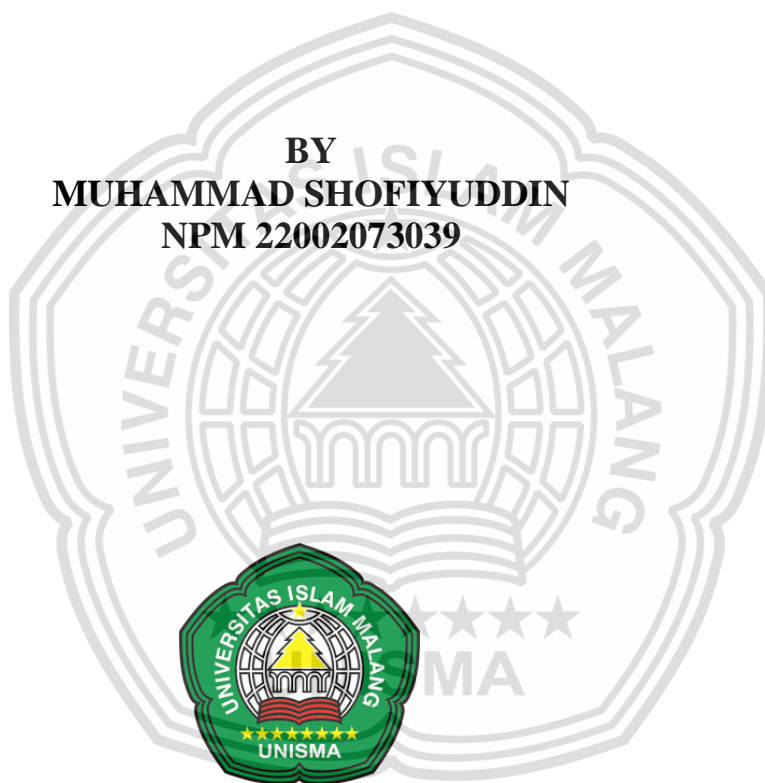




**GRAMPOLERS: A MODIFIED MEDIA OF MONOPOLY GAME
AND SNAKES AND LADDERS GAME FOR
GRAMMAR MASTERY**

THESIS

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ABSTRACT

Shofiyuddin, Muhammad. 2022. *Grampolers: A Modified Media of Monopoly Game and Snakes and Ladders Game for Grammar Mastery*. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D., (II) Dr. Drs. Alfian Zuhairi, M.Pd.

Keywords: Grampolers, Learning Media, Monopoly Game, Snakes and Ladders Game, Grammar Mastery

This study is aimed to develop monopoly game that is combined with snakes-ladders game as teaching media to teach grammar for the eighth-grade students at SMPN 1 Pule. It is important to be conducted there since students were not highly motivated in learning grammar. One of the reasons for that is that an interactive and fun learning media is not available yet. Both students and teachers need that media that is known after need analysis in preliminary research was conducted. This study is conducted to provide a learning media for grammar mastery.

Research and Development (R&D) design is used in this study. R&D is a type of research that focuses on creating and validating educational goods. In this research, it is focused on teaching media. Questionnaire, interview and observation are also used as research instruments to obtain the data in this study.

The result of this study is provided. Problem identification result reveals that both grammar and media were essential for students and teachers. Interesting media that can be used within group learning was needed. Result of revising the product shows that there are three things to revise. Those are to extend the length of track, to add longer snakes and ladders, and to make cards in the same colors. Field testing or tryout of product result reveals *Grampolers* is an acceptable learning media for grammar mastery for eighth-grade students at SMPN 1 Pule after two tryouts. Publishing the product result reports that *Grampolers*, a set of learning media for grammar mastery, was the ultimate result and it is distributed to SMPN 1 Pule.

The conclusion is that *Grampolers* is a set of learning media for grammar mastery for eighth-grade students at SMPN 1 Pule in Trenggalek. It consists of one board game, forty-seven cards, one dice, four pawns, and one answer key. It can also increase students' motivation in learning grammar. Practical and affordable media is the strength of *Grampolers*. It can be played without teachers' assistance. There are some recommendations for teachers, school administrators, and further researcher. For teachers, it is suggested to explain the rules of *Grampolers* before using it. For school administrators, *Grampolers* can also be provided for the teachers since it can be alternative media in learning English. For further researchers, *Grampolers* is suggested to extend the track so that it can be used for more than twenty-five minutes. It can also be developed for seventh- and ninth- grade of junior high school. If it is possible, it can be developed for other education level such as elementary school and senior high school.

