Grammar Book Based on Games for Fifth Grade of MI Kebokicak Jombang

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ABSTRACT
In MI Kebokicak, teaching learning still used the usual method without media and was still lack of facilities and infrastructure. Eventhough learning media was needed to facilitate teachers in transferring knowledge and making it easier for students to understand English material. Therefore, the purpose of this study was to develop Grammar Book based on Games to help fifth grade students at MI Kebokicak. The research method used was Research and Development, this development used ADDIE learning model which consisted of five steps, those were: 1) Analyze, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. The results of this assessment indicated that the Grammar Book based on Games media had "very good" feasibility, according to media expert getting an average of 83.33 and material expert 73.33. Subject of this research was students of fifth grade students at MI Kebokicak Jombang. The students responses of try out result 84.8 which that meant this learning media was good category. It can be concluded that grammar Book based on Games feasible was ready to use.

Keywords: English Structure; Textbook; Games

ABSTRAK
Pelaksanaan pembelajaran di MI Kebokicak masih menggunakan metode biasa tanpa media dan masih minimnya sarana dan prasarana. Padahal media pembelajaran diperlukan untuk memudahkan guru dalam mentransfer ilmu dan memudahkan siswa dalam memahami materi bahasa Inggris. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengembangkan Buku Tata Bahasa Berbasis Permainan untuk membantu siswa kelas V di MI Kebokicak. Metode penelitian yang digunakan adalah Research and Development, pengembangan ini menggunakan model pembelajaran ADDIE yang terdiri dari lima langkah, yaitu: 1) Analisis, 2) Perancangan, 3) Pengembangan, 4) Implementasi, dan 5) Evaluasi. Hasil penilaian ini menunjukkan bahwa Grammar Book berbasis media Games memiliki kelayakan "sangat baik", menurut ahli media mendapatkan rata-rata 83,33 dan ahli materi 73,33. Subjek penelitian ini adalah siswa kelas V MI Kebokicak Jombang. Respon siswa terhadap hasil try out 84,8 yang berarti media pembelajaran ini termasuk kategori baik. Dapat disimpulkan bahwa Buku Tata Bahasa Berbasis Games layak untuk digunakan.

Kata Kunci: Struktur Bahasa Inggris; Buku pelajaran; Permainan

INTRODUCTION

English language teaching to the young learners are to introduce English as second language to them, build the basic knowledge of English and give them motivation in English learning process by making rewards for their need and interest in this language in the future. "Teaching English for Elementary level is very important for preparing students to be ready and well prepared generation to be met with the future demand like communication and technology" (Nuraeningsih, 2016) (Ima, 2017).

Teaching English to young learners is different from teaching English to young learners. It is because the way of children learns a foreign language is different from the way of young learners. The children are learning process needs something realistic. The students also learn when they get motivation in their interest or in their activities which are relevant to them. In other words, in learning English as

foreign language children learn and understand the language better by treating and applying it into actual activities.

At some schools, English as a subject of local content, starting from grade 1 to grade 6, and one of the material that is discussed is structure or usually we call it as grammar. "Grammar is a description of the regularities in a language, and knowledge of these, regularities provides the learner with the means to generate a potential number of the original sentence" (Solichin and Faizin, 2017). In English, you need to use the right sequence of words without grammatical errors to frame meaningful sentences. " Mastering the Grammar of a language will affect the mastery of language skill." (Effendi et al. 2017).

Learning English grammar for elementary school children must be done in stages, and do not forget to give examples of how to use it in daily communication. Because this method is more easily digested by children, than the way English learning method that only explains the theory of learning English grammar for elementary school children.

Based on the result of need analysis, the researcher found the students have lack of facilities and infrastructure in the school such as LCD which are used interchangeably and complete textbook facilities, so that inhibits the learning process of teachers in teaching English. The difficulties of teachers in learning English at MI Kebokicak there is no media to help the students in teaching English. They need a media to more understand about grammar, to practice it, and to attract the students in learning grammar, for example grammar book on based on games.

Educational games are important for children because educational games can stimulate the imagination of children, it can develop socialization in children, able to improve the way of thinking in children. The most important thing is having a function for the development of aspects of child development such as skills, language, and intelligence.

