


Developing English Grammar Module Based Board Games

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ARTICLE INFO	ABSTRACT
<p>Received: 3 February 2025</p> <p>Revised: 5 February 2025</p> <p>Accepted: 23 March 2025</p> <hr/> <p>Keywords: english grammar module, board games</p>	<p>Grammar is the key in mastering all aspects in English. This study aimed to develop an English Grammar module based on Board Games and to find out whether this module is suitable to be used as teaching material for Grammar courses at STKIP Muhammadiyah Muara Bungo (STKIP MB). the research method employed the research and development. Respondents of this study were 26 students of the second semester of English Education study program at STKIP MB. They were selected by using a total sampling technique. There were five steps in this research, namely: (1) conducting students' need analysis (2) designing and developing modules (3) asking for expert validation on material and media (4) making module revisions according to expert advice (5) conducting trials to check the feasibility of the module, and (6) asking for the opinion of the lecturers and students regarding the designed module. The data were analyzed by using quantitative and qualitative analysis. The research findings showed that the due diligence by material and media experts, the English Grammar module-based board games can be used by lecturers as teaching material in teaching grammar.</p> <p>How to Cite: Susanti, S., & Trisnawati, W. (2025). Developing English Grammar Module Based Board Games. <i>Indonesian Journal of Pedagogy and Research Development</i>, 1(1), 51-58.</p>

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1. INTRODUCTION

Grammar is the structural foundation of our ability to express ourselves (Crystal, 2004). The more we know how it works, the more we can monitor the meaning and effectiveness of the language we use. Moreover, a grammar defines the elements and syntax of language, whether the language is English, a computer programming language, a shape language or a mechanical design language (Rosen, 1999). Many lecturers practice teaching grammar by using the conventional method by asking students to memorize certain grammar formulas. lecturers ask them to do the written exercises in the grammar book. This method is very tedious for students. Lecturers could apply an innovative teaching grammar while playing games.

Games can motivate students. As said by Hansen (2004), Games are very motivating and entertaining and games can make those who are shy get more opportunities to express themselves and their feelings. Games can stimulate student interaction. Group work or study together with peers is one way to increase interaction (Khine, 2011). Furthermore, he stated that there are many games that can be played in pairs or in small groups, thus providing space for students to develop their skills in using language with other people. One of the games that might be applied to teach grammar is Board Games. The Board game is a type of game where one of the components is a square sheet like a board whose materials can be various, but generally from thick cardboard. Examples of board games that are familiar around us are: Monopoly, Chess, Ludo, and Snakes and Ladders. Board games are paper or board games that involve counters or pieces being moved or placed on a marked surface according to a set of rules(Booth, 2015). The development of board games is very significant in all aspects and components. Starting from a variety of game stories, game themes, varied mechanics to aesthetics are the elements that



differentiate each board game. This development enters the realm of education where this board game can be designed and used for teaching. One of them is grammar teaching. According to Tan (2019) board games are games played by two or more people, in the form of game boards that have been designed in such a way as to the type of game. Board games can use dice, coins, pawns, cards or the like which are used in certain ways according to the rules of each board game. The use of dice, for example, can create a lucky factor in the game, many of which add tokens or pawns, as well as dice to play them. This factor will add to the excitement of playing it. Board games—usually involving more strategy than luck and deeper player investment in the game's play mechanics, narratives, and rules—were once associated with geek subcultures, but are now becoming more mainstream (Booth, 2015).

