

# Artikel\_Rahma

*by - \_*

---

**Submission date:** 11-Sep-2021 11:31PM (UTC-0500)

**Submission ID:** 1646215823

**File name:** Artikel\_Rahma.docx (917.29K)

**Word count:** 3664

**Character count:** 18844

## MODIFYING DICE BOARD GAME FOR TEACHING SPEAKING

Hidayaturrohmaniyah (1)  
*Rahmaniyah708@gmail.com*

Adi Yusuf (2)  
*adiyusuf@fbs.unipdu.ac.id*

Achmad fanani (3)  
*achmadfanani@fbs.unipdu.ac.id*

### Abstract:

Dice Board Game is a type of modified board game that aims to encourage students to have interactive communication while learning through games. It is suggested that teaching materials should meet the needs of students. However, the suitability of teaching materials is often not considered. Therefore, it is necessary to design a media that can provide more opportunities for students to build their interactions as they need to acquire speaking skills. The design of this study is based on design-based research as proposed by Akker et al. In this study, in-depth interviews with teachers were conducted to find out the needs of students. In addition, observations were made on the syllabus and materials for media development. In addition, media implementation and interviews with English teachers were observed to assess the implementation and quality of the Dice Board Game. The results showed that the Dice Board Game media could motivate students to speak more. In addition, it was found that the activity met the practicality of speaking learning.

**Keywords:** dice board game, teaching speaking, needs analysis

## *Modifying Dice Board Game for Teaching Speaking*

### **A. Introduction**

Speaking is one of the skills students must have in learning English. Speaking is also one of the most important aspects for students in learning and obtaining information. Brown (2000) states that speaking is the process of two-way communication in building meaning by giving, receiving, and processing information (p.49-58). Based on this definition, it means that someone can provide ideas or exchange information through a process of interaction. It also means that students should be able to master speaking skills well. If students can master speaking, it will make it easy to learn English. Here, the teacher not only provides material and information to students but also can interact with students by creating a pleasant atmosphere that can make students interested in the lesson.

On the other hand, based on the current reality, Indonesia has also become one of the countries affected by the Covid-19 pandemic. The impact has changed all aspects and one of them is in the world of education. As a result of this Covid-19, to keep the world of education running well, all schools are required to support the government in implementing the social distancing system. This also affects the teachers and students of SMP Sunan Ampel. Currently, students need media that can be adapted to government regulations regarding social distancing which causes schools to not be able to implement group-based learning.

Based on the problems, the researcher intends to modify the board game to be more attractive to help teachers in teaching material for Eighth-grade students at SMP Sunan Ampel Bangsal. The modified board game for a large class is called "Dice Board Game" which is a board that contains several adjectives that will be a challenge for players to develop into a form of Degrees of Comparison.

### **B. Literature Review**

#### **Teaching Speaking**

##### *Teaching Speaking with Games*

McDonough et al. (2013) states that speaking activities using game media are often a useful way to provide opportunities for students to be more involved in using English, although not perfectly (p. 171). By using games in teaching speaking, it will help students achieve broader abilities both in terms of moral, intellectual, social and emotional. In this study, the game is one of the learning media in the classroom. Learning media can stimulate feelings of comfort and affect student interest in the teaching and learning process. This is also related to learning objectives that can be facilitated by the existence of learning media. The use of media can reduce student boredom in the learning process.

##### *Teaching Speaking for Degrees of Comparison*

Based on the observed needs of students, the teacher needed media in the form of games to help students' speaking learning related to Degrees of Comparison material. Onions (1966) the term "comparison" comes from the Latin "comparaso" which means to compare, which is a measure to compare (p.196). According to Sidney I, Landau (1975) Comparison is an act of changing an adjective or adverb that shows a positive, comparative and superlative degree (p.143). Based on this definition,

### *Modifying Dice Board Game for Teaching Speaking*

comparison can be interpreted as a way to compare something or someone based on time, quantity, or quality.

