

## DEVELOPING GRAMMAR BOARD GAME AS MEDIA IN LEARNING ENGLISH GRAMMAR

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengembangkan Grammar Board Game sebagai media dalam belajar Grammar (Tata Bahasa) Bahasa Inggris. Ada lima langkah yang diadaptasi dari Latief (2012: 172) di (Basuki, 2017: 21). Terdiri dari analisis kebutuhan, mempelajari teori-teori terbaru, mengembangkan produk, memvalidasi produk kepada para ahli dan uji lapangan produk. Produk ini adalah seperangkat permainan papan yang disebut Grammar Board Game dan dadu. Produk ini telah diterapkan pada siswa X MIPA 2 di SMAN 2 Karanganyar pada tahun akademik 2018/2019. Hasil pengembangan dari Grammar Board Game dapat digunakan sebagai alternatif media yang tepat untuk belajar Grammar (Tata Bahasa) Bahasa Inggris. Grammar Board Game telah berhasil membuat rentang perhatian siswa lebih lama dan membuat mereka lebih termotivasi dalam mempelajari tata bahasa. Grammar Board Game menarik perhatian siswa sampai kelas berakhir dan membuat mereka lebih mudah dalam mempelajari Grammar (Tata Bahasa) Bahasa Inggris.

**Kata kunci:** Pengembangan, Permainan Papan, Tata Bahasa

**Abstract :** The purpose of this research was to develop Grammar Board Game as media in learning English Grammar. There were five steps that adapted from Latief (2012:172) in (Basuki, 2017:21). They were need analysis, studying recent theories, developing the product, validating the product to experts and field testing the product. The product is a set of board game called Grammar Board Game and dice. The product had been implemented to X MIPA 2 students at SMAN 2 Karanganyar in the academic year 2018/2019. The result of the Grammar Board Game development can be used as an alternative and appropriate media for learning English Grammar. Grammar board game has managed in making the students' attention span longer and made them more motivated in learning grammar. Grammar board game attracted the students' attention until the class ended and make them easier in learning English grammar.

**Keywords:** Board Game, Developing, Grammar

### INTRODUCTION

English has an important role as an international language and it is taught as compulsory subject for Indonesian students. Simbolon et. al (2016:77) states that if someone does not know about English, she or he will get difficulties in speaking with the foreigner, entering foreign school, using the technology and also getting a job. There are four language skills that have to be learnt to master English. Simbolon et. al (2016) said "There are Speaking, Writing, Reading and Listening. One of them that must be mastered is Grammar.". Albaniyah (2016) argues that to learn English the students should be able

to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is defined by Ur in Tuan. et. al (2010:61) as “the way language manipulates and combines words (or bits of words) in order to form longer units of meaning.” Grammar consists of many elements such as part of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection), tenses, modal auxiliaries, comparison degree, etc.

Richards (2002) stated that tense is the relationship between the form of the verb and the time of the action or state it describe. It means that tense is a category which expresses time reference with reference to the time of speaking. Students must know and learn about tenses which has many rules and it should be referred to the mechanism on how to use English tenses. Those complexities of tenses may cause the student feel confused and hard to understand them. Most of Indonesian students face difficulties in learning English grammar since it is different from Indonesian grammar. The interesting media and appropriate activities to improve students’ grammatical skills were not provided yet. Thus it made the students become passive, confused, and feel bored when they were studying, and sometimes they were sleepy in the class while in the middle of English grammar lesson.

The above descriptions also happen in some schools in Indonesia. Based on preliminary research in Kusuma (2017) through interviewing Mr. Tugiman as English teacher of the eight grade at MTs Negeri 1 central Lampung, the students had difficulty in learning simple past tense, and the information in Nafi’ah (2016) which obtained from observation in her research, students of M.Ts. Raudlatut Tholibin had low competence in grammar especially simple present tense. Based on the researcher’s experience also, when taught Simple Future Tense in one of Senior High School in Trenggalek, the researcher noted that the interesting media and appropriate activities to improve students’ grammatical skills were not provided yet.

