

FACILITATING EFL STUDENTS' LEARNING GRAMMAR; A DESIGN GAME BASED LEARNING

Oleh :

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Abstract

For second and foreign language mastery, grammar instruction's role is inevitably essential. Unfortunately, some English teachers still teach grammar deductively in foreign language contexts, such as in Indonesia. Students are given grammar rules and examples, told to memorize them, and then asked to apply the rules to other examples. This particular teaching approach believes in generating learners who can not express the language even if they have extensive grammar laws. The approach seeks to contribute to the passive participation of learners and negative grammar-learning feelings. This paper aims to provide an alternative solution to this problem by facilitating a teaching aid of game-based activities. Research and development had taken to develop teaching media. The study also administered questionnaires for collecting the data. The study involved 53 Islamic boarding school students taking an English course. The findings indicated that the teaching aid was successful in creating more attractiveness and non-threatening grammar class, changing students' negative perceptions of grammar learning, and improving their perceived communication skills. The products developed by researchers are suitable for use as a learning aid.

Keywords: grammar, game-based learning, teaching aid.

1. INTRODUCTION

Grammar has been taught in Indonesia since primary school, persisting in high school. The method to studying grammar is the Grammar Translation, which emphasizes grammatical principles and forms. Having inadequate and ineffective, the GTM allows students to memorize standardized grammar patterns. It is not about developing real-life listening skills. Since learning relies on memorizing patterns, students usually practice as ineffective and inefficient through utilizing workbooks. When completing the workbook, they learn by memorizing, not applying.

Using learning media will achieve the thinking skills of students. Learning media is essential to create a fun, unsaturated learning environment. From researchers' results at one of the Islamic boarding schools, most students dismissed the subject matter and were less interested in studying. Students became quickly bored in the classroom when the learning medium was only available in printed textbooks. Learners' limitations are the absence of desirable, innovative resources used by educators in the learning process. (Serdyukov, 2017; Khan, Hossain, Hasan, 2012).

There is an eagerness to develop new materials for studying grammar. Materials will be implemented using the CLT system (Savage, Bitterlin & Price, 2010). In recent decades, CLT has been used and has numerous advantages for students. Communicative Language Teaching defines communicating as a guidance objective. Rossiter, Derwing, Manimtim & Thomson (2010) emphasize constructive student engagement. The learning process focuses not only on grammar structure but also on its meaning and purpose.

To create material consistent with the CLT process, the researcher chose to construct a series of grammar-learning games. The researcher picks a game because it lets students engage in in-class events and enjoy grammar learning. The type of game produced is a Snake and Ladder (SnL) games already famous worldwide. Students might still be accustomed to it. Materials are chosen based on the tenses learned at high school.

This project incorporates instructional techniques to develop an interactive game to improve grammar awareness of students in a fun and stimulating environment and deepen their enjoyment of learning English. Teaching aid includes several questions. Ihmeideh & Alkhalwaldeh (2017) suggests that the learning media innovation used must also be designed to reach students who enjoy playing. Previous research on the effects of playing games suggests that children often improve physical, social-emotional, and cognitive (Goldstein & Lerner, 2018; Yıldırım & Akamca, 2017; Wilson, 2018). SnL games can be used as instructional learning media. Via cooperation, the media gain of snakes and ladders will influence excitement and shape attitudes and skills of students. This is supposed to stimulate children's interest in conventional gaming and to produce fun, ground-breaking technology as a learning tool.

2. METHOD

The research used by researchers is the Research and Development method. According to Borg and Gall has ten steps of development (Borg, Meredith & Gall, 2003). They explain R and D as a research method that produces and tests product

effectiveness. Researchers use only seven procedures to determine students' initial responses to the media they have created. The research stage begins with the first stage, which is to see possible problems and to know the problems. The second phase is the data obtained through observation and interviews with educators, and the product validation checked out along with two content experts and two media experts and three instructors, the product revision according to expert guidance, product testing, and product revision. The subjects of the research were experts, teachers, and students. The research was conducted at one of the Islamic boarding schools in Pontianak. (Allen, Seaman, 2007; Bertram, 2007; Brown, 2011).

3. FINDINGS AND DISCUSSION

Developing Initial Product

The third stage of research and development is the development of the product in its original form. Researchers started developing materials using the knowledge obtained from the previous level. Researchers are reading and researching the game of snakes and ladders with easy past tense learning. This game is ideal for use in small groups of 4 to 5 students. Game is not required for more than five students to help them remain focused on the game. Thus, they will learn some lessons better.

