Developing a Printable Indonesian Local-Content Based English Games Book to Teach Tenses for the 8th Grade (A Research & Development Study at Junior High School 15 of Serang)

Dilla Priskayanti
Siti Hikmah
Dina Rachmawati

UNIVERSITY OF SULTAN AGENG TIRTAYASA
dillapriskayanti@gmail.com

ABSTRACT

This study aims at finding out students' needs in learning English tenses, process of developing a printable Indonesian-local content based English games book, and quality of a printable Indonesian-local content based English games book. Research and Development (R & D) of Borg & Gall (1983) design was employed in this research. The researcher adopted 7 steps from Borg and Gall (1983); Research and Information Collecting, Planning, Developing Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, and Operational Product Revision. Four instruments were used in this research; an Open-Ended Questionnaire, Semi Structure Interview, Expert Validation Sheet, and Students' Assessment Sheet. The open-ended questionnaire and the semi structure interview were employed to collect data of students' needs in English learning tenses, both instruments were analyzed qualitatively based on Miles and Huberman's theory. The experts' validation sheet and the students' assessment sheet were used to collect data of developing process and quality of the product, both instruments were analyzed quantitatively by using descriptive statistics adopted from Johnson & Christensen. First data analysis revealed that the students needed learning media based on printable games book in learning English tenses. Second, the seven processes of the developing product were passed successfully. Third, the printable Indonesian-local content based English games book is qualified to be used. In conclusion, the developed product can be an alternative learning-teaching aids for 8th grade of SMPN 15 Kota Serang.

Keywords   : *English Learning Media, Printable English Games book, Tenses*

Background of the Study

Grammar is very important in a context of English Foreign Language teaching and learning process. According to Rahman and Ali (2015, p. 131), "tense and aspect occupy a major part in almost every language teaching syllabus". Therefore, the main important and fundamental in Grammar is Tenses, because a tense shows and signifies the time of past, present, and future when something or events happened. Furthermore, for the English Foreign Language learners especially Indonesians who have different language system, these characteristics of English can be either a challenge or problem, because in Indonesian there is no tense which signifies the present, past, and future.

There is no classification of verb to express the time of an event in Indonesian. As a result, in the target language, EFL learners sometimes do mistakes in the using the appropriate verb forms as they want to express the time of an events. So, there are differences way for signifying time in Indonesian language system. Moreover, based on the researcher's experience in teaching practice of PPLK program at SMPN 15 Kota Serang, there are some problems encountered by students in learning tenses. The students found it difficult to construct and use tenses in sentence construction. They felt difficulties and confused in choosing the appropriate tense and verb to use. Then, the teacher only gave the explanation in teaching tenses without practice by teaching aids. Therefore, the teachers should be more active and creative in teaching tenses to enable students in learning tenses. The teachers should teach the English tenses very clearly because it is the most important component of English subject.

There are various ways in learning tenses, one of them is game. Games can be one of strategy for teacher to teach tenses. Games encourage learners to direct their energy towards language learning by providing them with meaningful contexts. This study produced a teaching

aids of a printable Indonesian local-content based English games book teach tenses material. Moreover, there were types of games and procedures of each games in this printable book. It helped teacher in teaching tenses and attracted the students in learning tenses.

Theoretical framework

Teaching is an activity carried out by teachers to give knowledge to students. The teachers have a lot of roles in the teaching activity. The teachers should be facilitator of learning in the class. According to the book of teaching by principles: an Interactive Approach to Language Pedagogy, teaching is guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning (Brown, Teaching by Principles an Interactive Approach to Language, 2000). Therefore, the teachers have the important role for the students. According to Brown, Principles of Language Teaching and Learning (2000), "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. According to Larsen (1986: 136) in her book Techniques and Principles in Language Teaching, performing language games is a kind of the five kinds of language teaching techniques. Tense is the inflectional category whose basic role is to indicate the time of an event, etc. in relation to the moment of speaking (Matthews, Oxford Concise Dictionary of Linguistics, 2007, p. 404). The games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely (Crookal, 1990, p. 112)

Research Design

Research and Development (R & D) design was used in this research. The steps of process are referred to as the R & D cycle, which consisted of studying research findings pertinent to the product to be

developed, developing the product based on these findings, field testing it in the setting where it was used eventually, and revising it to correct the deficiencies found in the field testing stage (Borg, 1983, p. 772). The researcher had the purpose to design and produce a decedent and reliable a printable games book to teach tenses material.