Paris and Yussof conducted a study about enhancing grammar using board games. The study was carried out among Pre TESL students of UiTM Pahang, Kuantan Campus. The session presented the overall results of the study, revealing the beneficial effects of using board game in teaching grammar (Paris & Yussof, 2012). Another study investigated the effects of board games on EFL learners' grammar retention and explore their attitudes towards the implementation of board games in grammar classes. the previous study used experimental research design and the participations were fifty adult Vietnamese EFL learners, the study revealed that board games had significant effects on EFL learners' grammar retention and learners had positive attitudes towards the use of board games in grammar classes (Phuong, Nguyen, & Nguyen, 2017). Furthermore, there were a study examined the use of SMARTies, a formative testing tool designed in a form of a board game, as an alternative teaching and learning aid for the language classroom. Thirty voluntary students were involved in this study. A survey questionnaire was also used to find out about their attitudes and beliefs relating to using board games for language learning. The results showed that students had positive attitudes towards the use of SMARTies (Lester & Lee, 2012).

Based on the results of observations and interviews, the Grammar lecturer at STKIP Muhammadiyah Muara Bungo found it difficult to find an English Grammar module that could make students enjoy Grammar learning. Grammar books that are available in the market are generally presented in the same format, namely by giving the Grammar formula at the beginning followed by practicing written questions about the grammar. This model is very monotonous and boring for students. the presentation of the contents of the book is the same in each chapter. In this study, researchers developed a board games-based English Grammar modules. This module would be a breakthrough and exciting strategy in teaching Grammar, so that learning Grammar that initially feels difficult and tedious would become memorable and fun learning with the board games. In addition, the existence of board games provided access to create a communicative classroom atmosphere because board games require all students to be actively involved in every game played. (Paris, & Yussof 2013) stated that a board game is a useful tool for teaching where there are many activities that can be done using a board game. The use of board games can be combined with textbooks. The results of their research indicated that students feel interested in using board games in learning grammar. They claimed that the board game can help improve their understanding of grammar and help them memorize English grammar rules. Finally, this study aimed to develop an English Grammar module based on Board Games and to find out whether this module is suitable to be used as teaching material for Grammar courses at STKIP Muhammadiyah Muara Bungo.

2. METHODS

This study applied a research and development design. This research produced English Grammar modules based on board games which then tested to 26 first semester students of English Education Study Program at STKIP Muhammadiyah Muara Bungo in the 2020/2021 academic year. The participants of this study were selected through total sampling technique. This study was conducted using the ADDIE model proposed by Branch (2009). There are five stages in this research, namely; analyzing students' needs, designing and developing modules, consulting with experts, applying / testing modules and evaluating modules. Researchers analyzed students' needs with a questionnaire. to the data generated from the questionnaire were primary sources and inputs to design and develop English grammar modules-based board game. Furthermore, the researcher asked for validation from the experts. After the modules were revised according to the experts' opinion, the researchers applied the module for grammar learning. Finally, researchers



asked for the opinion of the grammar lecturer and students who use the Board games-based English module.

There are 3 data collection techniques in this study, namely: questionnaire sheets, interview guides, and validation sheets. Questionnaires are used to get information about students' needs and students' opinion. Interviews carried out to obtain information from lecturers and students about their opinions about English grammar modules-based board games. The validity sheet used to validate the development of the board games-based English grammar module. Another questionnaire was used to get students' opinions / perceptions of the use of developing English grammar modules-based board games. The research data analyzed with quantitative and qualitative analysis. The data from the questionnaire sheets and validation sheets analyzed using descriptive statistics to obtain the average value and the percentage of results as suggested by Sudjana (2007) as follows:

$$P = \frac{\sum f}{N} \times 100\%$$

Information

P: Percentage

F: The frequency of the answer

N: Total statements

To assess the validity of the module according to the validity results of the experts, the model from Ridwan (2007) adapted:

Interval	Category
0- 20	Very invalid
21- 40	Invalid
41- 60	Valid Enough
61- 80	Valid
81-100	Very Valid