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides eight points to explain. Those are: (1) background of study, (2) research problems, (3) research objectives, (4) product specification, (5) significance of product development, (6) assumption, (7) scope and limitation, and (8) definition of key terms.

1.1. Background of Study

Grammar is one of the important components of language to be learnt by English learners. Mart (2013) claimed that accurate understanding of language structures is critical in foreign language acquisition, so teaching grammar is an important aspect of foreign language instruction. The most effective method of teaching grammar has long been debated. Learners need grammar skills to establish effective communication; therefore, speech is meaningless without grammar. Grammar is an important aspect of effective communication. Furthermore, grammar is simply the process of producing well-organized reading and writing performances. Aman (2020) stated that grammar is essential and should be taught in primary school. Teachers believe that grammar is made up of sentence formation rules and the use of correct tenses, and that grammar should emphasize both form and meaning. Explicit discussion of grammatical rules in the classroom is thought to be critical in helping students learn English and develop their writing skills.

Teaching grammar can be applied in various kinds of learning teaching process. One of them can be in fun and interactive way. Pujiasih (2019) revealed that students must participate in engaging and enjoyable activities in order to learn and teach effectively. It takes ingenuity to teach grammar in such a way that kids are interested and grasp it. In order to make fun and interactive teaching learning process for grammar, the teaching media of it should be fun and interactive as well. Developing teaching media for grammar can be good choice for the teacher to have engaging and enjoyable classroom atmosphere.

Is fun and interactive media for teaching grammar essential? Badroeni, Nasrulloh and Zakariya (2020) stated that even teaching grammar, the development of learning media for English language lessons is still a boring phenomenon at the school. They revealed in their study that tenses master application as tenses teaching media has been used as an alternative method of improving tenses mastery. In another research, Pujiasih (2019) stated that the game of snakes and ladders in the shape of grammar helped pupils enhance their speaking and writing skills. Students enjoyed learning activities, and these activities provided them with numerous benefits. Because they have grasped the grammar being studied, students are able to create correct sentences.

The development of grammar teaching media is not only applied in English language teaching, in their research, Muzdalifah, Khasairi and Kholisin (2021) stated that although the development of an Arabic Grammar (*Nahwu*) textbook is an idea or a solution to a problem, there are currently only a few practical Arabic Grammar books that cater to students' learning preferences. *Al-*

Ajurumiyyah is a scaffolding-structure-based Arabic grammar that students can use to improve their skills. In another research finding conducted by Sari and Wiyasa (2021), they stated that Interactivity in learning Multimedia based on Richard Mayer's multimedia cognitive theory is very practicable and entertaining to use in Social Sciences classes for fourth grade pupils.

Before developing media, first important thing to do is conducting need analysis. Latief (2017) stated that need analysis was first critical step in a research and development. That is due to that a researcher can know what the problem is and what is needed by the students as media to learn grammar through this process. Related to this study, Yunita, Emzir and Mayuni (2018) also stated that a need analysis for grammar teaching was conducted at University of Bengkulu. It was discovered that students require a clear goal of learning English grammar, learning approaches that use the story-based, deductive, and inductive approaches, a friendly and meaningful learning environment, a learning model that incorporates the use of stories and current technology for a learning process in a classroom and has a complete support system, particularly in terms of learning materials, and has an attitude, a final assignment, and an individual learning process. It is still considered as a valuable source to conduct a need analysis for students in the eight-grade of junior high school and it perhaps has different result.

After conducting preliminary research, it was revealed that that students were not highly motivated in learning grammar. One of the reasons for that is that an interactive and fun learning media is not available yet. Both students and

teachers need that media that is known after need analysis in preliminary research was conducted. This study is conducted to provide a learning media for grammar mastery.