Research Procedures

The researcher took 7 major steps and modified the procedures, as follows: Research and information collecting, Planning, Developing preliminary form of product, Preliminary field testing, Main product revision, Main field testing, Operational product revision

Research Setting and Subject

The time was held in the second semester of Academic Year 2018-2019. The subject of the research was conducted at 8th grade of SMPN 15 Kota Serang. The test was conducted in one class consisted of 36 students in Preliminary field testing and tested in two classes consisted of 60 students in main field testing.

Data Collection Technique

Based on formulation of problem, there were four separated data collection techniques. First, semi structure interview the English teacher. The teacher was interviewed about some media or the students' needs in teaching tenses material. The second, students' open-ended questionnaire. Students filled out the open-ended questionnaire on research and information collecting stage. The third, experts' validation sheet. There were three kinds of the experts' validation sheet. There were the material expert's validation sheet, the media expert's validation sheet and the language expert's validation sheet. The last, students' assessment, it was collected in the preliminary field testing of product and main field testing of product. The preliminary of testing was tested in small group

which were consisted of 36 students. Then, the main field testing of product was tested in large group which were consisted of 60 students.

Research Instrument

The research instrument that used were semi structure interview, students' open-ended questionnaire, experts' validation sheet, and students' assessment sheet.

Data Analysis

The process of analyzing the data was explained in details, as follow: The first data analysis were semi structure interview and students' open-ended questionnaire, both of data were analyzed by qualitative method based on Miles and Huberman's theory. According to Miles and Huberman (2014: 12) "we see analysis as three concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification. The second data analysis were experts' validation sheet and students' assessment sheet. Experts' validation sheet and students' assessment sheet were analyzed quantitatively by using descriptive statistics which adopted from Johnson & Christensen (2014).

In the data condensation process of data analysis, the data of students' open-ended questionnaire were analyzed by selecting and reading all of the result from questionnaire. Then the result of students' open-ended questionnaire were collected by underlining the data itself. Meanwhile, the data of semi structure interview were transcribed into textual form. Then, the data were selected by analyzing based on focusing of theme by underlining too. Then, the data of students' open-ended questionnaire displayed by using diagram chart. The last step, drawing conclusion. All the data and interpretations from both students' open-ended questionnaire and teacher's semi structure interview were combined in order to determine whether the data of semi structure interview and students' open-ended questionnaire in order to find out the

similarities finding. Then, the findings of both students' open-ended questionnaire were integrated into coherent conclusion qualitatively. Furthermore, there were experts' validation sheet and students' assessment sheet in the second data. Experts' validation sheet and students' assessment sheet were analyzed statistically.

Research findings & discussions

Students' Needs in Learning English Tenses

The data analysis of the first research question revealed from students' open-ended questionnaire and semi structure interview. The results showed that students' open-ended questionnaire and semi structure interview were relevant. The students needed learning media based on printable games book in learning tenses. Furthermore, the problems and the students' needs revealed from semi structure interview. The students were not interested and less focus of the using textbook. The teacher also stated that learning media based on games brings the positive effects for teaching and learning process.

Students' Needs Gained from The Students' Open-Ended Questionnaire

In short, the result of students' open-ended questionnaire showed that the eighth grade of SMPN 15 Kota Serang needed the games as learning media. Most of students stated that media which usually and commonly used by the teacher was not enough. Therefore, the students needed the interesting media such as games in the learning tenses activity. Furthermore, the eighth grade of SMPN 15 Kota Serang wanted the games as the learning media supported by interesting contents, such as picture and other trick of games.

Students' Needs Gained from Semi Structure Interview

The data analysis of semi structure interview showed that the students needed an interesting learning media based on games. It was

needed to help students in learning tenses activity. The students were more understanding about tenses material by using interesting media such as games. Besides, it was needed as a part of teaching aids for EFL learners.