3. RESULTS AND DISCUSSION

The module developed in this study were English Grammar module-based Board Games. These modules were designed in two forms. The first form is a Handbook (a handbook contains grammar theory and board games) and the second form is a workbook (workbook contains board games-based grammar exercises). The components in the preparation of English Grammar module-based Board Games are cover, foreword, table of contents, list of tables, list of figures, indicators of learning achievement and objectives, material descriptions, examples, summary and bibliography. This components are a component for the handbook. Each chapter in the Handbook contains a theory and explanation of Basic English grammar and an explanation of board games and the rules of the game. Each chapter is also equipped with examples and contexts of use. As for the workbook, the components consist of: cover, foreword, table of contents, list of tables, list of figures, grammar exercises, board games and a bibliography. In the workbook, there are grammar exercises and board games in every chapter. The design of this material and topic were based on the results of the students' needs analysis. Furthermore, modules were designed and then validated by experts, namely material / content experts and media experts, then the modules were evaluated by Grammar lecturers.

Students' Needs Analysis

Before designing the module, the researcher first distributed a questionnaire to the students of English study program at STKIP Muhammadiyah Muara Bungo to get information about the student's needs for English Grammar modules or teaching materials. The questionnaire results showed;

- The process of learning English Grammar in English education study programs has been using conventional / traditional methods, where lecturers teach grammar by explaining formulas that must be understood by students.
- The grammar books used by lecturers are fixated on one source only. Students often do not read resource books when studying.
- The learning outcomes were mostly focused on the extent to which students can memorize formulas in the form of good and precise English sentences according to English grammar rules.
- In general, students' ability to apply grammar concepts to other skills (ex; speaking) was still categorized as medium-low. This was supported by data on student semester scores.
- Students expect that there will be innovations in grammar learning that seem stiff and monotonous. They want media / games that can be integrated with Grammar learning.

Thus, it can be concluded that it is important to develop a board game-based English grammar module that can bridge the desires of students to create a grammar class atmosphere that is different from usual. They hope that the material obtained in grammar courses can be practiced in a way they like. For this reason, researchers designed a board games-based English grammar module that would answer students.

Experts validation (Material and media)

The results of the module design that have been made by the research team were submitted to experts to get input / comments and criticism. The general purpose of this validation was to test the feasibility of the module being developed. Validators in this study consisted of material validators, media validators and lecturers who taught English Grammar courses. The validators provided assessments based on the assessment sheets that have been prepared by the research team. To complete this validation questionnaire, the researcher was assisted by two material experts, two media experts and one lecturer who taught English Grammar courses.

Results of the Material Expert Feasibility Test

There were three points commented by the experts related to the material, namely: Feasibility of module content, Presentation Feasibility, and Language used in module. The feasibility of the module content was tested using a questionnaire with a scale of 5. This questionnaire contains four sub indicators regarding the suitability of the material with the syllabus and RPS, the accuracy of the material, supporting learning materials and the up to date of the learning material. In presentation feasibility test, there were four points assessed, namely; presentation techniques, supporting presentation, presentation of learning and completeness of presentation. In the aspect of language used in module, there were 13 question items. Sub-indicators in this aspect included: straightforwardness, communicative, diagnostic and interactive language, suitability of language with the level of development of learners, language coherence and integration, use of terms, symbols and icons in modules. Then whole results of the material expert feasibility test shown in the following table.

Table 1. Results of the Material Expert Feasibility Test

Indicator	Expert 1	Expert 2	Average score	Category
1 Feasibility of module content	30.1	31.2	7.66	Valid
2 Presentation Feasibility	33.5	30.0	7.87	Valid
3 Language used in module	47.5	45.4	7.74	Valid
Total of average score	23.27		7.75	Valid

Based on the information from table above, it can be seen that the average score of the validation by material experts regarding the feasibility of the module gained 7.75. This score

categorized as Valid. It means that the module is feasible and can be tested. The module content, presentation and language used are appropriate to be presented in the module.

Results of the Media Expert Feasibility Test

In addition to material validation, in this study, media validation was also carried out. Validation was carried out by two experts. There were 31 item questions that were a reference for experts in providing judgments related to the media used in the modules. The following table provides expert views on the feasibility of media in the module.