#### *The Usages of Degrees of Comparison*

##### Positive Degree

As said before, a positive degree states that there is **no comparison**. That means a positive degree is used to compare two people or objects that have something in common with each other. According to Martin Hewings (2005, p.146) "we use as + adjective/adverb + as to say that something or someone looks like another, and the negative form of the sentence can use not as or not so". For Example:

- 1) I running as quickly as I could
- 2) The length between the two tables is not the same

##### Comparative Degree

Comparative Degree is used to comparing the quality level or the number of two people or objects on the condition that one exceeds the other. For Example:

- 1) Bagaz is taller than rasti
- 2) My shoes are more expensive than yours

##### Superlative Degree

Superlative Degree is used to measuring the highest quality or the highest number of a group. For Example:

- 1) Mount Everest is the highest mountain in the world
- 2) Angel is the prettiest student in his class.

#### **Dice Board Game**

Board games are one of the most familiar games for children. Board games are the best solution for teachers when they face problems teaching English in schools. This game can also be used for students' speaking language learning. According to Chang & Cogswell (2008) states board games are media that can be adapted easily in the classroom because board games can be used as intended by the original creator asset that is adaptable in the classroom because board games can be used as intended by native speakers. Board games have also been used to teach basic facts and information about the world in which they live (Provenzo, 1981, p.2). This means that the board game is one of the games that are easy to implement in the classroom. It has also been proven that with board games, teachers can easily convey information and material.

Dice Board Game is a modification of the regular board game which is developed into a new form that makes it different from the others. The Dice Board Game is used here as a supporting medium so that students can more easily understand the material, especially Degrees of Comparison. This game is also combined with the application of speaking practice in its implementation. According to Chang & Cogswell (2008), using board games as a medium in the classroom is an effective way, does not cause anxiety, and is a good way for students to learn and practice practicing communication skills and improve communication strategies, low anxiety, and a good way for students to learn and practice communication skills and develop their communication strategies that can be easily applied to the real world. That means, by using a board game in class, students can practice their speaking skills in a fun way.

#### **C. Research Methodology**

*Modifying Dice Board Game for Teaching Speaking*, Volume xx (x), 2021

## *Modifying Dice Board Game for Teaching Speaking*

In this study, researcher used Akker's theory, namely Design-Based Research. Based on Akker, et al (2013) design-based research is a research process used to form, develop and validate a media in the form of a product (page 15). Its purpose is to find solutions to specific educational problems or even develop or validate theories. This study aims to modify the board game for speaking learning. In this case, the researcher was modified the regular board game with the latest, more attractive version. There are three phases in conducting design-based research (Akker et al. 2013 page 19). It is the preliminary research stage, development or prototyping, and the assessment phase. Therefore, this study aims to modify the speaking learning media which is called the Dice Board Game.

- 1) Preliminary Research
- 2) Development Phase
- 3) Assessment Phase

### **1. Respondents / Population and Sample**

The respondents of this research were students and teachers of class VIII SMP Sunan Ampel Bangsal. The teacher here acts as an informant in the preliminary stage and as an evaluator at the assessment stage. The reason for choosing a teacher is because he understands the needs of his students, especially in the speaking class. Then the students Eight Grade of SMP as the object of research as well as participants in the trial of the application of learning media.

### **2. Instruments**

In conducting a needs analysis, the instruments used were interviews, questionnaires, and observations.

#### *Interview*

The researcher was interviewed English teachers and students. The purpose of interviewing teacher and students were to find out students' ability in speaking English, especially in speaking skills. Interviews focus on finding information about student needs such as material, topics, and information to modify games into learning media. Meanwhile, the purpose of giving questionnaires to students is to determine students' interest in learning English.).

#### *Questionnaire*

- a. To get validation from experts (lecturers) in the development phase, the instrument needed was a questionnaire. The questionnaire related to the modifications of the Dice Board Game and how to use them.
- b. To get an assessment from the teacher in the assessment phase, the instrument was used a questionnaire given to English teachers.

#### *Observation*

These observations were used for preliminary research for observing the syllabus. It was related to the material of the game.

### **3. Data Analysis**

- a. In the preliminary research, data on student needs in the form of materials, learning topics, and student activities. Meanwhile, the data sources were obtained from teachers and students of Eighth grade English, as well as from the syllabus used in Eighth grade. Data were obtained from interviews with teachers and questionnaires with students.

### *Modifying Dice Board Game for Teaching Speaking*

- b. At the development phase, the data sources were the result of the preliminary stage. The data were obtained from expert evaluations of the modified media. Data sources are experts.
- c. At the assessment phase, the data was the teachers' assessment of the media. And the data source is the English teacher.