Developing Process of Printable Games Book

The findings of second research question showed that the printable games book was successfully developed through several steps by using R & D cycles. The 7 steps in R & D of Borg & Gall have been carried in developing printable games book.

Research and information collecting

Research and information collecting was the first stage of the process of developing preliminary form of the printable games book and included three steps; literature review, students' open-ended questionnaire, and semi structure interview. In this stage, the researcher gave the open-ended questionnaire to students and did interview the English teacher. The researcher did interview the English teacher to get some information about students' learning needs. Thus, the results of the students' open-ended questionnaire and semi structure interview had been showed in the findings and discussion of the first question.

Planning

The most important aspect of planning stage was the statement of specific objectives to be achieved by the product:

Selecting appropriate materials

The types of materials which have been categorized and related to the lesson plan of study. Then, the result of students' open-ended questionnaire and semi structure interview in the research information collecting were described specifically. Based on results of interview, there were 5 types of tenses which have been made in this printable games

book. The level of games are synchronized with the students' grade level. Moreover, based on the result of students' open-ended questionnaire in the research information collecting, the materials should be supported by interesting contents, interesting picture, procedures of games, and exercise. Hence, the added interesting pictures and contents was done in this step in order to correlate with the students' need.

Outline content

Arranging the structure of the books started by making the outline chapters. Then, arranging the structure of the chapter. The structure of the chapters include the introduction of the materials which consists of practical tips, substituting material, and preparing for activities. Then, it provided an acknowledgement, a map of the book, 5 units of tenses games, an explanation of the unit, and procedures for each unit.

Developing Preliminary Form of Printable Games Book

Therefore, the preliminary form of printable games book was developed through several steps, as presented:

Designing on the paper

The researcher wrote all planned material, drew all planned picture, and designed all games on the paper by using pen and ruler. The example of the designed games on the paper by using pen and ruler was figured as follow:

Figure 4.1: Ex. Drawing and designing on the paper
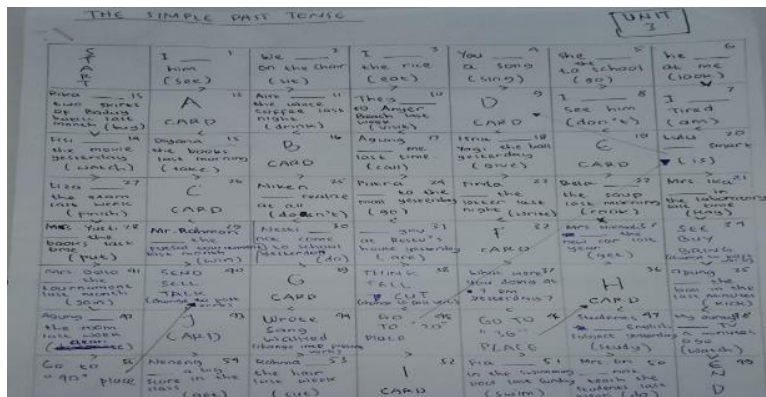
Software selection (Adobe Photoshop CS5)

Adobe Photoshop CS5 was chosen in order to design 4 parts of this printable games book, there were acknowledgement, Introduction, Map of the Book, and each procedure of all units in this printable games book, as shown by the following figures:

Software selection (Corel Draw)

The next software chosen was Corel Draw in order to design cover and all types of games in this printable games book as shown by the following figures:

Preliminary Field Testing of Printable Games Book

Preliminary field testing was done to acquire a preliminary evaluation of printable games book. There were 2 steps in this stage; students' assessment and material and media expert's validation. Both were evaluated in order to get initial suggestions, inputs, comments, and validations of the developed product.