Table 2. Results of the Media Expert Feasibility Test

Indicator	Expert 1	Expert 2	Average score	Category
1 Module size	7.5	7.5	7.5	Valid
2 Cover design	8.05	8.05	8.05	Valid
3 Content Design	8.25	7.5	7.87	Valid
Total of average score	23.42		78.1	Valid

The aspects assessed in the module test include module size, module cover design, and module design which includes organization, layout, consistency, font shape and size, format, attractiveness and blank space. The mean score for media eligibility was 78.1. This shows that the module is feasible and can be tested on students in grammar lesson.

Feasibility Test Results by Grammar Lecturer

The first components assessed in the display aspect were: the clearness of text or writing in the module (easy to read), the clearness of the image in the module, the image used suitable with the material, clear description of each image, attractive image used. The second aspect was the aspect of presenting the material. The details assessed include; whether the module explains the concept of using illustrations / examples in everyday life, the material in the module encourages students to discuss, think critically, collaborate and solve problems, the module fits the syllabus, and the use of straightforward language in the module. The last point was the benefit aspect which includes: applicability of the module, easiness in using the module, appropriateness of the module in teaching grammar. Results of module feasibility tests by teaching lecturers can be seen in the following chart:

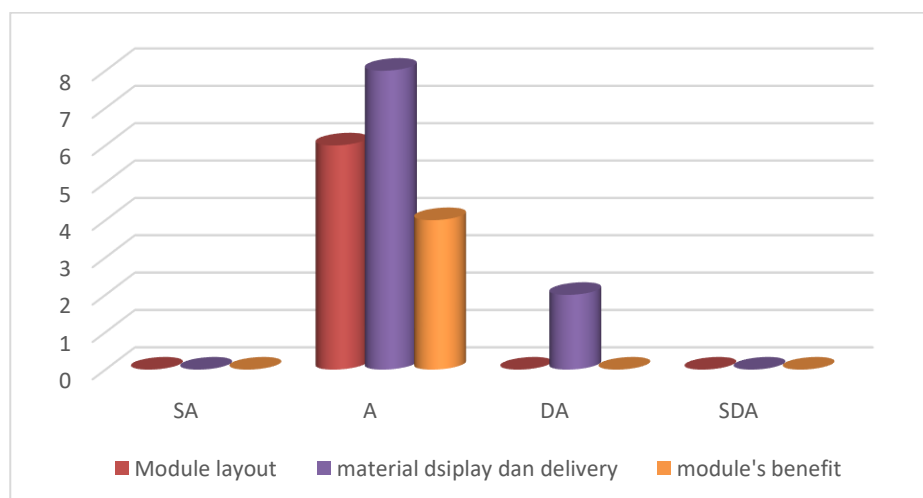


Chart 1. Feasibility Test Results by Grammar Lecturer

Based on the diagram above, it could be concluded that the results of the module self-

evaluation by the grammar lecturer stated that the English grammar module based Board Games was in a good category. The appearance and presentation of the materials are all good, but there were still deficiencies regarding the elements of completeness of the material and elements of encouraging critical thinking and problem solving, so that improvements were needed regarding this matter. In terms of benefits, it was also good category.

Modules Development Trial

Development trials were carried out on small groups and large groups. At this stage, participants were asked to respond to the module being developed. The response given by students toward the modules aimed to obtain information and input regarding the final product concoction in the form of a learning module.

1) Small group trial

Small group trials were carried out on 10 students. The trial began with the distribution of a module draft that has been validated by experts. Then students were given a brief explanation of the module content, then students were given a moment to see the contents of the module as a whole. Then, they were asked to fill out a questionnaire that had been provided. In the questionnaire, there are 25 questions that were grouped three aspects, namely: the appropriateness of the content, use of language and presentation. The average results of the assessments are shown in the following table:

Table 3. Small group trials

No	Indicator	Average score	Category
1	Module contents	8.05	Very Valid
2	Use of language	8.25	Very Valid
3	Presentation of the module	8.05	Very Valid
	Average score	8.11	Very Valid

Results of the small group test above shown that students' responses to the module draft was in the very feasible category with an average score of 8.11. From these results, the researchers made several revisions to be tested at next stage.