#### **D. Findings**

##### **1. Result of Preliminary Research**

The first phase is preliminary research. Researchers are looking for information to obtain the instructional needs of teaching Speaking in Eighth grade SMP Sunan Ampel. From the results of preliminary research, researchers found the need for using media in teaching speaking in junior high schools.

In addition, the researcher also interviewed teachers to find out the most needed material for teaching speaking in the eighth grade of SMP Sunan Ampel Bangsal. So that could be the background of the creation of the Dice Board Game.

The results of the interview stated that speaking activities were rarely carried out by students in the learning process because there were no media that could bridge students to practice their speaking. The teacher also said that the material needed in the Eighth grade of SMP Sunan Ampel was about Degrees of Comparison. Therefore, the researcher wants to modify the existing board game into a medium that can facilitate students to want to speak English through playing games. From the results of preliminary research, researchers can formulate appropriate needs for modifying board game media. So that could be the background of the creation of the Dice Board Game.

##### **2. Development Phase**

In this Dice Board Game media, the researcher changed the rules of the game from the original board game. Researchers also consider the time management needed to play this Dice Board Game so that it can be adjusted to the available time. This game originally had a concept like a snake and a ladder game but was modified so that there were no "down" or "up" rules like in the snake and ladder game. Likewise in modifying the dice, the researchers made it larger than usual, so that when playing it could be seen from a rather far distance. On the sides of the dice, the researcher entered the words "Positive Degree, Comparative Degree, and Superlative Degree" which were then used as a command for what form to develop from the adjectives in the board game.

**Tabel 1** Modification Of The Tools And Rules Of The Dice Board Game

No	Original Board Game	Dice Board Game
1	The size of the original Board Game is 48cm x 48cm. Each column measures 6cm x 8cm.	The size of the Dice Board Game is 200cm x 100cm. Each column measures 15cm x 17cm
2	The dice of an original board game is 3cm x 3cm	The Dice of Dice Board Game is 9.4cm x 9.4cm
3	Researchers only use 1 color in each column in the boardgame, namely white	The researcher uses many colors in each column in the boardgame
4	There are several "up" and "down"	No "up" and "down" arrows



### Modifying Dice Board Game for Teaching Speaking

	arrows scattered across several columns	
5	In each column, there is a command to describe a person, thing, or place.	In each column, there is an adjective that will be developed into a sentence by the players
6	Boardgame made of boards cut like a chessboard	Boardgame made of printed banners
7	Board games designed through the CorelDraw application	A board game designed through the Collage Maker application
8	On the dice, there are only numbers	On the dice, there are numbers along with orders in the form of Degrees of Comparison



picture 1 First Design

The picture above is a media design before being validated by an English teacher who teaches Eighth grade at SMP Sunan Ampel Bangsal. In addition, there are also some changes to the pictures on the board to suit the needs of students. The modifications are as follows adjectives and color.

Product validation was carried out on June 5, 2021. The results of the expert evaluation were carried out as a guideline for revising the product to be ready for implementation. The result of the expert evaluation is the design of the Dice Board

*Modifying Dice Board Game for Teaching Speaking*, Volume xx (x), 2021

### *Modifying Dice Board Game for Teaching Speaking*

20

game that is following the needs of students in learning comparative material. In addition, the rules of the Dice Board Game are also following the learning activities that must be carried out by students. However, there is a revision from the expert regarding the size and material of the Dice Board Game. Based on his suggestion, it is better to print the Dice Board Game in the form of a banner and the size is according to the size of the blackboard in the class so that the contents of the media can be noticed by many students simultaneously.

In the original board game media, the board game is played in groups. Meanwhile, during the pandemic, schools in the yellow and green zones are allowed to conduct offline learning on the condition that they must follow government rules, namely social distancing. For now, students need media that can be adapted to the limitations of social interaction. . Therefore schools will not use group-based learning for the time being. This is also a strong reason why the Dice Board game is designed for large classes so that students as a whole can still follow the game in learning and still be able to obey existing government regulations. The following are the details of the design before it was revised.