In this study, it did not study all types of grammar to conduct the research. To narrow the topic of the research related to tense, it focuses on the Grammar that are taught in junior high school especially for eighth-grade. Suryaman, Musfiroh -and Purbani (2020) stated that grammar materials in junior high school in Indonesia are included Simple Present tense, Present Continuous tense, Simple Past tense, Degree of Comparison, Article, WH Questions, Adjective, Modal Auxiliary, and Quantifier which are involved in the Indonesian Ministry of Education and Culture (*Kemendikbud*) as English curriculum for eighth-class students in junior high school. This study was conducted to provide learning media for grammar mastery at SMPN 1 Pule in Trenggalek.

What makes this research different with other is that *Grampolers* developed as a teaching medium for grammar mastery is a combination of two media. *Grampolers* is an acronym for Grammar Monopoly and Snakes-Ladders. This media combines two games: Monopoly and Snake-Ladders. Because Monopoly game was considered an interactive media, it was selected. In her study, Hastanti (2020) stated that using “The Transformation of Monopoly Game” as an educational medium to optimize education encourages students to be more active, and the material in it was more imprint-able and effective. It could be used at all levels because this media is flexible and could be developed according to the needs and characteristics of students at each level and region.

In another study, the snake and ladders game was deemed a useful media for learning grammar. Teachers and students both gained from using snake and ladder game media because it allowed students to progress. Students also had a greater understanding of how to apply the grammar they have studied, allowing them to improve their English skills since it is one of language components. Pujiasih (2019) stated that the practice of playing this snake and ladder game reaped numerous benefits, as evidenced by observational data and questionnaires. That could be accomplished by planning lessons around the content being studied and using listening media and snake and ladder games.

1.2. Research Problems

Based on the background of study above, there are three research problems that can be formulated as follow:

1. How is the form of *Grampolers* that is a combination of Monopoly game and Snakes-ladders game as teaching media to teach grammar for the eighth-grade students at SMPN 1 Pule?
2. How to implement *Grampolers* that is a combination of Monopoly game and Snakes-ladders game as teaching media to teach grammar for the eighth-grade students at SMPN 1 Pule?
3. What is the impact of *Grampolers* that is a combination of Monopoly game and Snakes-ladders game as teaching media to teach grammar for the eighth-grade students at SMPN 1 Pule?

1.3. Research Objectives

There are three research objectives of this research. Those can be formulated as follow:

1. To develop *Grampolers* that is a combination of Monopoly game and Snakes-ladders game as teaching media to teach grammar for the eighth-grade students at SMPN 1 Pule.
2. To explain the implementation of *Grampolers* that is a combination of Monopoly game and Snakes-ladders game as teaching media to teach grammar for the eighth-grade students at SMPN 1 Pule.
3. To see the impact of *Grampolers* that is a combination of Monopoly game and Snakes-ladders game as teaching media to teach grammar for the eighth-grade students at SMPN 1 Pule.

1.4. Product Specification

Developing *Grampolers* as a teaching media is expected to be a media to teach grammar as well as it can be a fun an interactive media for students. This media combines two games: Monopoly game and Snakes-ladders game. Because Monopoly game is considered an interactive media, it is selected. Teachers and students gain from using snake and ladder game media because it allows students to progress. Students also have a greater understanding of how to apply the grammar they have studied. It also allowing them to improve their speaking and writing skills. As Monopoly game and Snake-Ladders games revealed that those could help students a lot, this research uses both of the games to create a new

media for increasing eighth-grade students' motivation in learning grammar at SMPN 1 Pule Trenggalek.

1.5. Significance of Product Development

Grampolers is a media that can be used not only for junior high school students in the eighth-grade but also for seventh-grade as well as ninth-grade since all classes of junior high school teach grammar. *Grampolers* is also teaching media which is used for teaching grammar, it allows students for have fun and interact one another in the class. Since it is used for teaching grammar that all education level is implemented as well, *Grampolers* can also be integrated in senior high school level to know students' grammar mastery. What makes it possible is that senior high school classes also teach grammar to the students. That is involved in English senior high school curriculum.

