages students to engage in content reflection. In the context of game media, there are two aspects to consider: (1) the significance embedded within the media, and (2) the efficacy of game media in facilitating students' comprehension during study or observation. Additionally, the function of media can be discerned through the identification of relevant findings. The research findings depicted in the image demonstrate the compensatory role of the media. The study reveals that the media serves as a means of providing context for comprehending textual information. Additionally, it assists students with weaker reading abilities by supplying them with pertinent information from the text, thereby aiding in their retention of the material.

The influence of game media on individuals' emotions, cognitive processes, and real-life experiences, or the reciprocal relationship between these factors, is a subject of scholarly inquiry. According to Tedjoworo (2010), imagination refers to the cognitive ability of pupils to generate mental images or conceptualize ideas that immediately engage their cognitive faculties, facilitating a comprehensive understanding and fostering imaginative thinking among students. Hence, the utilization of an imaginative game method facilitates cognitive enhancement through the incorporation of auditory, visual, and audiovisual stimuli. Copleston (1985) asserts that the medium of imaginative games generates a realm of fantasy that engenders the formation of mental representations.

The utilization of game media in educational settings offers students many opportunities for learning. By employing illustrative instances, such as the creation of imaginative games centered around narrative texts, students can acquire valuable knowledge and skills. Imagination games have the potential to foster the cultivation of essential traits, behaviors, knowledge, and creativity among pupils.

According to Arsyad (2017-25), Keemp and Dayton argue that incorporating media into classroom instruction as the primary mode of learning yields a favorable outcome, namely in terms of standardizing the delivery of educational content.

The process of acquiring knowledge can be enhanced to become more engaging and captivating.

The application of learning theory and psychological concepts enhances the interactivity of learning, particularly in relation to student engagement, feedback, and reinforcement.

4. It is imperative to condense the duration of the learning period, as most media platforms want concise delivery of information and content pertaining to the ongoing lesson.

The enhancement of learning outcomes can be achieved through effective organization, specificity, and clarity in the utilization of words or pictures as game medium

3. Research Methods

Arikunto (2002: 108) states that population is "all research subjects, while Sugiyono (2012: 80) states that population is a generalization area consisting of objects or subjects that are has certain qualities and characteristics that are applied by researchers to study, analyze and draw conclusions

The present research used an experimental methodology whereby two groups were given treatment in the form of a learning intervention.

Table 1. Population of Class VII Students of SMP Nasrani 2 Medan Tahun Ajaran 2022/2023 Academia year.

No	Class	The number of students
1	VII-1	20
2	VII-2	40

Table 2. Research Design

Class	Treatment	*Post-test*
Experiemen	X	T_2
Conctrol	Y	T_2

Information :
VII-1   : Learning using *problem solving methods* (experiments).
VII-1   : Learning using conventional methods (control).

The instrument used in this research is a multiple choice test with a total of 20 questions, with alternative answers (a, b, c, d). Each correct answer is given a score of 5, and a maximum value of 100 and a minimum of 0

Figures. There were 2 students who got a score of 55 or 6.25%, those who got a score of 60 were 4 students or 12.5%, those who got a score of 65 were 5 students or 15.62%, those who got a score of 70 there were 8 students, 7 students got 75 or 15.62%, 2 students got 85 or 12.5%, 2 students got 90 or 18.75%. So the total number of students is 30 people.

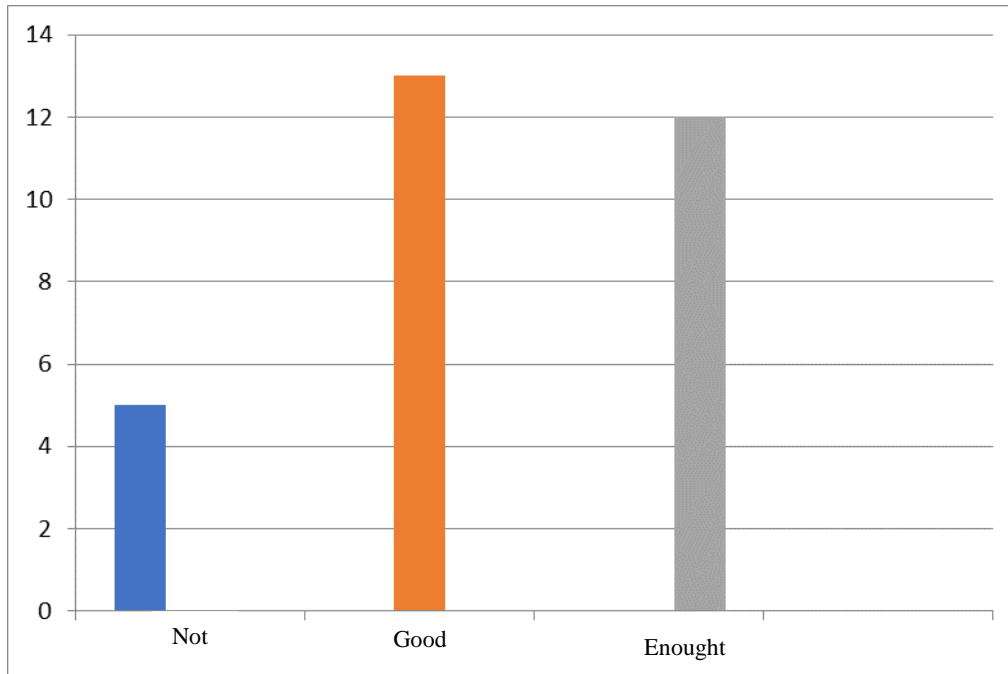**Figure 1.** Frequency diagram of pretest and posttest scores for media imagination games

Fig. 1. Frequency diagram of pretest and posttest scores for media imagination games

Equations. Based on the results of the diagram above, the researcher can conclude that the learning process using imagination game media in narrative text learning can improve student learning outcomes in Indonesian language subjects.

$$\text{effectiveness} = \frac{\text{total scores obtained}}{\text{total scores}} x\ 100\% \quad (1)$$

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