The result of all criteria in students' assessment sheet were calculated and converted into percentage, as shown below:

$$P = \frac{159 + 167 + 151 + 149 + 165 + 148 + 153 + 136 + 156 + 171}{1800} \text{ X } 100\%$$

P = 0,86 X 100% = 86%

Chart of The Students' Assessment in Preliminary Field Testing
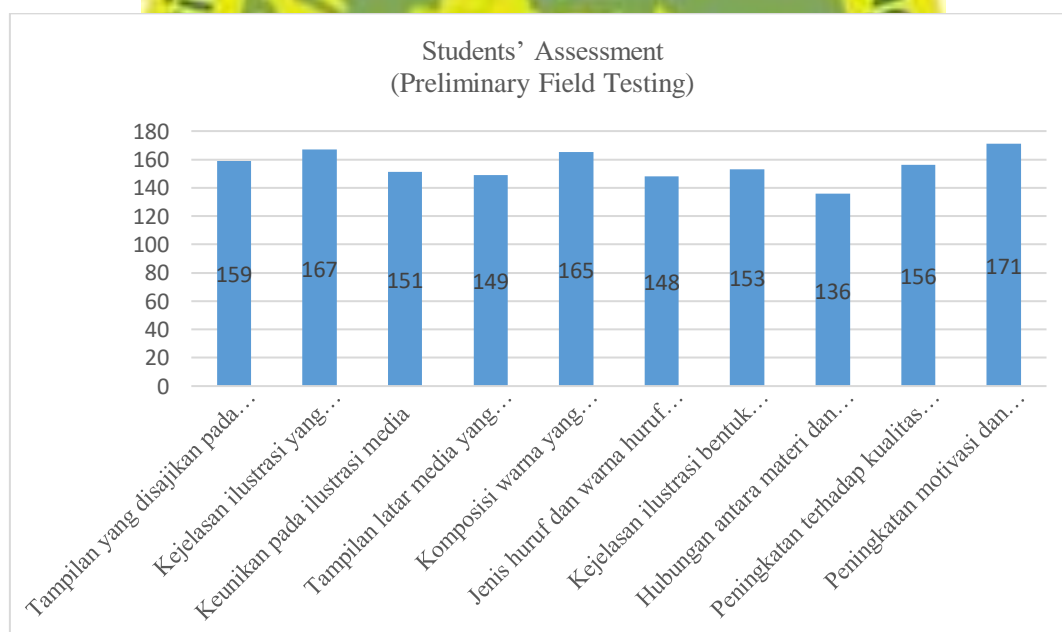
Then, the material validation score was calculated by using the percentage calculation procedure, as follows:

$$P = \frac{(5 \, x \, 4) + (4 \, x \, 6)}{50} \text{ X } 100\% \qquad P = 0,88 \text{ X } 100\% = 88\%$$

Chart of The Material and Language Expert Validation Sheet in Preliminary Field Testing

Material and Language Validation
(Preliminary Field Testing)

The bar chart shows the following values for each category:
- The Relevance of…: 4
- The Relevance of…: 4
- The Appropriateness…: 4
- The Completeness of…: 4
- The Use of language…: 5
- The Material in the…: 5
- The Content of…: 4
- The Media…: 5
- The Materials are…: 5
- The Pronunciation of…: 4
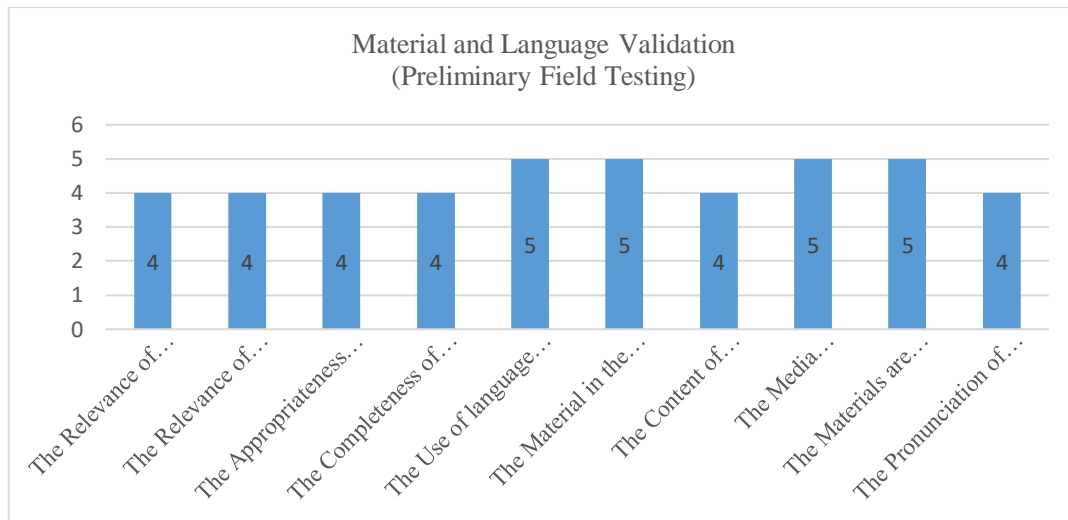
Then, the media validation score was calculated by using the percentage calculation, as follows:

$$P = \frac{(5 \; x \; 10)}{50} \; X \; 100\% \qquad\qquad P = 1X \; 100\% = 100\%$$