1.6. Assumption

Grampolers board game as teaching media for English grammar mastery is final product of this research. A board game could lead students to have better outcome in learning grammar. It is supported by a study by Paris and Kadir (2019). They stated that a board game using theory of variation could help students' learning outcomes for grammar material. Another study that supported *Grampolers* as teaching media to have more effective teaching learning process for grammar mastery is a study by Hastanti (2020). In her study, she stated that using transformed monopoly game as an educational media used to optimize

education encourages students to be more active, and the material in it is more effective.

1.7. Scope and Limitation

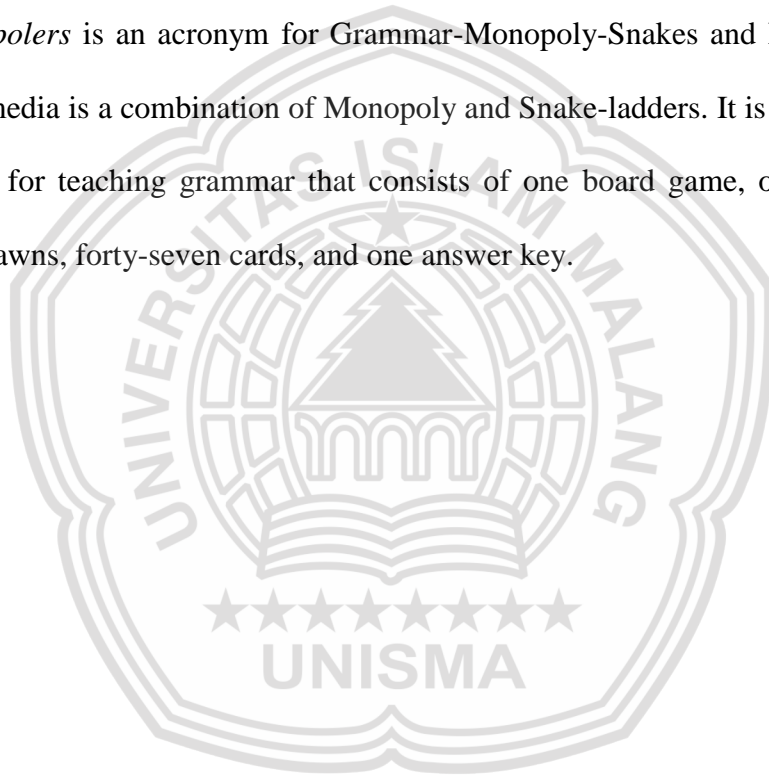
Grampolers is implemented to have better grammar mastery. It was implemented in the eighth-grade students at SMPN 1 Pule, Trenggalek. It is located at Jln. Watugelang Depok, Pule, Trenggalek, East Java. There are 797 students in total. To ease the research conducted, VIII-B class consisting of 32 students as total members of the class is selected to be subject of the research. The only reason to select VIII-B class as the subject of research is that the access given by the school is limited due to Covid-19 pandemic and school authority, so the researcher cannot take research subject on his own.

1.8. Definition of Key Terms

There are four definitions of key terms in this research. Those are monopoly game, snakes and ladders game, grammar mastery, and *Grampolers*. Here is the explanation of those key terms:

1. Monopoly game is a board game for two and more players using real estate. The game is over once bankruptcy occurs. The winner is whoever the last player is standing on the board. It also uses cards, pawns, dice and other items in it.

2. Snakes and ladders game is a board game featuring images of snakes and ladders. Players move their pieces backwards and forwards using the snakes and ladders, respectively.
3. Grammar mastery is how well the students master the rules on grammatical structures and word order in a term to produce correct and meaningful sentences.
4. *Grampolers* is an acronym for Grammar-Monopoly-Snakes and Ladders. This media is a combination of Monopoly and Snake-ladders. It is learning media for teaching grammar that consists of one board game, one dice, four pawns, forty-seven cards, and one answer key.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

There are two points to explain in this chapter. Those are: (1) conclusions and (2) suggestions. Each point is described below:

5.1. Conclusions

From the whole steps of this research, there are three conclusions that can be concluded. Here are the conclusions:

1. *Grampolers* is a set learning media for grammar mastery. It is developed for eighth-grade students at SMPN 1 Pule in Trenggalek. It consists of one board game, forty-seven cards, one dice, four pawns, and one answer key. However, this product also has strength and weakness.
2. *Grampolers* as learning media can be used as an alternative media for eighth-grade students at SMPN 1 Pule. It can be implemented as exercise of grammar in fun and interactive way. (See appendix 2, page)
3. *Grampolers* as learning media for grammar mastery can increase the eighth-grade students' motivation in learning grammar at SMPN 1 Pule.

