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Problem Based Learning Assisted with Spoof Game in Teaching Reading Comprehension at MTs Nahdlatul Mujahidin NW

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Abstrak

Pembelajaran membaca bahasa Inggris memerlukan strategi yang membantu siswa memahami isi teks sekaligus meningkatkan keterlibatan mereka dalam kegiatan belajar. Penelitian ini bertujuan untuk mengetahui efektivitas pembelajaran berbasis masalah (Problem-Based Learning/PBL) berbantuan spoof game dalam pembelajaran pemahaman membaca siswa kelas VIII MTs Nahdlatul Mujahidin NW pada tahun ajaran 2024/2025. Penelitian menggunakan pendekatan kuantitatif dengan desain kuasi eksperimen yang melibatkan kelompok eksperimen dan kelompok kontrol melalui pretest dan posttest. Kelompok eksperimen memperoleh pembelajaran PBL berbantuan spoof game, sedangkan kelompok kontrol memperoleh pembelajaran menggunakan snowball drilling game. Data dikumpulkan melalui tes pemahaman membaca berbentuk pilihan ganda dan dianalisis menggunakan statistik deskriptif serta uji t. Hasil penelitian menunjukkan bahwa rata-rata skor kelompok eksperimen meningkat dari 49,75 menjadi 67,33, sedangkan kelompok kontrol meningkat dari 50,00 menjadi 52,24. Peningkatan rata-rata skor kelompok eksperimen sebesar 17,58 poin lebih besar daripada kelompok kontrol sebesar 2,24 poin. Temuan ini menunjukkan bahwa PBL berbantuan spoof game berpotensi mendukung peningkatan pemahaman membaca siswa. Strategi ini dapat dipertimbangkan sebagai alternatif pembelajaran membaca bahasa Inggris,

Kata kunci: pembelajaran berbasis masalah; spoof game; pemahaman membaca; pembelajaran bahasa Inggris.

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Abstract

English reading instruction requires strategies that help students understand texts while increasing their engagement in learning activities. This study aimed to examine the effectiveness of Problem-Based Learning (PBL) assisted by a spoof game in teaching reading comprehension to eighth-grade students at MTs Nahdlatul Mujahidin NW during the 2024/2025 academic year. A quantitative approach was employed using a quasi-experimental pretest–posttest design involving experimental and control groups. The experimental group received PBL assisted by a spoof game, while the control group received instruction using a snowball drilling game. Data were collected through multiple-choice reading comprehension tests and analyzed using descriptive statistics and t-tests. The findings showed that the experimental group's mean score increased from 49.75 to 67.33, whereas the control group's mean score increased from 50.00 to 52.24. The experimental group's mean gain of 17.58 points exceeded the control group's gain of 2.24 points. These findings suggest that PBL assisted by a spoof game has potential to support improvements in students' reading comprehension. This strategy may be considered an alternative approach to English reading instruction.

Keywords: problem-based learning; spoof game; reading comprehension; English language teaching.

INTRODUCTION

Reading comprehension enables learners to connect words and sentences with the information and purposes of a text. In English as a foreign language classrooms, recognizing vocabulary alone may not be sufficient to identify a main idea, connect supporting details, or explain what a description communicates. These demands are especially relevant in descriptive texts, where readers must relate information about people, objects, and places. Setianingsih (2020) approaches reading assessment through several roles of the reader, emphasizing that comprehension involves more than decoding. This perspective supports instruction that asks students to examine meaning and explain their decisions.

The researcher identified difficulties in reading comprehension at MTs Nahdlatul Mujahidin NW and proposed a more participatory approach to teaching

descriptive texts. Its instructional concern was how to engage learners in discussing information rather than receiving explanations alone. Related research in the institutional context has examined structured activities that combine language practice with interaction. Imran and Sandiarsa S. (2018), for example, investigated Teammates Consult in relation to motivation and narrative reading. Their work provides a relevant basis for considering peer consultation, although narrative reading among university students differs from descriptive reading in a junior secondary school.

Problem based learning places a problem at the center of learning and requires learners to investigate and apply knowledge in developing a response. Savery (2006) distinguishes this approach from activities that simply provide practice after direct instruction. For reading lessons, the distinction matters: learners need a question or uncertainty that makes returning to the text necessary. A sentence that appears inconsistent with a passage can provide such a task when students must explain the discrepancy using textual evidence. The educational value lies in the reasoning prompted by the activity rather than the presence of a game alone.

