

# Developing Board Game to Improve Students' Grammar Mastery of The Eleven Grade Students of SMKN 4 Malang

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**Abstrak:** A board game is a type of play where participants follow defined rules. A board games as the utilization of games to support teaching and learning grammar. Board games that incorporate curriculum content or other educational material are referred to as educational games (Michel, 2016). Educational games can be considered as an example of these fun-based teaching methods. This study uses Research and Development (R&D) design, it develops supplementary material for helps students to learning grammar. The product was designed through adopted stages of development from Akker (1999). The researcher found every aspect of the board game in this research then can be used as supplementary material for students have more knowledge on how to arrange a word by word to make a appropriate sentence, how to learn about tenses, how to make a teamwork with partner, how to handle certain situation and also how to develop themselves better as a student will be. In this addition, the researcher discussed the material of the the product. The first step was preliminary stage the researcher used SMKN 4 Malang as a place of observation. Second, the formative evaluation phase or analysis stage, the researche was interviewing a english teacher in SMKN 4 Malang to know the problem of students to learning grammar. The third step was prototyping. In this step, the researcher design the product (TANGAMES board game) An expert give the feedback to product. The product is validated by expert to make sure that the product meets the requirements needed as a proper teaching media that can be used in teaching process. After feedbacks received, the product then will be tested in SMKN 4 Malang. Next stage is interviewing, Some students will be interviewed by the research to know the effectiveness of the product. Last stage, product will be revised and adjusted as needed.

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## Sejarah Artikel

Diterima pada : 01-07-2022

Disetujui pada : 16-07-2022

Dipublikasikan pada : 31-07-2022

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## Kata Kunci:

Developing Board Game, Students' Grammar Mastery

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## DOI:

[http://doi.org/10.28926/riset\\_konseptual.v6i3.556](http://doi.org/10.28926/riset_konseptual.v6i3.556)

## INTRODUCTION

English as an international language has become a compulsory subject in every level of education for last two decades. There are many advantages that can be gained by mastering English well, one of them is able to improve level of welfare. One of the roles of English in increasing the Indonesian society's welfare is English can be a potential provision in conducting entrepreneurship. On the other hand, it will increase their income. Besides, having a good English mastery can facilitate them in gaining a better job (Lauder, 2008).

The choice of English as the first language in Indonesia among other languages is based on several considerations as expressed by Kartono (1980: 125). He stated that our national language at this time cannot be used as a means of communication with the outside world in the context of foreign policy and to establish friendship with other nations. He also ensured that English has less than 300 million native speakers and has become the language of international communication, the language of science, technology, commerce, politics, and is used in almost all fields. Then, English clearly must be given first priority to learn among other foreign languages.

English as a foreign language will arise some difficulties which are faced by Indonesian student because in learning a new language the students tend to transfer their

native language habit to the new language. The problems caused appears by using mother tongue and foreign language is very different between Indonesian and English Language. Concerning to foreign languages, Chaer (2009: 37) suggests that the term target language is the language being studied and mastered. The target language can be in the form of mother tongue first language (B1), second language (B2), or foreign language (BA). The meaning of a second language is not the same as a foreign language. In Indonesia, for example, the first time learners learn the first language (regional language), then they learn the second language (Indonesian).

However, English and Indonesian are very different. Each language has roots that come from Germany and Austronesia. With the many differences they have, it is a challenge for native speakers of Indonesian to learn the intricacies of a more complex English. Comparative Philology is a study of the relationships or correspondences between two or more languages and the techniques used to discover whether the languages have a common ancestor point that was already made by Sir William Jones (1786).

In learning English, there are four skills that students must master, including speaking, listening, reading, and writing. Speaking is the ability to speak articulated sounds or words to state, statement, and convey thoughts, ideas and feelings. Listening is a process of listening to symbols with full attention, understanding, verbal appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language. Reading is the ability to obtain information from written text, and writing is an activity to express ideas or ideas using written language as a medium of delivery (Tarigan, 2013: 2)

Apart from these four skills, learning English needs to be supported by other language elements, namely, vocabulary, pronunciation, grammar, and structure. Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001). Otherwise, the definition of grammar can be defined as the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999, p.13).