5.1.1. Strengths of The Product

According to results of the research, there were several things that could become the strengths of the media developed, *Grampolers*. Here are the strengths:

1. *Grampolers* can be played without teachers' assistance. It can be seen in the tryout result in large group that students could play through *Grampolers* by themselves.
2. *Grampolers* is practical media. It can be rolled up and it is also easy to bring it everywhere.
3. *Grampolers* is affordable media. It only costs around thirty-five thousand rupiahs for one set of *Grampolers*. It consists of one board game, fifty-seven cards, one answer key sheet, four pawns and one dice.

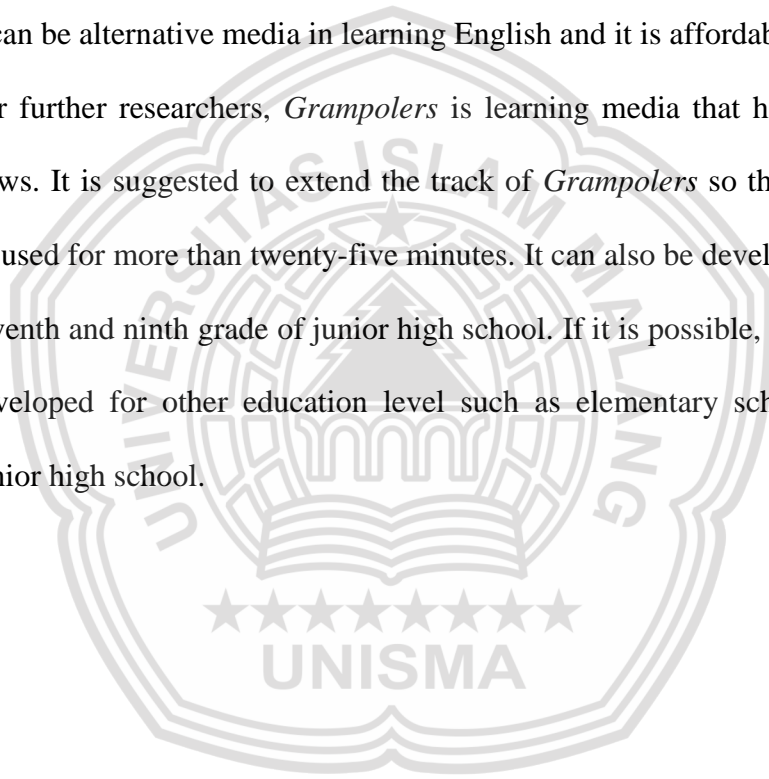
5.1.2. Weaknesses of The Product

This product is still far from perfection and needs to be developed. There was one weakness during two tryouts conducted. It was about play duration. In the first tryout, the range of play duration for *Grampolers* was only fifteen minutes for twenty-four boxes as the track. After revision, the track was extended into forty-nine boxes. When the revised version was tried out in second tryout, it lasted for twenty-five minutes as the range of play duration. However, it still cannot last for forty minutes as time allotment for one meeting at SMPN 1 Pule.

5.2. Suggestions

Based on the research results, the researcher gives some utilization suggestions of the product to teachers, school administrators, and further researcher. Here are the suggestions:

1. For teachers, it is suggested to explain the rules of *Grampolers* before using it. It is suitable to be used in grammar class as an alternative learning media and it can also a media to review and exercise of grammar materials.
2. For school administrators, it is suggested to facilitate the teachers with media needed. *Grampolers* can also be provided for the teachers since it can be alternative media in learning English and it is affordable.
3. For further researchers, *Grampolers* is learning media that has many flaws. It is suggested to extend the track of *Grampolers* so that it can be used for more than twenty-five minutes. It can also be developed for seventh and ninth grade of junior high school. If it is possible, it can be developed for other education level such as elementary school and senior high school.



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