The materials had designed to consist of boards, cards, rules, and answer keys for students. The board game consists of several boxes, and each box is a different color. There are three colors, namely red, blue, and yellow. Each color shows a different meaning. The red color means the player must take the red card provided, the blue color means the player must take the blue card provided, and the yellow color means the player must take the yellow card.

The red card game has concerns about the simple past tense. This card helps students achieve three success objectives: (1) students can comprehend simple past tense sentence structure; (2) students can add verbs that are used in simple past tense words in a sentence, and (3) students can make simple past tense sentence fragments. Eighty red cards have been made. Researchers make 100 cards to ask questions that help students meet their success goals.

Blue card starts to either be true or false questions about the simple past tense. Similar to the Red Card, the researcher also created 14 Blue Cards to help students achieve their success. One of the success expectations that can be reached with the Blue Card is that students can try comparing sentences in simple past tense sentences and other sentences. The yellow card includes descriptions that help students achieve two performance objectives: (1) students who are able to define a simple past tense formula, and (2) students who are able to explain a simple past tense method. In

comparison to the red and blue cards, the researchers made just 45 yellow cards. Researchers did not make 100 cards to avoid the duplication of the information given. So that when students have to take a yellow card, they will learn a new lesson. In addition to the crafted card collection, the researcher also produced a set of answer keys. This collection of answer keys consists of an explanation of the answers to the Red Card and Blue Card questions. The answer key is printed in Indonesian to clarify the description better since they are not fluent in English.

The final aspect is the sets of rules. Researchers were utilizing English and Indonesian to write their own rules. The English version was designed to help students learn English, and the Indonesian version was intended to help students to understand the English version. The guidelines would include how to use the materials, what to prep, and what to do, and not the materials to be used.

1. Board

The game board consists of 100 boxes. Each square has a number ranging from 1 to 100. The first box is the starting point, where all players place their tokens before the game starts. The last box is the endpoint. The first player to reach it will be the winner. The two boxes are white. The second through the one hundred squares is where the players start playing the real game. Each square has a different color, which indicates a different meaning. The color of the box corresponds to the color of the card that will be taken by each player who lands on a certain box on the board. To make the game more exciting and exciting, researchers installed several ladders and snakes. The use of snakes and ladders in this game provided will be described in the regulations.

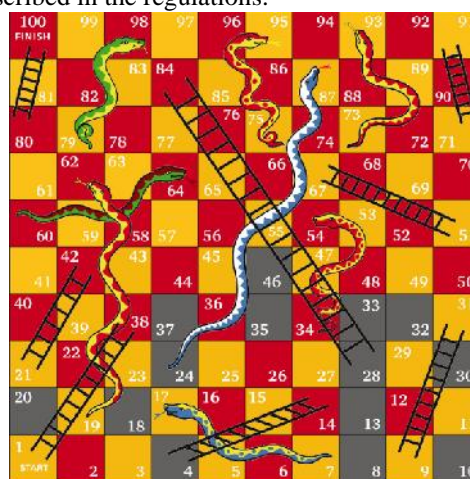


Figure 1 board of the game

2. Cards

There are three types of cards that are used in conjunction with the board. The first is a red card, the second is a blue card, and the third is a yellow card. Each card has a different meaning.

a. Red Card

The first card is red. There are 40 cards consist of 4 types of questions for the board game. The first type of question is guessing the correct verb in simple past tense in affirmative sentences. The second type is guessing the correct verb in simple past tense in negative sentences. Third, guessing the correct verb in simple past tense in interrogative sentences. The fourth type is guessing the adverb of time in simple past tense sentences. Students are enquired to pick one among the 40 available cards and answer them.



Figure 2 Red cards

b. Blue Card

The second card is blue. The blue card consists of 14 cards with true/false questions related to simple past tense sentences. These include sentences in affirmative, negative, and interrogative forms. Students will have to guess whether the sentences on the card true or false.

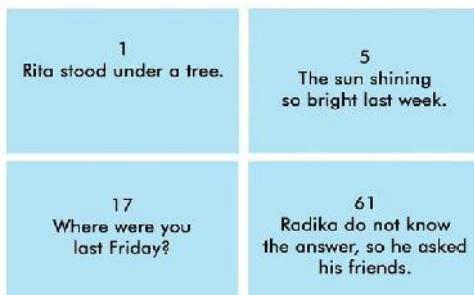


Figure 3 blue cards

c. Yellow card

The yellow card contains brief explanations of simple past tense on each card. These include an explanation of the meaning of simple past tense, examples of simple past tense. The patterns in simple past tense, the adverb of time used in the simple past tense, and the differences between the simple past tense and present tense. Unlike the other cards, the researcher only made 45 cards instead of 48 cards. It is to prevent repetitive information among the original 80 intended cards. Students are asked to pick among the cards and read it out loud to their peers.