In order to understand the learner needs need analysis is needed. During need analysis stage, the research was conducted by interviewing the teachers of SMKN 4 Malang by phone. The teacher explains that teaching grammar is not easy. There are many aspects that must be considered in learning grammar. Moreover, many students are bored and lose their interest in learning because learning grammar is indeed difficult. There are needs a language learning strategy which are simple, fun and up to date in learning and teaching English, especially understanding grammar. Learning using thick books will make students stressed and demotivated in learning English especially in Grammar. The teacher said that the interesting media and appropriate activities to improve students' grammatical skills were not provided yet.

Therefore, One of the ways to learning grammar is using games. Games provide valuable benefits to broad grammar. Games can be motivating and challenging. Students can adapt the discourse to the context of the game. To create a context related language usage and increase cooperation and competition in the classroom. According to Langleling and Malarcher in Dqaqi (2007), games are very useful in EFL. The importance of games can be summarized as follows, affective, cognitive, class dynamic, and adaptability. The four skills can be integrated. Using games in learning grammar helps teach both speaking and listening skills. Grammar and vocabulary can be seen through games which can also include shy students. Games can create a desire-free environment and build critical thinking

A game is a type of play where participants follow defined rules. (Houghton, et al. 2013) discusses educational games as the utilization of games to support teaching and learning grammar. Games that incorporate curriculum content or other educational material are referred to as educational games (Michel, 2016). Educational games can be considered as an example of these fun-based teaching methods (Ambu-saidi&Balushi, 2009). This evidence has been shown by previous researchers, namely Fitri Purwatiani (2020), Yen

Phuong & Thao Nguyen Pham Nguyen (2017), and Budi Setiawan & Asrowi (2013). They found that learning grammar using educational games is very effective to improve the ability of Grammar abilities.

To conduct this research, the study uses a development model developed by Akker (1999). The stages of research and development according to Akker (1999) consist of four stages.

## METHOD

There are several steps to be done in conducting a research, which is called research design. Akker (1999) stated that research design is all process that is needed in conducting a research. In conducting this research, the writer can use quantitative and qualitative approach to know as many as possible the student's achieve about grammar mastery by using board game.

According to Akker (1999), there are 4 stages in the development research that is usually done in the world of education are:

### A. Preliminary Stage

At this stage, researchers will determine the place and subject of research such as by contacting the principal and teachers of school subjects who will be the location of research. Furthermore, researcher will conduct other preparations, such as arranging research schedules and cooperative procedures with the classroom teachers used as research sites. Researchers used SMKN 4 Malang as a place of observation, and an English teacher as a source analysis.

### B. Formative Evaluation Phase

#### 1. Self Evaluation Analysis

This stage is the first step of development research. Researcher in this case will conduct student analysis, curriculum analysis, and analysis of the device or material to be developed. The researcher conducted an interview with the English teacher at SMKN 4 Malang to find out the curriculum analysis and students need in learning grammar.

#### 2. Prototyping

Researchers make product designs or monopoly learning prototypes which will then be assessed by an expert using an expert review. Expert review functions to see the accuracy of the media in its use, the suitability of the media with the material being taught, and the effectiveness of the media in improving student ability in grammar. After the product is validated, the students will also play the product one by one.