### Modifying Dice Board Game for Teaching Speaking



Picture 2 Design Before Teachers' Evaluation

Based on the teacher's evaluation, there are several suggestions for improving the Dice Board Game media as follows:

a. Adjective

In the initial design, many adjectives cannot be developed into degrees of comparison. In addition, there are too many adjectives that are not common for class VIII students, because they are not listed in the textbook or worksheet. To adapt to the needs analysis of class VIII SMP, it is better to use only 50 adjectives, because the rest of the students will find it difficult to remember the meaning.

b. Color

Some of the colors used for the box are almost the same as the writing color. Researchers are expected to check one by one whether the color of the writing can contrast with the color of the box. This should be considered carefully because it will make the writing difficult to read from a distance.

*Modifying Dice Board Game for Teaching Speaking*, Volume xx (x), 2021

### *Modifying Dice Board Game for Teaching Speaking*

#### c. Animation

The animated image used does not match the written adjective. Animated pictures also make students more interested in seeing the pictures, not the writing. To anticipate the responses of students who are actively commenting on the image, the image should be removed. Here are the details of the Dice Board Game layout after being revised



picture 3 Design After Teacher's Evaluation

The validation results above indicate that the use of Dice Board Game media has met the needs of students based on the analysis in the preliminary study. The rules of the game in it are clear and can be understood easily by students and allow students to play the media to practice speaking. Finally, the results of the validation agreed that the Dice Board Game was ready to be implemented in the eighth grade of SMP Sunan Ampel as well as being assessed by the English teacher on June 10, 2021.

#### 3. Assessment Phase by Teacher

In the assessment phase, the English teacher also agrees that the Dice Board Game is feasible to run in the classroom for speaking skills through the media game. The 10 students who took part in the Dice Board Game also admitted that they were very satisfied and happy. Besides being able to play, students can also learn to practice their speaking skills. Dice Board Game can be controlled properly because this media is intended to be played in large classes. The positive side of the Dice Board Game is that it can not only be played in class, but can also be played in the library during recess.

#### E. Discussion

## *Modifying Dice Board Game for Teaching Speaking*

Based on Akker, et al. (2013) design-based research is a research process used to form, develop and validate a media in the form of a product (p.15). Three stages of research, namely preliminary research, development phase, and assessment phase according to the theory of Design-Based Research proposed by Akker et al. (2013). Its purpose is to find solutions to specific educational problems or even develop or validate theories.

This theory is related to the current research, that this study aims to provide an explanation of how the boardgame is modified to become a learning medium that students need in speaking skills. The results of this study are expected to provide contributions and alternatives to modifying the board game, especially in learning speaking in class VIII SMP according to the needs of students.

The researcher found that the students rarely practiced speaking. After knowing the students' needs, the researcher used it as a design principle to modify the board game. In this phase, the media is developed based on the students' needs that have been mentioned. Then the media was validated first by an English teacher of Eighth grade SMP Sunan Ampel. Thus, the Dice Board Game was implemented for students after the validation process. The English teacher assessed the implementation of the Dice Board Game media and also the media for further recommendations for teaching speaking.

### **F. Conclusion**

Learning to speak is one of the topics that most English teachers do not facilitate their students well. It is very rare to find media that can bridge them in their practice of speaking English. This often happens to junior high school students who start learning English but do not have the motivation so that there is no interest in the learning process. To solve this problem, the researcher tried to create a learning media that uses a design in 3 stages based on Akker et al (2013: 15). They are the preliminary research phase, development phase, and assessment phase.

Based on the observations of the English teacher and the assessment related to quality, he agreed that the Dice Board Game is feasible and very satisfying to reflect a good speaking class because it involves students speaking English in the classroom. The 10 selected students also expressed their opinion about the Dice Board Game media. They said that they enjoyed the game while learning English.

### **REFERENCES**

- Akker, et al. (2013) Educational Design Research. Netherland: Enschede
- Amalia, R. (2015). The Effectiveness of Using Board Games Toward Students' Speaking Skill. Thesis. University of Syarif Hidayatullah Jakarta. Retrieved from <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/29253/1/RIZKY%20AMALIA%20AZZAHROH-FITK.pdf>
- Azhari, H. (2020). An Analysis of Students' Anxiety in Speaking Class Performance at Eighth Grade of State Junior high School 4 Pekanbaru. Thesis. University of Sultan Syarif Riau Pekanbaru. Retrieved from <http://repository.uin-suska.ac.id/25585/>