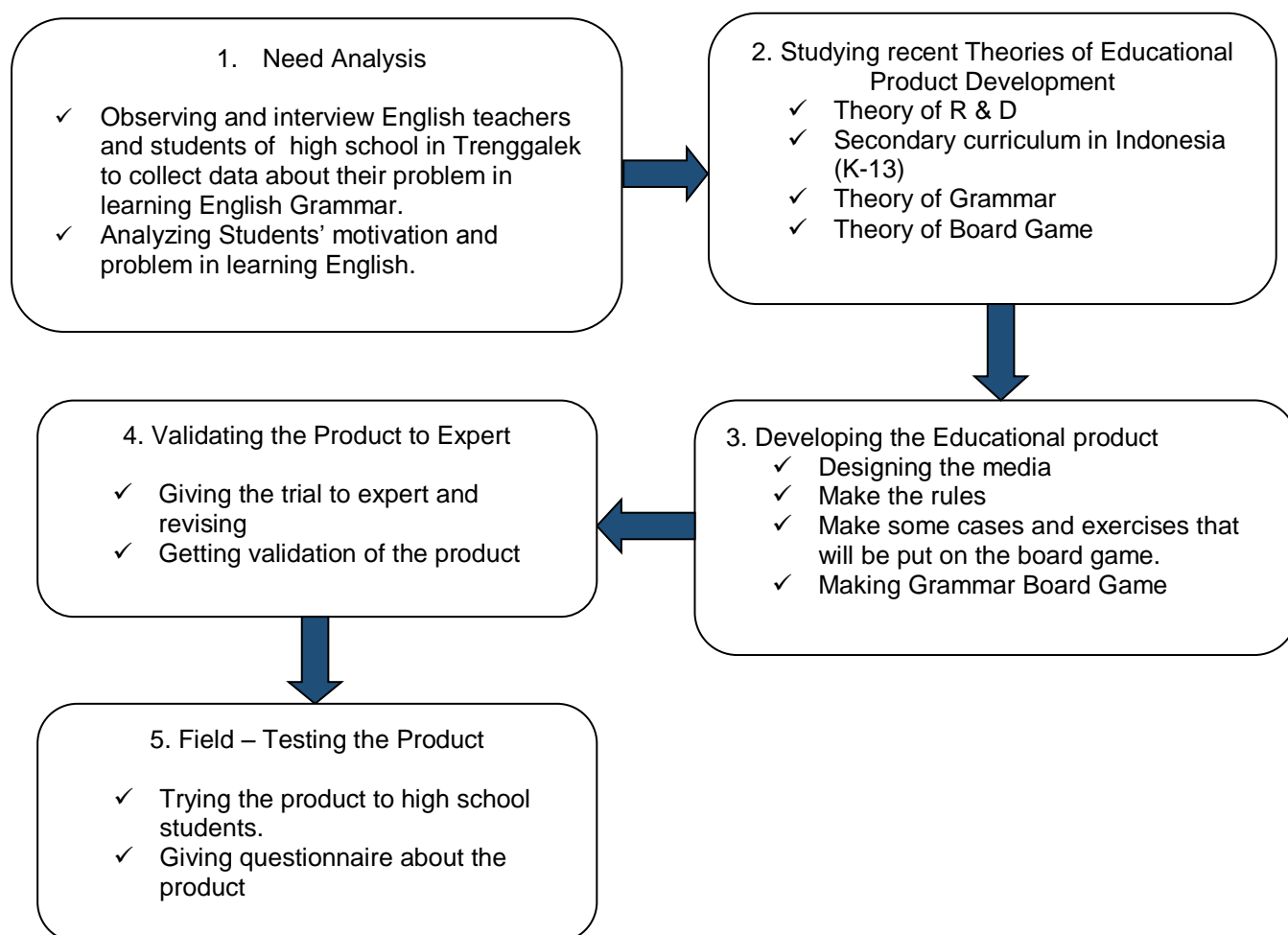
Students need variety of media and activity for learning English grammar. One of them is by using games. Games is said to be effective in improving positive attitudes towards learning English (Lee, 2012:5). According to Chen (2005), games make the learners more willing to ask questions and think creatively about how to use English to achieve the goal. Games are greatly motivating because it is entertaining, interesting and challenging. Games also help and motivate students to maintain their interests and eliminate their boredom. The researcher developed a media for teaching and learning English grammar tenses. Here, a board game is used to deliver the materials in order to be more fun for the students in the teaching learning process. The students will be more

enthusiastic in joining the learning activity, and they also have chance to respond or correct their peers.