Groups discussed the sentences, checked their judgments with the teacher, and participated in rounds involving concealed slips and predictions. In a reading lesson, the activity can encourage close attention when sentence judgments depend on the passage. However, judgments limited to grammatical form would assess a different aspect of language. This distinction is essential when connecting the intervention to reading comprehension. Ariani and Setianingsih (2018) examined Index Card Match in vocabulary teaching, offering an adjacent example of using cards for language practice without establishing the effectiveness of the present game.

Other studies by lecturers associated with English education at Universitas Pendidikan Mandalika and its earlier institutional context help position the proposed activity. Haerazi and Irawan (2020) investigated ECOLA in relation to reading comprehension, motivation, and self-efficacy. Haerazi et al. (2019) examined contextual teaching and learning in reading lessons. Hanan et al. (2020) studied genre based directed reading thinking activities with attention to critical thinking.

Together, these studies show that instructional structure and learner characteristics deserve attention when evaluating reading outcomes; their findings cannot be transferred automatically to a different intervention.

Imran et al. (2020) examined Think Talk Write in reading comprehension in relation to critical thinking, while Setianingsih et al. (2019) investigated mind mapping for motivation in vocabulary learning. Firman et al. (2018) studied mind mapping in writing instruction. The latter two studies concern related language learning processes rather than direct evidence for spoof game reading instruction. Their relevance is that organizing ideas and involving learners in meaningful tasks are established local research interests. The present study addressed a more specific classroom question: whether the source records support improved descriptive text reading following problem based learning assisted with a spoof game.

METHOD

This study employed a quantitative approach with a quasi-experimental pretest–posttest control-group design to investigate the effectiveness of Problem-Based Learning (PBL) assisted by a spoof game in teaching reading comprehension. The design involved two existing classes receiving different instructional treatments. Quantitative experimental approaches provide a framework for examining educational interventions through numerical measurements and comparisons across conditions (Creswell & Creswell, 2023).

The population comprised eighth-grade students at MTs Nahdlatul Mujahidin NW. Total sampling was specified in Chapter III, involving the two available classes. Class VIII A served as the experimental group, while Class VIII B served as the control group. The experimental group received PBL assisted by a spoof game, whereas the control group received instruction using a snowball drilling game. The use of existing classroom groups reflects the practical conditions commonly encountered in educational research (Cohen et al., 2018).

Data were collected through a reading comprehension test administered before and after the instructional treatment. The pretest assessed students' initial reading

comprehension, while the posttest assessed their performance following instruction. As described in Chapter III, the instrument consisted of 25 multiple-choice questions. Each correct response received four points, and each incorrect response received zero, resulting in a maximum score of 100. Both groups completed the assessments within the same allotted time. Test-based measurement provided numerical data for describing students' performance and examining changes following the intervention.

The analytical procedures specified in Chapter III included descriptive and inferential statistics. Descriptive statistics, including measures of central tendency and standard deviation, were used to summarize the distribution of reading scores. The inferential procedure specified an independent-samples t-test to examine differences between the experimental and control groups, with statistical significance evaluated at the .05 level. This analytical framework supports comparisons between instructional conditions, provided that the assumptions of the statistical test are satisfied (Cohen et al., 2018). Interpretation of the findings should also consider the use of existing classes and the available evidence concerning the measurement quality of the reading test.

RESULT AND DISCUSSION

The result repeatedly showed higher posttest achievement in the experimental group than in the comparison group. The experimental mean increased from 49.75 to 67.33, while the comparison mean increased from 50.00 to 52.24. The resulting changes were 17.58 and 2.24 score points. On this summary basis, the difference between changes was 15.34 points. This is a descriptive subtraction, not a statistically established treatment effect.

Table 1. Group means and changes calculated from those means

Group	Pretest mean	Posttest mean	Change
Experimental	49.75	67.33	17.58
Comparison	50.00	52.24	2.24

The initial means in Table 1 differ by only 0.25 points, suggesting similar starting achievement if the summaries are accurate. The posttest difference is 15.09 points. Nevertheless, similarity of two means does not establish equivalence of the groups: the classes could differ in prior instruction, attendance, vocabulary, or other characteristics. No verified adjustment for these factors is available. The larger experimental gain is therefore best interpreted as a pattern requiring confirmation rather than a basis for a firm causal conclusion.