3. Answer Key.

The board game was designed with a question card. To help students remember, the researcher also offers a series of answer keys. The answer key includes a short description of each question on red and blue cards. This key is split into two sections. The answer key for red card questions and blue card questions.

4. Game Rules

Rules had been developed used in a game because they control the player while playing the game. The board game designed also has rules to control students in learning simple past tense through the game. The rules are in printed form. It consists of the game's tools, additional players in the game, the game's primary rules, and additional rules. Additional players and additional rules had created to help students learn during gameplay. The regulation is designed in two versions, namely the English and Indonesian versions. The English version helps students learn English, and the Indonesian version makes students understand the English version.

Feasibility of Snake and Ladder Game

Experts carry out validation to evaluate the viability of the product that has been created. This phase is intended to test goods based on advice from material experts. There are three types of media validation: the viability types of the content, the viability of the presentation, and the contextual evaluation. There are many metrics in terms of content viability, including the suitability of the Basic Competence material, material consistency, material changes, and material intensity, to promote interest.

Table 1 aspect of material expert validation

Criteria	Indicator
Feasibility of the content	Suitability of the material with Basic Competence
Feasibility of The Presentation	Material accuracy Material updates Material strength in encouraging curiosity
Contextual Assessment	Presentation techniques Supporting presentation Presentation of learning Contextual Nature

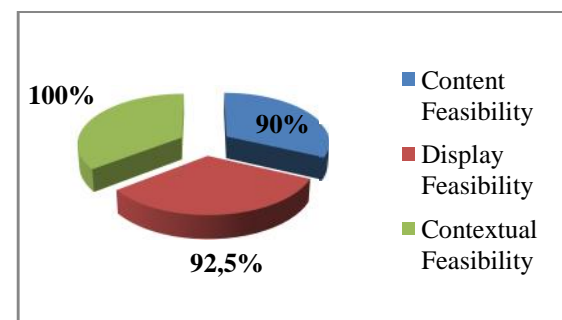


Figure 2 material validation aspect

As in the diagram above, the validation undertaken out by two material experts obtained a percentage on the feasibility aspect of the content of 90 percent, the percentage of presentation aspect of 92.5 percent, and the percentage of contextual aspects of 100 percent. The overall percentage of the two content experts is then 92 percent with sufficient requirements. Two media experts have carried out a media expert validation. There are many elements of evaluation in the evaluation of products by media experts, including media quality, media accuracy, aesthetics, media durability, and student protection.

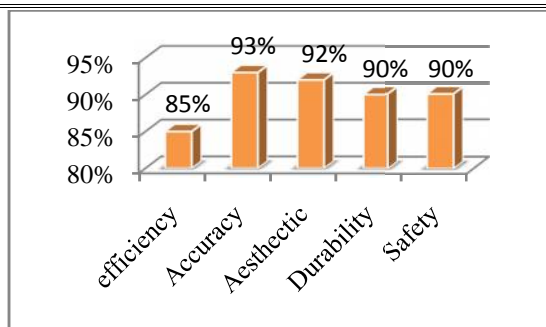


Figure 2 media validation

The above picture contains two aspects of media assessment, namely aspects of learning material and media feasibility aspects. Validation was carried out by two media experts and obtained 85 percent media efficiency percentage, 93 percent media accuracy, 92 percent esthetics, 90 percent media resistance, and 90 percent student safety. Overall media validation percentage is 90%, with very appropriate criteria. Three educators perform product assessment by an educator. Two aspects of evaluation are the aspect of learning material and media feasibility. There are two indicators regarding learning material, material suitability and actuality. There are four indicators in media feasibility; they are material completeness and quality, ease of understanding, clarity, and feedback.

Students' Responses

Small trials were conducted to achieve an overview of the learning media standard produced. This trial involved four students. There are many facets of assessing students' media attention reactions, including attention facets, content aspects, and language aspects. Field testing results are limited to several exciting aspects, material aspects, and language aspects. Regarding concern, the percentage was 88%, content aspects 91%, language aspects 93%. Based on both of these things, 89 percent was overall, and the media was entertaining. Large-scale trials were conducted on 20 students. The interest rate was 91%, the resource aspect gained 93%, the language aspect gained 92%. The number of both of these areas was 92 percent overall, and the coverage was entertaining. The consequence of limited-scale product testing and large-scale testing to achieve product comparisons.