## RESEARCH METHOD

This research is classified as a Research and Development (R&D) since the objective of the research is to develop Grammar board game as media in learning English grammar. The procedure use in this research was adapted from Latief (2012:172) in (Basuki, 2017:21). Thus, there are five steps conducted to develop *Grammar Board Game* as the instructional media in this research. They are explained as follows.

Figure 1. **Development Procedure of Grammar Board Game as Media in Learning English Grammar.**



Need analysis was done to get some information related to the students and the teacher's needs in the grammar learning instructional media. An interview with the teacher is conducted for collecting the information. Besides, a questionnaire is also made to be given to the students. This step is necessary as the guidance in designing the appropriate instructional media for the teaching of grammar. The analysis of data is done

in order to match the media developed with the teacher and student's problem. Then the researcher studied the recent theories of educational product. The collected materials are then selected and arranged in order to create the learning materials. The next step was developing the product. The details such as selecting the pictures and selecting the colors for every picture were included in this step. The researcher use some materials to create the *Grammar Board Game* such as papers, scissors, wood and printer.

After developing the product the next step was doing expert validation. The *Grammar Board Game* was assessed by the English teacher and an expert in media, and an expert in content. Their assessment was necessary to revise the Grammar Board Game before it was tried out. The revision was done according to experts' feedback and in order to get the empirical validation and evaluation from the students, the field testing was done. The evaluation of the media was based on the data from the questionnaires which were distributed to the students.

The sample of this research was group of X MIPA 2, the first year students of Senior High School 2 Karanganyar that consists of 24 students. The data of this research were quantitative obtained from the questionnaires and qualitative obtained from teacher interview along with classroom observation. The questionnaires were distributed to the content expert, media expert, learning expert, English teacher, and students in order to assess the media.

## FINDING AND DISCUSSION

The findings of the research were separated into four sub point, (1) Finding on need analysis, (2) Finding on material development, (3) Finding on experts' validation, and (4) Finding on Field-testing. The details description of the result was as follows.

### Finding of Need Analysis

Table 1. **Finding on Students Need Analysis**

Finding on Students' Need Analysis Questionnaire	<ul style="list-style-type: none"> <li>• Nearly 82% students are strongly agree that tenses is an important aspect in learning English</li> </ul>
	<ul style="list-style-type: none"> <li>• Nearly 89% students are strongly agree that mastering tenses is helpful in learning English</li> </ul>
	<ul style="list-style-type: none"> <li>• Nearly 75% students are agree if learning English tenses is difficult</li> </ul>
	<ul style="list-style-type: none"> <li>• Nearly 87% students are strongly agree that learning media supports the teaching and learning process</li> </ul>
	<ul style="list-style-type: none"> <li>• Nearly 87% students are strongly agree that they need a lot of practice in learning tenses</li> </ul>

- Nearly 85% students are strongly agree that learning tenses is easier by using media than using traditional method

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  - Nearly 87% are strongly agree and preferred another learning media besides printed books or students' worksheet to learn tenses

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  - Nearly 88% students are strongly agree that they need game as a learning media

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  - Nearly 87% students are strongly agree that they like to learn tenses together with friends / groups

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  - Nearly 83% students are strongly agree that learning tenses will be more interesting by using pictures or illustration

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  - Nearly 82% students are strongly agree that they want to use board game to learn tenses

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  - Nearly 85% students are strongly agree that colorful media can give more motivation in learning process

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  - Nearly 82% students are strongly agree that cartoon / animation images are suitable to use in learning media board game for learning tenses

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  - Nearly 83% students are strongly agree that they want to try board game to learn tenses in class
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### **Finding on Material Development**

The material development includes finding the suitable ideas, context, texts and pictures with which work based on students' needs and interest that have been analysed before, and then creating the tasks preceded by clear instruction. The materials were developed based on Standards of Competence and Basic Competences for SMA students. The syllabus developed by an English teacher of X grade students of SMA was studied to identify language functions used. Then, the material focus on the tenses especially Simple Future Tense. Material mapping was then made as a guide to develop the board game task. There were 26 tasks in the form of instructions and phrases.