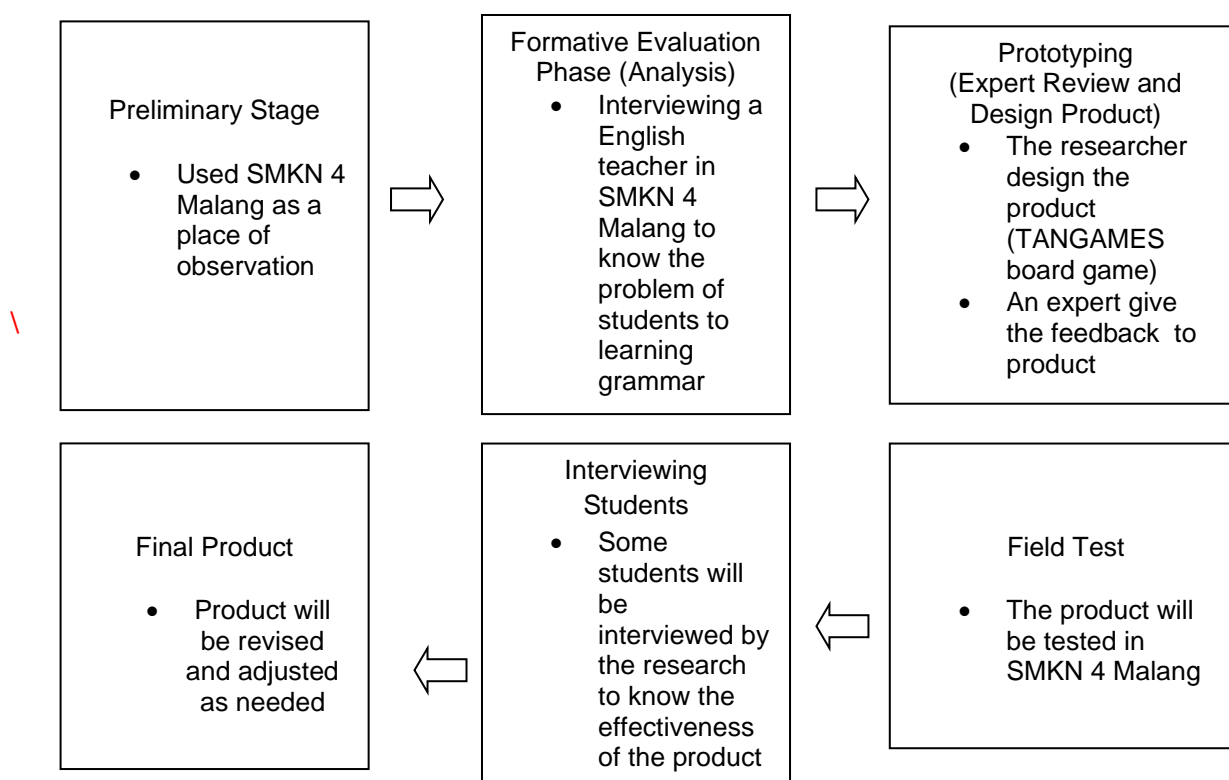
### C. Interview

Researchers conducted short interviews with students who had used the product to assess the effectiveness of the product to know about the effectiveness product to increase the ability in learning grammar.

The product is TANGAMES board game. TANGAMES (Tenses Educational Games) is a media to enhance motivation and self-confidence to EFL learners through game. As a media that adapted from well-known game, monopoly, there are several rules that also adapted from monopoly. There are some modified rules and media so that can be applied in the classroom.

### D. Field Test

Suggestions and test result in the second prototype serve as a basis for revising the second prototype design. The result of the revision is tested to the research subject in this case as a field test. Product that have been tested on field tests should be products that meet the quality criteria. Akker (1999) suggests that the three quality criteria are validity, practicality, and effectiveness.



## RESULT AND DISCUSSION

### 4.1 Research Findings

In this part, the researcher presented the result of the data. The data was obtained from validation that done by the expert validator.

#### 4.1.1 Stage of Analysis

The product need analysis resulted in choosing SMKN 4 Malang as the school to build the product. The school was chosen because SMKN 4 Malang meets every qualification to conduct the research. The school is also well facilitated equipment to represent good teaching activity model. The class used as the model class for is X-Mipa 1 class. X-Mipa 1 class meets all the requirement for the standard teaching model that may fit other level of teaching activities ranging from senior high school from the lowest level until the highest level of senior highschool for example the class 12 students. Since it is still in the analysis steps, the researcher only taing field note that will be use to know the classroom that will be turned into a teaching model to be shoot in a product. in taking field note, the teacher, Mrs Agustina explained that there will be a activity in the class with the students there and for further advance, she continued the teaching process as a normal day. The research at this stage is companied by the supervisor of the undergraduate thesis throughout the day.