2) Large group trial

Large group trial was carried out on 26 students. The trial began with the distribution of the module draft that has been revised and validated by experts. Then students were given a brief explanation of the module content, then students were given a moment to see the contents of the module as a whole. Then, they were asked to fill out a questionnaire that had been provided. In the questionnaire, there are 25 questions that were grouped into three aspects, namely: the appropriateness of the content, use of language and presentation. The average results of the assessments are shown in the following table:

Table 4. Large group trials

No	Indicator	Average score	Category
1	Module contents	8.50	Very Valid
2	Use of language	8.25	Very Valid
3	Presentation of the module	8.25	Very Valid
	Average score	8.33	Very Valid

From the results of the large group test above, the students' responses to the draft module in

the large group showed that the module was in the very feasible category with an average score of 8.33. From these results the researchers made several revisions to then produce the final product of the development of the English grammar modules based board games which was intended for first semester students of the English study program at STKIP Muhammadiyah Muara Bungo.

At the last stage, researchers interviewed the lecturer and students about the English grammar module based board games. Lecturer mentioned that students seemed to be more motivated than before. They enjoyed practicing grammar while playing games. This finding in line with study by (Reinders, 2012). He found games to be motivating to students and to benefit the development of social skills, such as collaboration, and metacognitive skill, such as planning and organization. An important potential benefit is also that games encourage the use of the target language in a non-threatening environment. Non-threatening environment will put the students at ease in grammar lessons. When the students are relax, they are able to learn better. In other words, they are able to digest the grammatical elements when they are not under pressure. Therefore, it is very important for educators to design fun yet meaningful games so that it will benefit the students in learning grammar.

Moreover, the result of interview shown that the use of board games could improve students' mastery in Basic English Grammar. It could be seen from the students' scores. Moreover, students gave positive responses toward the use of board games in teaching basic grammar. They enjoyed the games. It made them understand and practice basic grammar easier (Susanti and Trisnawati, 2019). The majority of the students indicated that they like playing board games but not many were able to play during language lessons. They believed that board games should be introduced in the English classroom as language board games could possibly help them learn the target language. This reinforces the claim by (Gaudart, 2003) that teachers rarely make use of games and play in the formal classroom setting. It might also due to the fact that there are not many educational language-focused board games available in the market.

The findings of this study shown that the English Grammar Modules based board games are valid. This valid category obtained after having several steps: consulting with two material experts, two media experts and one grammar lecturer. Then, researchers revised them based on the comments given. After that, the module tested through small and large trial. Finally researchers could product modules with the final score 8.33 (very valid) and gain positive feedback from students and lecturer. This result in line with (Hasan, Habibie & Ismail, 2019) study. They did research and development study to develop basic grammar module that was suitable with the students need. They conduct the feasibility test to get the comment from expert and lecturer. The final score shown students' assessment of teaching material in form of basic Grammar modules obtain mean score of 4.33 (very feasible).

4. CONCLUSION

Board Game offers students an enjoyable and relaxing learning environment. It permits students to be in a fun surrounding while playing the game. While drawing themselves to the games, the students' attention is on the game, not on the grammar elements. So they study unconsciously in a fun way. This study aimed to develop English module based board game that could be breakthrough from the boring grammar lesson. The findings of this study suggest that both module (handbook and workbook) are applicable for teaching and learning grammar. Studying grammar while playing board games considered to be enjoyable, fun and attractive for both lecturer and students. Researchers suggest future researchers to investigate about using board games the English skills (listening, speaking, reading and writing). Next researchers may also discuss to put board games an online game and become portable game to play while learning English.

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