Chart of The Media Expert Validation Sheet in Preliminary Field Testing

Media Expert Validation
(Preliminary Field Testing)

The bar chart shows the following values for each category:
- Ilustrasi yang dijadikan…: 5
- Kejelasan ilustrasi yang…: 5
- Penampilan media: 5
- Tampilan latar media yang…: 5
- Kejelasan gambar yang…: 5
- Komposisi warna yang…: 5
- Jenis huruf dan warna…: 5
- Kualitas gambar yang…: 5
- Kualitas penggunaan: 5
- Kualitas ilustrasi bentuk…: 5
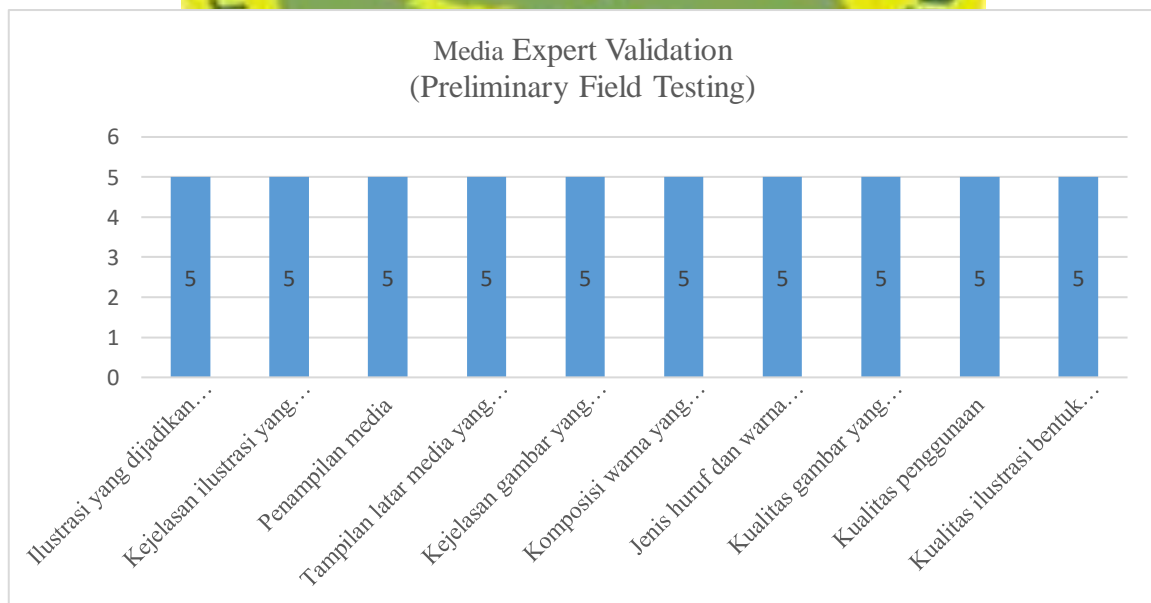
Main Product Revision of Printable Games Book