### *Modifying Dice Board Game for Teaching Speaking*

- 14 Brown, H. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman
- Chang & Cogswell (2008). *Using Board Games In Language Classroom*. (TESOL)
- El Shamy, S (2001). *Training games: everything you need to know about using games to reinforce learning*. Virginia: Stylus Publishing, LLC.
- Hamalik, O. (1986). *Media Pendidikan*, Bandung: Alumni
- Harmer (2003). *The Practice of English Language Teaching 3rd ed*. Harlow Essex:18 Person Education Limited
- 5 Hutchinson, T. & Waters, A. (1994). *English for Specific Purposes. A learning-centered approach*. Cambridge: Cambridge University Press
- Hewings, M. (2005). *Advanced Grammar in Use With Answer*, England: Cambridge University Press
- Mayer, B & Harris, C. (2010). *Libraries Got Game: Aligned Learning through Modern Boardgame*. Chicago. American Library Association
- McCawley, Paul F (2009). *Method for Conducting an Educational Needs Assessment*. Moscow: University of Idaho
- McDonough, et al. (2013). *Material and Method in ELT: Teacher's Guide*. The Atrium, Southern Gate, UK: Blackwell Publishing
- Mei, et al. (2000). *Using Games in An EFL Class for Children*. Daejin University : ELT Research Paper.
- 1 Onions, C.T. (1996), *The Oxford Dictionary of English Etymology*. (London: Oxford University Press), 196.
- Provenzo, A.B (1981). *Historic Board Games You Can Make and Play*. Prentice-Hall
- Quianthy, R, L. (1990). *Communication is life: Essential Collage Sophomore Speaking and Listening Competencies*. Annandale, VA: Speech Communication Association.
- 1 Sidney I, Landau, the Doubleday Dictionary. (New York: Doubleday & Company Inc, 1975), p. 143

# Artikel\_Rahma

## ORIGINALITY REPORT

15%

SIMILARITY INDEX

15%

INTERNET SOURCES

4%

PUBLICATIONS

5%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://digilib.iainlangsa.ac.id">digilib.iainlangsa.ac.id</a> Internet Source	3%
2	<a href="http://repository.uin-suska.ac.id">repository.uin-suska.ac.id</a> Internet Source	2%
3	<a href="http://eprints.uny.ac.id">eprints.uny.ac.id</a> Internet Source	2%
4	<a href="http://repository.radenintan.ac.id">repository.radenintan.ac.id</a> Internet Source	1%
5	<a href="http://eltlt.org">eltlt.org</a> Internet Source	1%
6	Submitted to Universitas Muhammadiyah Makassar Student Paper	1%
7	<a href="http://core.ac.uk">core.ac.uk</a> Internet Source	1%
8	<a href="http://ejournal.polbeng.ac.id">ejournal.polbeng.ac.id</a> Internet Source	1%
9	<a href="http://journal.unipdu.ac.id">journal.unipdu.ac.id</a> Internet Source	1%

10	<a href="http://www.journal.unipdu.ac.id:8080">www.journal.unipdu.ac.id:8080</a> Internet Source	1 %
11	Submitted to Edith Cowan University Student Paper	<1 %
12	<a href="http://www.tandfonline.com">www.tandfonline.com</a> Internet Source	<1 %
13	<a href="http://digilib.unila.ac.id">digilib.unila.ac.id</a> Internet Source	<1 %
14	Delfia Herwanis, Susidamaiyanti. "PENINGKATAN KEMAMPUAN MENULIS TEKS DESKRIPTIF BERBAHASA INGGRIS MELALUI TEKNIK CLUSTERING PADA PROGRAM STUDI TADRIS BAHASA INGGRIS DI STAIN GAJAH PUTIH TAKENGON", Jurnal As-Salam, 2020 Publication	<1 %
15	<a href="http://123dok.com">123dok.com</a> Internet Source	<1 %
16	Submitted to University of the Free State Student Paper	<1 %
17	<a href="http://zombiedoc.com">zombiedoc.com</a> Internet Source	<1 %
18	<a href="http://journal.teflin.org">journal.teflin.org</a> Internet Source	<1 %
19	<a href="http://ejournal.unesa.ac.id">ejournal.unesa.ac.id</a> Internet Source	<1 %



---

Exclude quotes Off

Exclude bibliography Off

Exclude matches Off

# Artikel\_Rahma

## GRADEMARK REPORT

FINAL GRADE

/1

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11