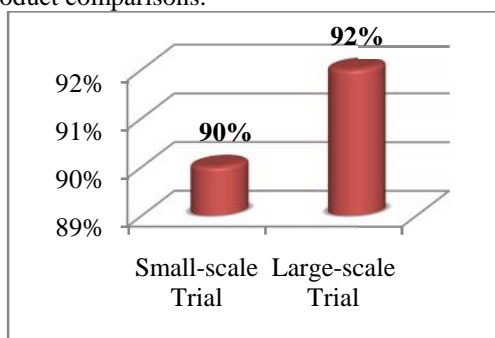


Figure 3 product tabulation

It can be shown that the limited-scale product trial media combined with English grammar gets 89 percent with very acceptable parameters, and a 92 percent raise on a large-scale trial meets reasonable criteria.

DISCUSSION

This research discusses snakes and ladders game to improve engagement and learning performance of social studies. The product created was a set of learning media snakes and ladders, tested for authenticity, efficacy, and practicality. The expert assessment outcome indicated that learners would play media with almost no revision. SnL is often found valuable and realistic as a learning platform for social study lessons. Social sciences are a compulsory subject in junior education. Indonesian Government Regulation, No 22 year 2006 on content quality, specifies the goals of social studies topics at the level of elementary/junior secondary education: 1) to recognize concepts related to the life of the community and its environment, 2) fundamental skills for rational and analytical thought, interest, investigation, problem-solving and social life skills, 3) to have commitment and awareness of social and human values, 4) to communicate, cooperate and compete in plural society, local, national and global level.

The ideas regarding English grammar, while demonstrating the materials provided by question cards on the SnL board, will be of benefit to high school students for their concrete and abstract thought. Through this learning media, teachers will encourage more constructive learning, despite teaching a content-rich topic like social sciences. This result is consistent with the study of board game approaches to knowledge development, which reports that teachers and learners have confirmed the effect of increasing passion for learning and fun in the form of educational content (Taspinar, Schmidt & Schuhbauer, 2016). The participation of students in learning is essential and without participation, learning will not be sufficient. Nugroho (2019) indicated that Indonesian teachers prefer to use lecture and question-and-answer approaches to teach literacy. As a result, the high level of student engagement while teachers used snakes and ladders learning medium means students actively engaged in learning social studies using this learning tool.

This study's final product included some tools, a game board, a die, eleven tokens, a vocabulary card set, a play guide, and an answer key. SnL encouraged enjoyable learning, and the guidelines encouraged physical activity. Primary students could leap around the screen, tossing the dices, too. Primary students were enthusiastic learners, their motives and interest in learning English grew as SnL helped them have many psychomotor movements. In their research on the influence of dramatic games, Shahbazi & Yazdani

(2007) found that children or young learners were very involved and creative, they liked learning to kill their boredom by game, story, or music. SnL also helps students to observe community practice. Working as a group, students may learn about cooperative work to accomplish the ultimate goal. Each community must work together to solve the problem in the vocabulary card. Group study allowed students to collaborate and discuss a plan or compromise with their group. Liu, Li & Zhang (2018) and Baines, Blatchford, & Kutnick (2016) agree on community work. They are unified in saying group work required students to learn how to find consensus in a small group. Even the low-performance students may learn from the higher-performance students by cooperative learning. Moreover, Akçay (2016) claims that children can learn from peers through the cooperative study. Most notably, group learning motivated students to learn about how to act and use their language skills creatively while discussing with members of their group.

Therefore, the researchers claimed that young learners expected a game that gave them chances of functioning as a group. Students must understand how to respect the dignity of others and work as a collective when they were so young to grow up as healthy, sociable individuals. Harmer (2007, p. 166) might establish a sense of belonging among mates. Besides physical activity and group work, it was found that the students liked SnL because it had special tools, such as the wider board, tokens, and dice. Students liked this game because they already understood the rules and regulations of SnL playing. Therefore, most students had no difficulty following SnL rules since some of those rules are the same as the original. Wright, Betteridge, and Buckby's comment (2006:4) explains how to mitigate problems. The learners must know the game in their language. SnL offered a straightforward understanding of lucky, tragic incidents in our lives. As described earlier, through snakes and ladders, SnL game tried to incorporate up and down in life. The snakes represented the unfortunate events in life.

4. CONCLUSION

The results showed that the product of teaching aid had a positive effect in creating an active and enjoyable learning process. The visual of the teaching aid is proven to make students more enthusiastic and responsible for more active learning, which in turn has an impact on students learning outcomes better than without using teaching aid. Hence, the product can be recommended for use in the primary learning process. The suggestion that can be given to the teachers, to be able to implement this product to develop planning learning better.

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