The revision process of expert evaluations carried out directly based on criticism, suggestions and input given. From the experts' assessment and students' assessment sheet after tested to the students, the

researcher made revisions to the aspects of media display quality, grammar aspects and material evaluation aspects.
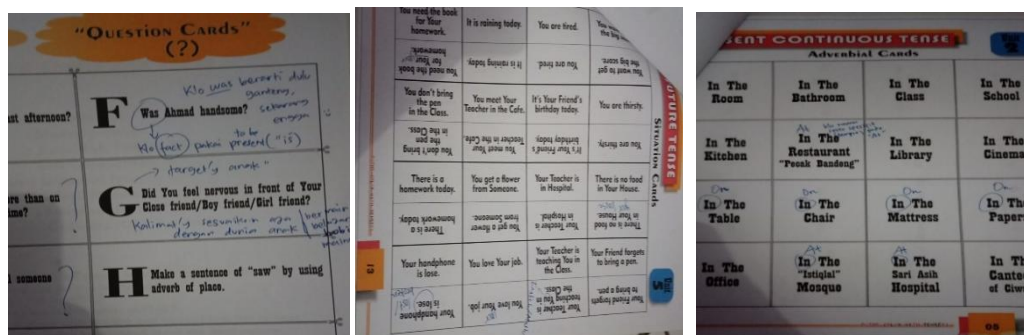
Main Field Testing of Printable Games Book

Main field testing was conducted in two classes. After the product of the printable games book has revised, it was mean the product of printable games book was ready to be tested in this main field testing. The main field testing of product was tested in large group which were consisted of 60 students. Then, that product which had revised and tested to the large group evaluated again by the experts. The results revealed that the material and language contents of the printable games book in main field testing got total score 49 (98%), it means that the printable games book was valid. Then, the media validation of the printable games book in main field testing got total score 50 (100%), it means that the printable games book was valid. Last, the result of students' assessment sheet in main field testing obtained 97%. It means that the printable games book was excellent and appropriate to be used. Thus, there were significant improvements of material and language validation score and students' assessment sheet results from the preliminary field testing to main field testing step.

Operational Product Revision

In this stage, the product of printable games book was fixed and completed in made for the final model.

The Quality of Product

The findings and discussions of the third research question was about the quality of product. The data analysis of the third research question showed that the developed printable games book has a good quality. It was indicated by the result of material and language expert's validation sheet, media expert's validation sheet, and students' assessment sheet during preliminary field testing and main field testing. There were significant improvements of those results from the preliminary field testing to main field testing step, the validation score from material and language expert improved from 88% to 98%. Besides, the validation score from media expert still on 100%. Last, the students' assessment result increased from 86% to 97%. Therefore, it was appropriate to be used as a learning media for tenses material, as presented by following chart:

Chart 4.13: The Appropriateness of Printable Games Book
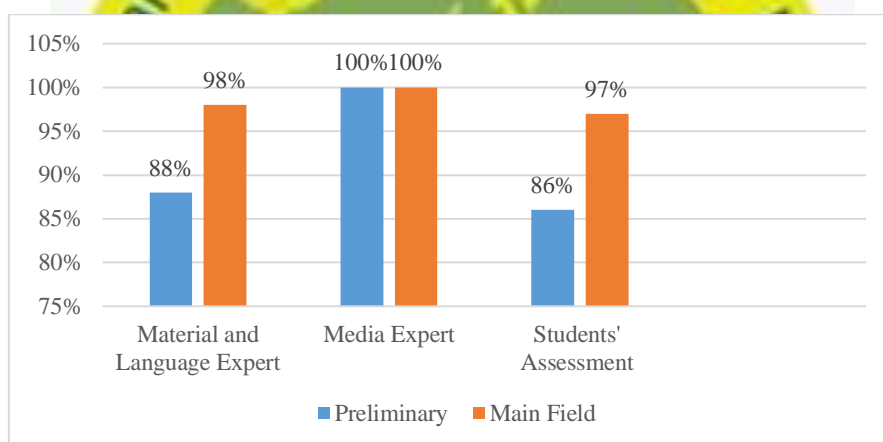
Conclusions

This study found that first, the students needed learning media based on games. The students were not enough toward the learning media based on textbook which commonly used by teacher in the class. Second, the process of developing printable games book went through seven steps of R & D cycle (Borg, 1983). Third, the developed printable games book has a good quality. It was indicated by the result of material and language expert's validation sheet, media expert's validation sheet, and students' assessment sheet during preliminary field testing and main field testing. Hence, it can be concluded that the developed printable

games book can be an alternative learning-teaching aids for teaching tenses to students.

Suggestion

There is one suggestion that can be proposed is that further researcher should fit the developing product with the lesson plan of study and the syllabus design for language teaching.

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