"Game is way to motivate students in learning English, it is very important especially in refreshing, and amusing students in learning so they will not make students bored while they are studying English." (Syarfuni 2010). Game also can help the teacher to create a context in which the language is useful and meaningful. In the whole process of teaching and learning by using game, the students a take part widely, and open minded. To win the game each student or group should competitively answer the questions addressed by the teacher or other students or group. The advantages of learning with games methods: arouse student's interest, foster and develop cooperation, develop student's creativity, foster student awareness.

The benefits of learning by using games are the delivery of subject matter can be uninformed, the learning process becomes more interesting, the student learning process becomes more interactive. The following are the strength and the weakness of games.

Table 1. The Strength Of Games And The Weakness Of Games

No	The Strength of Games	The Weakness of Games
1	Simplifying the learning process, with games is expected it can help us understand the lesson.	The students are afraid to try
2	Being a fun learning tool for students to increase children's interest in learning English.	students are shy to try and learn with games.
3	The students will be invited to play at the same time can be a fun learning tool for them.	Learning in the classroom becomes boring.

There were some researchers who developed a similar product. The first, (Ahmad, 2018) developed the English Grammar Module Based-Cooperative Learning to Teach Basic English Grammar: Focus on Students' Needs. This research is a part of R & D design only focused on the students need analysis. The finding is the student analysis of the student questionnaire helped the researcher covered the target which divided was into lack, necessities, and want of the first-semester learning needs which was divided in terms of ability, learning motivation, and activeness.

The second (Hamra et al., 2015) developed Designing an English Course Book for High School Students Based on Curriculum 2013 with Local Content Materials. The objective of this study was to find out to what extent the English textbook used by the public Senior High School in Banyuasin matched the requirements of curriculum 2013. This study used a descriptive quantitative method. The

findings the teachers should analyze the students' needs. However, the findings possess limitation since they only provide information about the needs from the students' point of view.

The difference between the previous researcher and this research was on the material and the design. The first researcher focused on the student analysis for Elementary school. Developed to Grammar Module based cooperative learning. The researcher only focuses on students need analysis. And the second research is to develop textbook grammar. This study used a descriptive method. The similarity of the previous studies and this research was the method, they used the R & D method in their researches, and the using E module Grammar and Textbook as learning media for English Material. The differences with my research. In this study, the researcher designs a Grammar Book Based Game for the fifth grade in Elementary School (MI Kebokicak) as learning media.

In conclusion, the researcher designs grammar book based on games for fifth grade of Elementary school as learning media. Referring to the research, this study primarily intends at developing grammar book based on games for fifth grade of elementary school.

METHOD

In this research, the researcher used Research and Development (R & D). Research and Development is different from classroom action research in the process as well as the product of the research. "Research and Development is a research design aimed at developing and validating educational products, like curriculum, syllabus, instructional media, modules and assessments instrument." (Latief 2016). This research aims to produce Grammar Book based games for fifth grade at Elementary school. The purpose is to give students a learning media to make them understand the material of this research is to easy students in learning English.

The research models that are used in this research proposed by ADDIE (Analyze, Design, Development, Implementation and Evaluation) models. ADDIE model is one of the most common models used in the instructional design field as a guide to producing an effective design. In this research, the researcher uses the R&D to research methods for developing the research which is the ADDIE model as the research design. Therefore, there are five steps for data collection research.
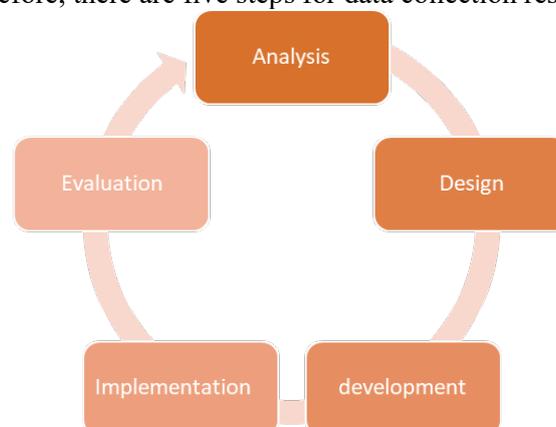
Figure 1. ADDIE MODEL

FINDING AND DISCUSSION

- The Result of Analysis

In this process, the researcher analyzed students need of the fifth grade elementary school. The researcher has chosen fifth grade students whose goals were young learners to be easier accepting what was taught by the teacher. In this research, the researcher found the students had lack of facilities and infrastructure in the school, so it inhibited the learning process of teachers in teaching English. The teacher difficulties in learning English at MI Kebokicak there was no media to help the students in teaching English. Based on the result of analysis the researcher concluded that some students had difficulties to learn in English.