#### 4.1.2 Stage of Design

In this stage, teaching-model designed from making the design product of the board game. The step is suitable between learning with design product that based on the lesson plan that will be used in the implementation stage. The researcher also learnt the lesson plan given and the core competences for learning grammar with board game to increase acknowledge, improve grammar ability, and to provide the media learning in SMKN 4 Malang. At the end of this step, the researcher is ready to launch the board game.

#### 4.1.3 Stage of Development

In this stage, the researcher made an appointment with the teacher to pick a schedule where English class will be held in class X-MIPA 1. after the date is picked and the time is fixed, the researcher then prepared the equipments needed for the learning activity.

Equipments needed are dice, boardgame, and tenses cards. On the day is held, the researcher coordinated with the teacher and also made a brief meeting to reduce the potential of miss communication when the learning activity is on progress.

The research provides prior direction to students by explaining the research objectives and the availability of students to participate in helping the process of implementing this research field test. The participants were explained about how to play and the rules in this board game.

After that the students were divided into several groups to play this game according to the regulations explained by the researcher. If there are students who are still confused, students can read the game guide books that are available. After the field test session was running, the researcher asked the students and the teacher for advice and evaluation regarding the media they had played.

#### **4.1.4 Stage of Evaluation**

The final product has been validated. The product is revised based on the validation feedbacks. The final product is the "TANGAMES" board game . Every aspect of the board game will be used as a supplementary material for teachers to give them a real example and to help the students to learning grammar.

In this stage, the researcher received feedbacks in a form of a suggestions list that needed to be applied on the product. The expert suggests to change the font type and change the font size more bigger with reason that students can read it. The expert validator also mentioned to change the soft color of some board game elements to bold colors for more clearly and attract students to play.

#### **4.2 Discussion**

This subchapter presents the discussion of the findings concerning the developing board game for learning grammar. The board game product was developed based on research and development method that is proposed by Akker (1999). There are four steps that adopted from the theory. In this section, the researcher discussed the material of the the product. The first step was preliminary stage the researcher used SMKN 4 Malang as a place of observation. Second, the formative evaluation phase or analysis stage, the researche was interviewing a english teacher in SMKN 4 Malang to know the problem of students to learning grammar. The third step was prototyping. In this step, the researcher design the product (TANGAMES board game) An expert give the feedback to product. The product is validated by expert to make sure that the product meets the requirements needed as a proper teaching media that can be used in teaching process. After feedbacks received, the product then will be tested in SMKN 4 Malang. Next stage is interviewing, Some students will be interviewed by the research to know the effectiveness of the product. Last stage, product will be revised and adjusted as need

#### **DISCUSSION**

The study has developed a board game as supplementary material for students to learning grammar very well and fun. The following are the suggestions for further advancements.

1. It is suggested to other researchers who have the same interest in developing teaching media especially in a form of a board game product to develop a teaching-model video that shows more complexity of teaching process.
2. it is suggested for future researches to develop board game as teaching media based on the board game product made.
3. it is suggested to other researchers who have the same interest in developing board game as supplementary material to develop a board game which has a goal in the learning activity.
4. it is suggested to other researchers who have the same interest in developing teaching media especially in a form of a board game product to develop a board game in an even wider range of grades i.e. young learners.

5. Finally, others who have interest in developing board game, this board game product may become a reference to the future researchers either on different aspect of the same field as supplementary material or others source of innovations and inspirations.

### CONCLUSION

This study uses Research and Development (R&D) design, it develops supplementary material for helps students to learning grammar. The product was designed through adopted stages of development from Akker (1999). The resulted of this board game is a made by working together with SMKN 4 MALANG. The product made in a form which shows a lot of benefit in depth of process learning grammar inside a classroom. The board game model in this research shown how to used board game to improve grammar ability of students in learning grammar. Every aspect of the board game in this research then can be used as supplementary material for students have more knowledge on how to arrange a word by word to make a appropriate sentence, how to learn about tenses, how to make a teamwork with partner, how to handle certain situation and also how to develop themselves better as a student will be.

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