The researcher mapped the design of the board game and tried to choose interesting mapping of the board game squares and the animations using COREL DRAW application. After mapping the squares, the researcher import the texts, pictures and animations. The dice was made from wood with size 3x3 cm. A long wooden beams cut in specified size. After that the dice was perforated each side with dots amount to 1, 2, 3 and so on until 6.

## Finding on Expert Validation

The content expert of this grammar board game learning media is a credible and lecturer from English language education department in STKIP PGRI Trenggalek. He is Mr. Wawan Prasetyo, M.Pd. The researcher met the expert on April 26<sup>th</sup>, 2019 to get the grammar board game validation. There are fifteen questions in the questionnaire for assessing the content of quality that was given to content expert. The learning materials then claimed valid although there were some revisions and suggestions from the expert. First, there were some grammatical mistakes on the tasks, so the researcher needed to fix them. Second, the researcher needed to adjust clearer instruction, so the students can fully understand the order and do their best. The percentage score based on the assessment from the content expert was 96%.

The media expert of this grammar board game learning media is Mrs. Efi Ika Febriandari, M.Pd, a lecturer from PGSD department in STKIP PGRI Trenggalek and the researcher met the expert on May 2<sup>nd</sup>, 2019. The result from the media expert, the media aspect of the grammar board game developed was good although there were some revisions and suggestions from the expert. The first revisions was on the background color of the board game and the dice. The color of the background had to be changed into lighter color because the color did not match with the students' characteristic and also the dots in the dice was better if it was colorful to improve attractiveness to the media. The percentage score given by the media expert was 78%.

The learning expert was Mr. R. Jaka Prihendarta, S.Pd, one of the English teacher at SMAN 2 Karanganyar. The validations of grammar board game media to the learning expert of English lesson was held on April, 30<sup>th</sup> 2019. There are ten questions in the questionnaire of the learning expert validation. The question aspects such as suitability of the learning media, the easiness of using the learning media, the accuracy of the learning media and the students' motivation. After the media was validated, it was classified into very good or very valid criteria, so that there was no revision needed. The percentage score based on the assessment from the English teacher was 97%.

## Finding on Field-Testing

Table 2. Finding on Students' Field Testing Questionnaire

Finding on Students' Field Testing Questionnaire	<ul style="list-style-type: none"> <li>Nearly 93% students convey that the board game design is attractive</li> </ul>
	<ul style="list-style-type: none"> <li>Nearly 91% students convey that the pictures and animations of the board game are attractive</li> </ul>
	<ul style="list-style-type: none"> <li>Nearly 92% students convey that the pictures' quality of the board game is good</li> </ul>



- Nearly 92% students convey that the texts are readable

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  - Nearly 93% students convey that the clarity of media usage instruction is good

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  - Nearly 96% students convey that it is easy to understand the questions in the media

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  - Nearly 93% students convey that the board game test items relevance with the material

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  - Nearly 94% students convey that the test items language clarity is good

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  - Nearly 93% students convey that it is easy to understand the material through media grammar board game

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  - Nearly 97% students convey that learning tenses through grammar board game is attractive
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In conclusion, based on the students' questionnaire, Grammar Board Game could be used as a learning media in learning English grammar since almost all of the students enjoyed this game. It is also make them easier and enjoy in learning English grammar because the rules were designed to facilitate the students to play while studying.

#### **Finding on Field Testing Observation**

The researcher observed students' condition during the learning process. Students were interested and excited when the researcher said that they would play a game while learning one of the tenses material. They enjoyed the game and they had interactions with others while the game was played. All of students were very competitive and cooperative each other, although at the first, researcher should explain the rules of the games twice, but the students were very enthusiastic and excited during the game progress. So it made the class condition to be noisy. Students became more discipline and accurate to create sentences and responsive to correct their friends' answer.