The teacher needed media to make the students enjoy in learning and easy learning English, especially for students at MI Kebokicak who learned English. Media Technology was interesting media and able to increase students' motivation to learn, so that the researcher developed Grammar book based on Games to support learning English in the class.

- The Result of Design

The researcher determined what materials and games were made in the book. The researcher used games that were suitable for learning English. To make the book easier, the researcher designed it by using Microsoft Word and needed pictures that supported the material.

After determining the material to be used in the book, the researcher determined the layout for making the book in the margins of left 4, right 3, top 3, and button 3. To make it more interesting, the researcher added pictures to make it easier for students to understand the materials in the book. After making a book with Microsoft word then the researcher converted into a PDF. The design material about the product was as follow:

Table 2. Bookmap

No	Theme	Content	Games
1	Theme 1 (My School)	• Prepositions of place • Some exercises	True or False Games
2	Theme 2 (Keep our environment)	• Present continuous tense. • Some exercises.	Stirred Word
3	Theme 3 (At the shopping mall	• There is and there are • Some exercises.	Board Games
4	Theme 4 (What do you want to be?)	• Personal pronoun and reflexive pronoun. • Some exercises.	Matching word
5	Theme 5 (Food and drink)	• Much, many, and some, any. • Some exercises.	Whispered Games
6	Theme 6 (Health)	• Have or has for healthy • Some exercises.	Have or has Games

- The Result of Development

The researcher consulted Grammar Book based Game to media expert and material expert. The result of questionnaires media expert and material expert was showed on appendix 3 and 4.

In this part, the researcher discussed the important parts in the research. These were media validation, material validations, and revision based on expert judgment.

The questionnaire results obtained from students, media experts, and material experts were analyzed using Likert scale. The step that must be taken was to set guidelines for the assessment score on each criterion. The following was an assessment guideline with Likert scale which was described as follows:

Table 3. Guidelines for Assessment

Scale	Quality
1	Very Poor
2	Poor
3	Fair
4	Good
5	Very Good

The calculation of the questionnaire results used the following formula:

$$P = \frac{Score}{maximum\ score} \times 100\%$$

The final step is to conclude the calculation results based on aspects by looking at the table below:

Table 4. Index Criteria

Score Percentage	Criteria
85% - 100%	Very good
70% - 85%	Good
55% - 70%	Fair
50% - 55%	Poor
0% - 50%	Very Poor

- Media Validation

This assessment focused on media aspect of Grammar Book based on Games media. The validator of this research was Mrs. Ulfa Wulan Agustina, M.Pd as the lecturer of Information and Communication Technology (ICT) in English Education Department of UNWAHA. The researcher used validation sheet to evaluate Grammar Book based on media. The result of media validation was as follow:

Table 5. The result of media validation

No	Component	Score
1	Design layout	8
2	Text/ Typography	12
3	Image	22
4	Packing	8
	SUM	50
	Total Score	83.33

Based on table 4.4 the researcher got 83.33 scores. It was good category. It meant that the result of validation sheets or the result of Grammar Book based on Games was deserve to be implemented.

Based on the result of media validation, this application needed revisions. The validator added the suggestions as follows:
Added more interested in pictures.
  a. Used more attractive layout settings
  b. Added pictures game to make it more interesting
- Material Validation

This assessment focused on material aspect of Grammar Book based Games. The material validator of this research was Mrs. Luluk Choirun Nisak Nur, M.Pd as the lecturer of English for young learners (EYL) in English Education Department of UNWAHA. The researcher used validation sheet to evaluate Grammar Book based on Games. The result of material validation was as follow:

Table 6. The Result of Material Validation

No	Component	Score
1	Relevance	20
2	Accuracy	13
3	Completeness of presentation	4
4	Basic concept of material	4
5	The suitability of the presentation with the demands of student-centered learning	14
	SUM	55
	Total	73.33

Based on table 4.5 to get the score the researcher got 73.33 and it was good category. It meant that the result of validation sheet or the result of Grammar Book based on media was deserved to be implemented. Based on the result of media validation, this learning media did not need revision.

Based on expert judgment, the researcher discussed the main product revision before the product was implemented to students. Based on the result of validation, this learning media still needed revision in media terms. Although the result of media validation was deserved to be implemented, but there were some suggestions, and critiques to be considered.