Several discrepancies affect confidence in this pattern. The individual scores in the first results table do not support its printed posttest minimum, maximum, or mean. For example, the table includes a posttest score of 32.50, whereas its summary gives 50.00 as the minimum. Its printed total of 2020.00 divided by 29 is approximately 69.66, not 67.33. The comparison table also contains values incompatible with its printed summary. These are not issues that can be resolved by correcting English or rearranging paragraphs. Selecting one table as the authentic dataset without the original records would introduce an unsupported decision.

Table 2. Source inconsistencies that limit interpretation

Aspect	Conflicting information	Implication
Participants	40 in methods; 29 and 30 in individual tables	Final sample is unverified
Class allocation	Class codes change across sections	Group membership requires confirmation
Exposure	Six meetings and four treatment sessions	Duration cannot be stated precisely
Scoring	Four points per item; incompatible listed scores	Scoring rule requires confirmation
Inference	Paired tests and inconsistent sample sizes	Comparative significance is unverified

The inferential tables do not resolve these discrepancies. The result reported small paired test probabilities for both groups, but a within group pretest–posttest

test does not directly test whether the experimental gain exceeds the comparison gain. Some tables paired an indicated sample of 29 with 29 degrees of freedom, whereas a paired test of 29 complete pairs would normally have 28 degrees of freedom.

Despite these constraints, the instructional rationale remains relevant. Discussing whether a sentence agrees with a descriptive passage can prompt students to reread, locate supporting information, and explain their interpretation. This is consistent with the broader assessment perspective presented by Setianingsih (2020), in which reading includes participation in and analysis of a text. The proposed connection is pedagogical: the game may create occasions for text based reasoning.

Peer consultation offers another plausible explanation for the favorable summary pattern. Imran and Sandiarsa S. (2018) reported benefits of Teammates Consult for motivation and narrative reading in a different population. Their study supports investigating cooperative interaction in reading lessons, but it does not verify the present findings. In a spoof game, students may benefit from hearing alternative explanations and checking a group judgment before revealing the answer. This interpretation depends on the quality of discussion. Without individual accountability, more confident learners could make decisions while others remain passive.

The paper based format may also make the task practical where digital resources are limited. Ariani and Setianingsih (2018) investigated a different card based activity for vocabulary instruction, while Setianingsih et al. (2019) addressed motivation through vocabulary mind mapping. These studies provide related examples of organizing language practice through accessible materials. However, neither vocabulary achievement nor motivation was independently assessed in the present source with a documented instrument.

The distinction between engaging activity and comprehension development is central to implementation. Hanan et al. (2020) examined a reading strategy organized around genre and thinking activities. Imran et al. (2020) investigated a sequence

involving thinking, discussion, and writing. Both studies draw attention to the organization of cognitive work in reading instruction. For the present activity, asking students to identify a supporting sentence and explain a decision would connect the game more closely to comprehension than asking them to guess alone.

Learner differences and context also require attention. Haerazi and Irawan (2020) considered motivation and self-efficacy alongside reading instruction, and Haerazi et al. (2019) investigated contextualized learning in junior secondary reading. Their findings make it reasonable to examine how meaningful tasks interact with classroom conditions. The present records do not allow an explanation based on either motivation or self-efficacy. Similarly, Firman et al. (2018) concerns writing and cannot substantiate an effect on descriptive text comprehension. Related literature helps explain why the intervention deserves investigation while leaving the strength of the current evidence unchanged.

The study has substantive limitations beyond inconsistent reporting. Intact classes in a single school restrict generalization, and the absence of documented instrument validity and reliability weakens score interpretation. Reusing the same test form could introduce familiarity effects. The intervention combines several elements, so any confirmed improvement could not be attributed to the game alone. There is no delayed test to establish retention and no verified measure of critical thinking, creativity, or motivation.

CONCLUSION

The result showed a larger reading gain for problem based learning assisted with a spoof game than for comparison instruction. However, inconsistent participant counts, scores, group labels, and statistical outputs prevent verification of effectiveness. Teachers may consider text based sentence discussion as a classroom activity, with attention to individual participation and evidence from the passage. Researchers should reconcile the original records and validate the test before drawing comparative conclusions or submitting a definitive empirical claim.

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