#### **Discussion**

As stated earlier, the purpose of this research was to develop a board game for teaching and learning tenses to the senior high school students. By playing this game the student could experience learning and playing at one time. The final product of this research was a package of a board game and a dice. The product had been implemented to X MIPA 2 students at SMAN 2 Karanganyar in the academic year 2018/2019.

The grammar board game supported enjoyable learning because the rules were designed to facilitate the students to play while studying. This is in line with the statement of Wright, Betteridge, and Buckby (2006:4), to minimize the difficulty it is essential that the learners be familiar with the game in their own language. Through playing board game,

students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Based on the implementation, the development of the grammar board game has been achieved the goal of the language competence. The students are required to communicate by using correct tenses and respond to some instructions. They also accommodate the individual or group work. According to Harmer (2001:114), group work could develop a sense of belonging among friends. Group work stimulated students to have discussion and help each other with their group to solve the task printed on the board game. Besides, through the cooperative learning, the low achievement students could learn from the higher achievement students. Children learned from their friends through cooperative learning. Even shy students can participate positively.

Then, based on the implementation, grammar board game is appropriate for teaching English tenses to the senior high school students. It creates warm and happy atmosphere where teacher and students enjoy working together. The students and the teachers did not have any difficulties in following the rules of the grammar board game because the instructions is very clear and they were very familiar with the game. The grammar board game had successfully attracted the students' attention at the first time they saw the product. The board game was presented some interesting and colorful pictures. The pictures on the board game are suitable with the topics of the materials so the children can link and easy to understand the mission printed on the board game zones. The collected data also proves that the material qualities of the grammar board game are very good and durable. The board game motivate students to want to learn English by using interesting and enjoyable learning activities.

From the results and discussion above, it can be concluded that the grammar board game are appropriate to be used for teaching English tenses to students as grammar board game has succeeded in winning the students' attention. It attracted the students' attention until the class ended without getting bored. The grammar board game were really amazing for the students. Based on the data analysis, the grammar board game was feasible to use in the teaching and learning English tenses processes.

### **CONCLUSION AND SUGGESTION**

This research aims to develop a Grammar Board Game as a media in learning English grammar. The procedure used in this research was adapted from Latief, (2012:172) in (Basuki, 2017:21). Thus, there are five steps conducted to create a *Grammar Board Game* as media in this research. They were need analysis, studying recent theories, developing the product, validating the product to experts and field testing



the product. The final product of this research was a package of a board game and a dice. The board game was printed in banner with size 90x70 cm and the dice was made from wood in size 3x3 cm. The product had been implemented to X MIPA 2 students at SMAN 2 Karanganyar in the academic year 2018/2019. Moreover, the discussion was related to the experts' and student's responses to the product, some characteristics of the appropriate board game were concluded.

Based on the result of the research, the result of the Grammar Board Game development can be used as an alternative and appropriate media for learning English Grammar. Grammar board game has succeeded in making the students' attention span longer and made them more motivated in learning grammar, especially tenses. Grammar board game attracted the students' attention until the class ended and make them easier in learning tenses.

There are some suggestions in this research. The suggestion for teacher is that they can change the material in the board game design. He/she can adjust the contents based on the students' needs. For teachers who want to develop the same product, it is better for them to consider the background of their students. Knowing the learning habits, playing habits and their daily lives are very important before developing the activities and design of the game. Suggestion for other researcher is that development of the media is also important because it is not easy to make the students get interested in learning language. Further development of the Grammar Board Game is advisable to be carried out in order to develop a game which will function for assessing other language skills like listening, reading, and writing. Grammar Board Game needs more variation in terms of types of topics, exercises, and rules. Thus, further researchers can develop Grammar Board Game with more challenging exercise items. The future researcher can develop board game for the disable students as well. Thus, students with disability will be able to learn by using attractive media which are suitable for them. There is also suggestion for other media developers. They should be more creative in designing the media. The media should be both educating and interesting. Moreover, they should provide appropriate media that meet students' characteristics by analyzing the students' need and by understanding the theory deeper.

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