After analyzed the suggestions, critiques, and feedback from the validators, the researcher made some revisions to make the media better. The following figure showed the layout before and after revisions:
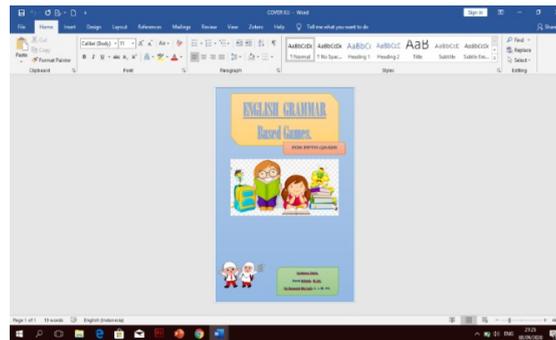
Figure 2. Cover Book Before Revision

It was cover book with pictures before revision. The combination of writing color and layout was equally bright so that the writing of the book title was bright. The validator commented the layout color was brighter and the writing was darker.
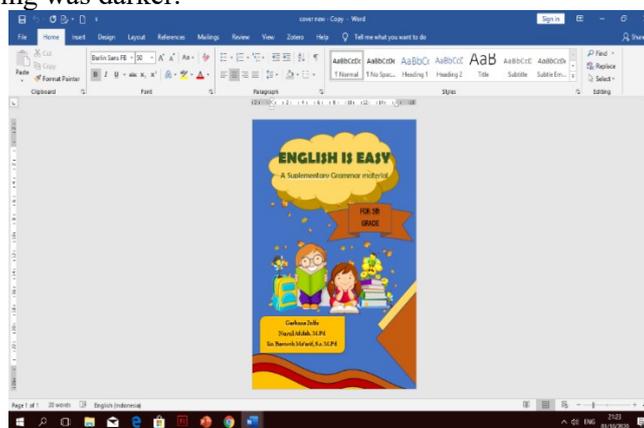
Figure 3. Cover Book After Revision

It was pictures of new learning layout in media. The researcher gave the color to the layout lighter and darker writing so that the media was easy to read. The image above was the layout after revision. The layout of the front should be more interesting.
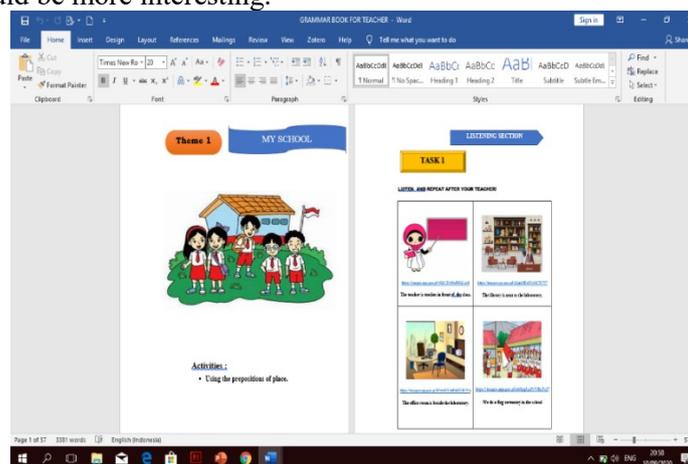
Figure 4. Theme Book Before Revision

The picture above was the layout of the exercise before revision. The layout of each theme was considered less attractive. The validator commented that it would be better if each theme had a layout added to make it more interesting.
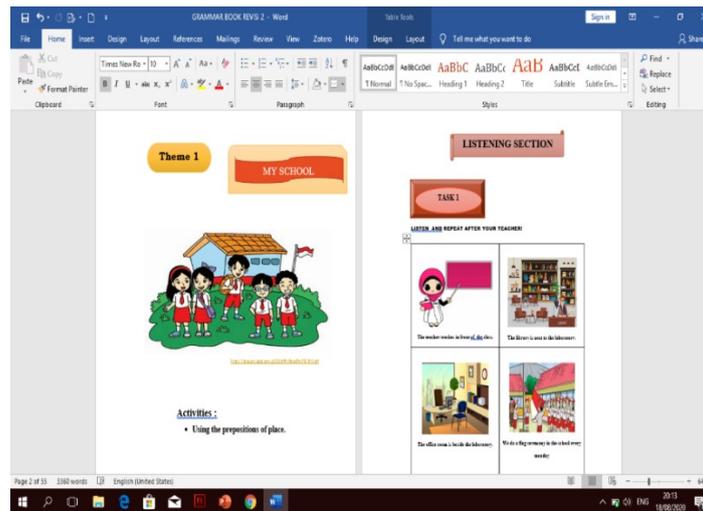
Figure 5. Theme Book After Revision

The picture above was a new exercise layout after being revised. The researcher changed the layout of each theme to make it more interesting.
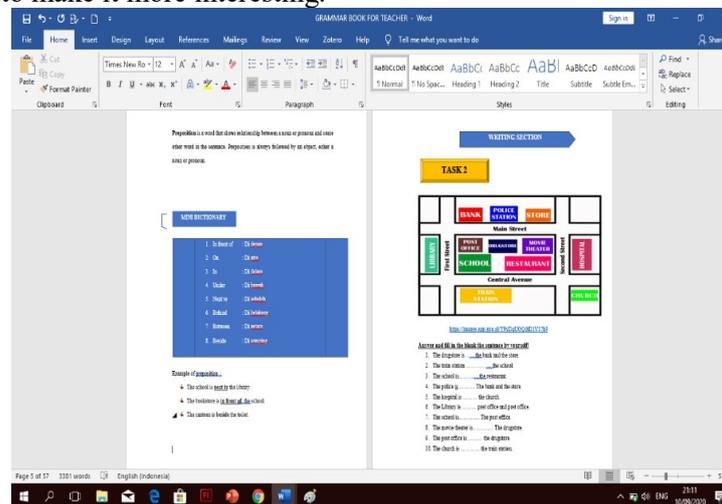

Figure 6. Exercise Book Before Revision

The picture above was an exercise before revision. There was no a picture under exercise. The validator commented that it would be better if the researcher gave a picture because the target was young learners so that they could learnt vocabulary easily.
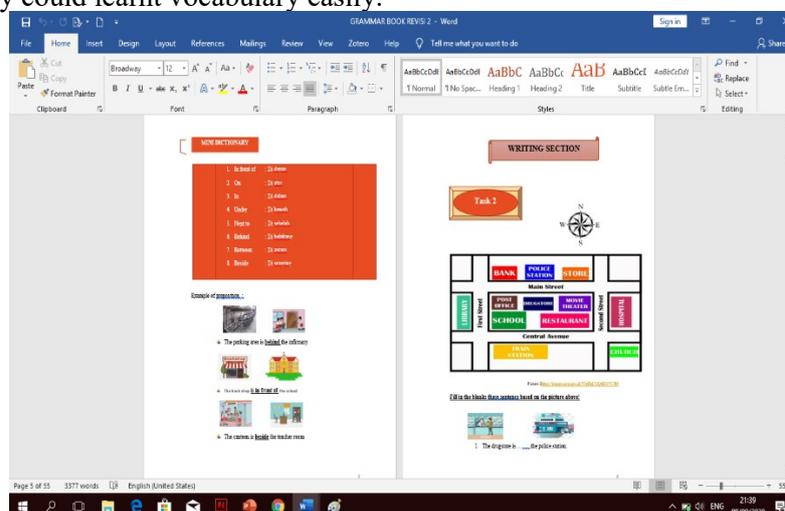

Figure 7. Exercise Book After Revision

The picture above was a new exercise layout after being revised. The researcher provided pictures so that students could learn vocabulary as well as grammar. The researcher also added some pictures to make it easier to understand the exercises.

- The Result of Implementation

This section the researcher discussed the results of the implementation. Grammar Book Based on Games Media was implemented in MI Kebokicak. The students' ability in English grammar was low, medium, and high level. They were collected from the results of observations, needs analysis.

The researcher applied the Grammar Book based Game at MI Kebokicak to be precise in the first term of fifth grade MI Kebokicak. They filled out a questionnaire after using Grammar Book based on Games in learning English.

The researcher used book to support the implementation of media. The activities were done in first term in fifth grade. The researcher was as the teacher in the class. The product was tested once. The material was taught 2 themes and 2 games. The researcher prepared all things that were needed in the game during the trial. There were 10 students that filled out the questionnaire. The questionnaire for students responses was showed in appendix 5. The researcher got the data as follows:

Table 7. The Result of Questionnaire for Students Responses

No	Name	Students Score (10)	Score Maximum	Percentage (%)
1	Respondent 1	53	60	88.3
2	Respondent 2	55	60	85
3	Respondent 3	56	60	80
4	Respondent 4	54	60	85
5	Respondent 5	51	60	83.3
6	Respondent 6	52	60	81.7
7	Respondent 7	56	60	86.7
8	Respondent 8	56	60	93
9	Respondent 9	54	60	76.7
10	Respondent 10	53	60	88.3
SUM				843
Average				84.8

Based on table 4.6 the results of media testing, it was obtained the average score 84.8. It meant that the media was in good category. Based on the result of questionnaires for students' responses, the researcher concluded that students could be easy in learning English using English Grammar book based Games, and they enjoyed in using Games in learning English grammar. It would support their learning process.

- The Result of Evaluation

The part of evaluation discussed the strengths and weaknesses of grammar book based on Games for fifth grade students. The evaluation was gotten from the result of questionnaires from students' responses.The strengths of Grammar Book based on Games were as follows: b) Increase children's interest in learning English, b) The media is easily available, c) To increase the collection of books at school. The weakness of Grammar Book based on Games were as follows: a) Thickness pages made it uninterested, b) Lack of pictures, c) Lack of exercises

In this research, the researcher showed the figure of final product after revision. The sample of grammar book based on game was as follows:
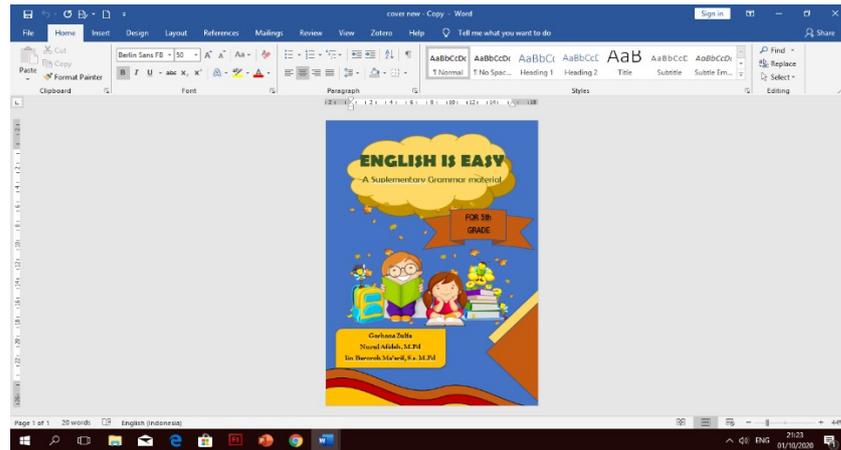
Figure 8. Cover Book
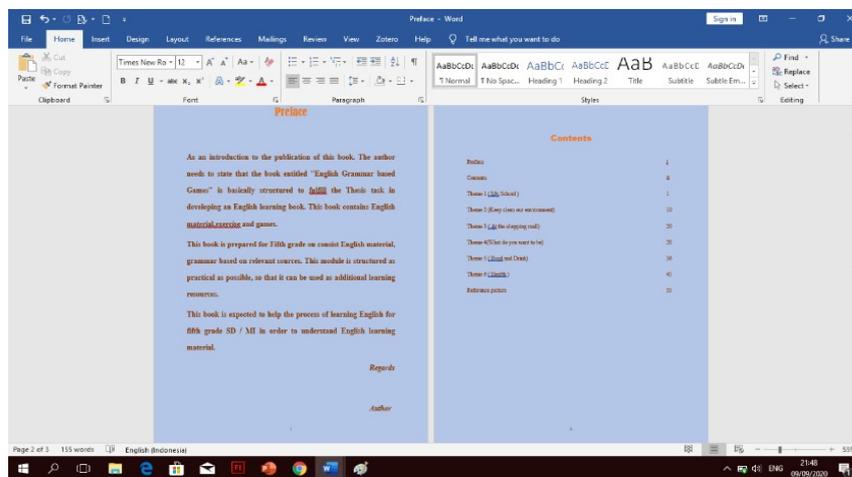

**Figure 9.** Preface and Table of Contents
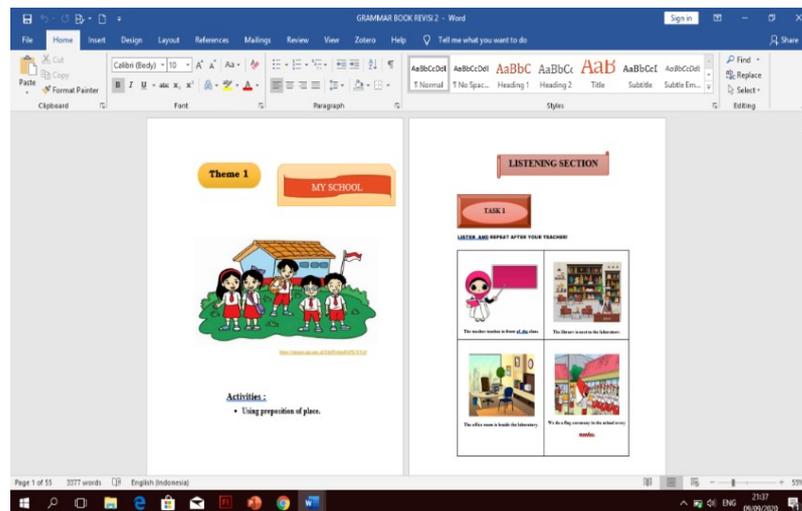

Figure 10. Theme View
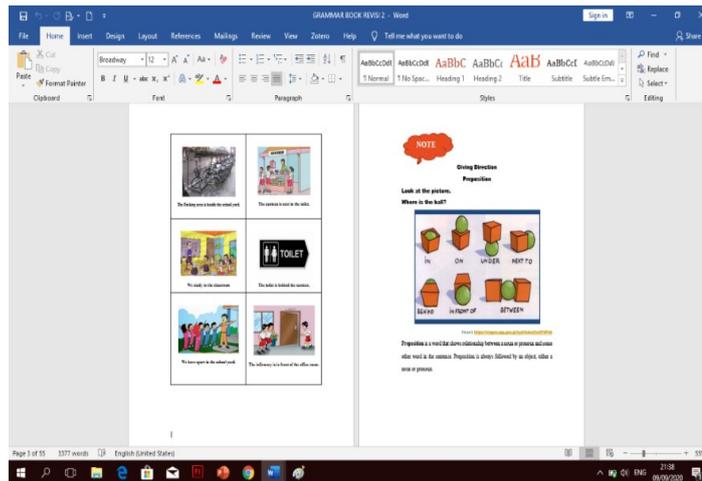
**Figure 11.** Grammar View
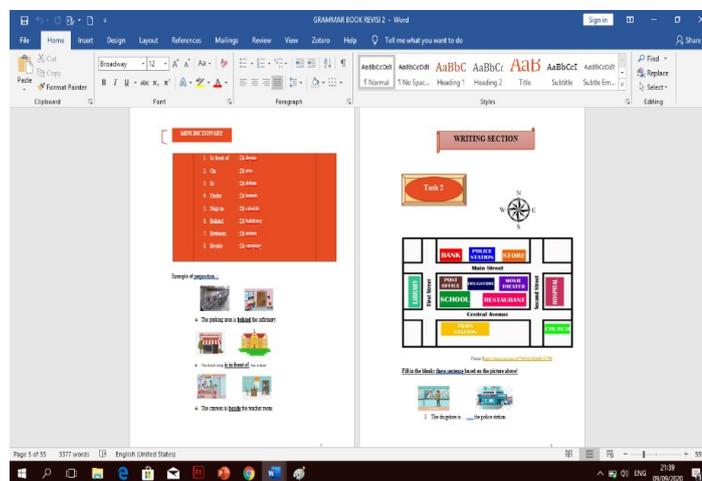
Figure 12. Exercise View 1
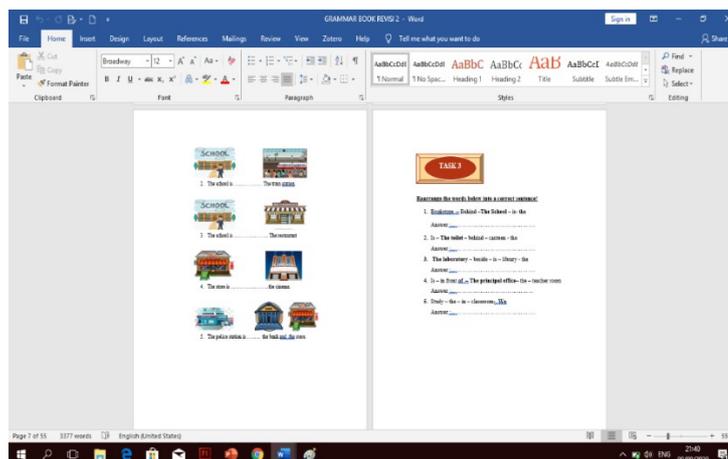
**Figure 13.** Exercise View 2
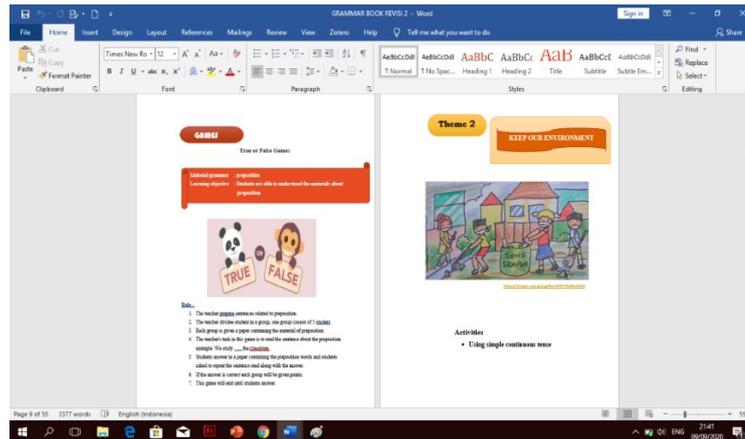
Figure 14. Games View
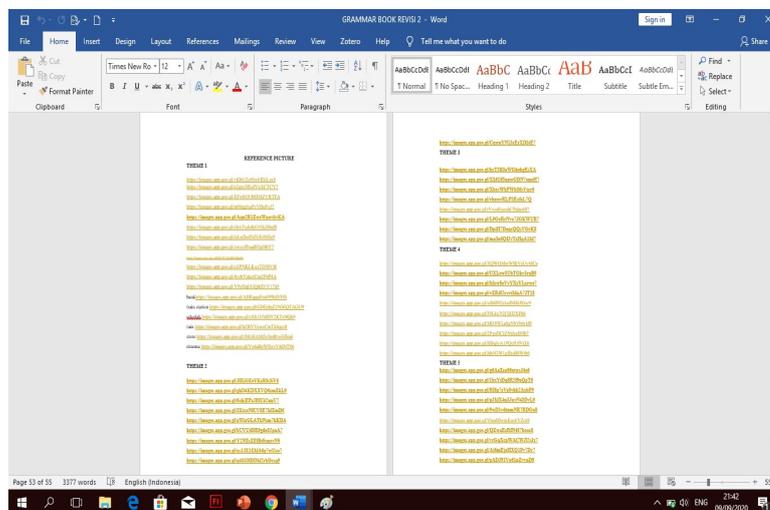

Figure 15. References
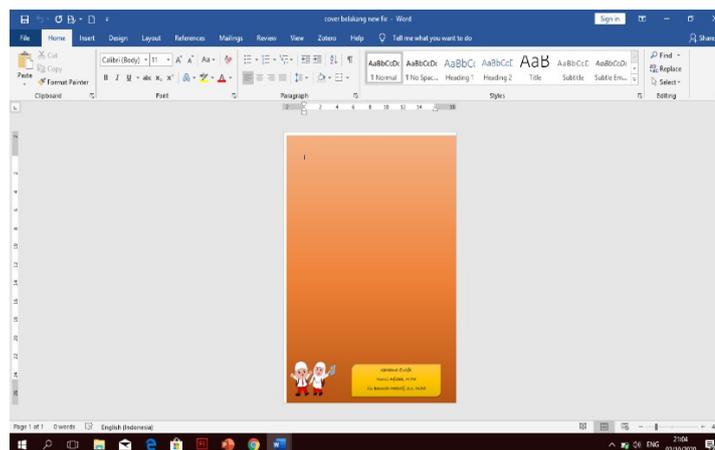
Figure 16. Back Cover

CONCLUSION

Grammar Book Based on Games Media was implemented at MI Kebokicak. The students' ability in English was low, medium, and high level. The researcher applied the Grammar Book based on Game on MI Kebokicak in the first semester of fifth grade students MI Kebokicak. There were 10 students that filled out the questionnaire. The advisability level for the media got an average of media validation 83,33 and material validation was 73,33. It was observed from the questionnaire responses of students who obtained an average score of 84.8. It meant that it reached the eligible criteria which means Grammar Book based on Games media eligible to use.

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