

DEVELOPING THE DREAM GAME FOR THE TEACHING OF ENGLISH READING TO THE 5TH GRADE ELEMENTARY SCHOOLS CHILDREN USING THEME-BASED APPROACH

PENGEMBANGAN DREAM GAME UNTUK PENGAJARAN MEMBACA BAHASA INGGRIS SISWA-SISWI KELAS 5 SD BERBASIS PENDEKATAN TEMATIK

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Abstract

The aims of thesis research were to find out about the learning needs of grade 5th elementary schools children, to develop a teaching aid named “DREAM GAME” as the modification of Monopoly board game and to find out the appropriateness of the products for teaching English reading. This study was a Research and Development (R & D) study. The subjects of this research were grade 5th elementary schools children of English Saturday Club (ESC) in Dawung, Gunungkidul, Yogyakarta. This research was conducted following Gall, Gall and Borg (2003) and combined with Masuhara’s model in Tomlinson (1998). The steps were conducting needs analysis, designing the course grid, developing the first draft of the products, getting the expert judgment, and revising and producing the final product. The data were in the form of qualitative data and also supported by quantitative data. The qualitative data were collected through needs analysis and observation. Meanwhile, quantitative data were gained through questionnaire and expert judgment. The data were analyzed qualitatively and quantitatively. The result of the research was a *DREAM GAME* board game for teaching of English reading for grade 5 of elementary school. The result of the needs analysis showed that the children had positive attitude towards English and wanted to learn through playing games. Based on the needs analysis, the board game was developed as teaching aid of English reading which facilitated the characteristic of the children. The themes of the board game were jobs and occupations that were related to the children’s daily life. The *DREAM GAME* consisted of a game board, the job description cards, the mystery cards, the chance cards, the stars, the dots, a guide book, and a dice. The result of the expert judgment showed that the products fell into “Very Good” category as the mean value of all aspects of the developed materials was 3.38. The product was appropriate for teaching English reading for grade 5 of elementary school.

Keywords: *Board game, Educational Game, Teaching aid, teaching of English reading, Elementary School*

Abstrak

Tujuan penelitian ini adalah untuk menemukan kebutuhan belajar siswa-siswi kelas 5 SD, untuk mengembangkan media ajar bernama Dream Game sebagai salah satu modifikasi permainan papan Monopoli dan untuk menguji ketepatan produk sebagai media untuk pengajaran membaca Bahasa Inggris. Penelitian ini merupakan penelitian Research and Development (R & D). Subyek dalam penelitian ini adalah siswa-siswi kelas 5 SD dari English Saturday Club (ESC) di Dawung, Gunungkidul, Yogyakarta. Penelitian ini dilakukan dengan mengikuti model prosedur penelitian dari Gall, Gall dan Borg (2003) dikombinasikan dengan model dari Masuhara dalam Tomlinson (1998). Langkah-langkah yang dilakukan adalah analisis kebutuhan, perancangan course grid, pengembangan draft pertama produk, penilaian ahli, dan merevisi serta pengembangan produk takhir. Data yang diperoleh dalam bentuk data kualitatif dan didukung dengan data kuantitatif. Data kualitatif dikumpulkan melalui analisis kebutuhan dan observasi. Sedangkan, data kualitatif diperoleh melalui kuesioner siswa dan penilaian ahli. Data dianalisis secara kualitatif dan secara kuantitatif. Hasil penelitian adalah sebuah permainan papan bernama DREAM GAME untuk pengajaran membaca Bahasa Inggris siswa-siswi kelas 5 SD. Hasil analisis kebutuhan menunjukkan bahwa anak-anak memiliki sikap positif terhadap Bahasa Inggris dan menginginkan pembelajaran melalui permainan.

Berdasarkan hasil ini, permainan berpapan dikembangkan sebagai alat ajar pengajaran membaca Bahasa Inggris yang memfasilitasi karakteristik anak-anak. Tema permainan berpapan adalah pekerjaan dan profesi yang berhubungan dengan kehidupan anak-anak. DREAM GAME terdiri dari papan permainan, kartu deskripsi pekerjaan, kartu misteri, kartu kesempatan, bintang-bintang, bulatan-bulatan, buku petunjuk, dan dadu. Hasil penilaian ahli menunjukkan bahwa produk ini masuk dalam kategori "Sangat Baik" berdasarkan nilai rata-rata dari keseluruhan aspek pengembangan materi yakni 3.38. Produk ini tepat digunakan untuk pengajaran membaca Bahasa Inggris siswa-siswi kelas 5 SD.

Kata kunci: Papan permainan, Permainan Edukasi, Alat Bantu Ajar, Pengajaran Membaca Bahasa Inggris, Anak-anak SD

INTRODUCTION

Teaching English for elementary schools is not new in Indonesia. The teaching and learning English to young learners has two objectives as the foundation of the process itself. First, the students are expected to be able to develop communicative competence in the simple oral form to accompany classroom actions within the school content. In other words, the students are expected to be able to comprehend and produce oral and written texts in the four language skills: listening, speaking, reading, and writing. Second, the students are expected to have awareness of the nature and the importance of English in order to be ready to take part in global life.

To be successful in teaching and learning process, the teachers need the teaching aids or media. Creative uses of teaching aids or media will increase the probability that the students will learn more, retain better what they learn, and improve their performance of the skills they are expected to develop. Therefore, the teacher needs the appropriate teaching aids that are developed based on the children's characteristics.

Children have a lot of energy and need to be physically active. They also can get bored

easily. Involving children on the lesson is important to make them enjoy the teaching and learning processes. The best way of teaching children is simulating their physically, mentally, and emotionally development stages. Games then are one of the best ways of achieving this. Games are promoting interaction among students and between teacher and students. Through interaction, students learn from the teacher or from each other.

Games are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and four language skills. It means games can help the children to learn.

In response to the problems mentioned earlier, a research and development study was conducted. The formulations of the problems were:

1. What are the reading needs of 5th grade elementary schools children?
2. What are the learning needs of 5th grade elementary schools children?
3. How can *Dream Game* as the modification of Monopoly board game for teaching of English reading to the 5th grade elementary schools children be developed?

4. Is *Dream Game* as a teaching aid appropriate for teaching English reading to the 5th grade elementary schools children?

RESEARCH METHOD

This is a Research and Development (R & D) study. This study aimed to find out about the learning needs of grade 5th elementary schools children, to develop a teaching aid named “DREAM GAME” as the modification of Monopoly board game and to find out the appropriateness of the products for teaching of English reading. The subjects of this research were the grade 5th elementary schools children of English Saturday Club in Dawung, Gunungkidul, Yogyakarta.

The research used the steps of research procedure as proposed by Gall, Gall and Borg (2003) and modified with Masuhara in Tomlinson (1998). The steps were needs analysis, course grid design, first draft development, expert judgment, and revision.

To collect the data needed, an observation, an interview and a questionnaire were used. The interviewees were the students and the teacher. Two types of questionnaire were used. The first questionnaire was used in needs analysis and was distributed to the grade 5 elementary schools students of English Saturday Club in Dawung, Gunungkidul, Yogyakarta. The second questionnaire which was in the form of Likert-Scale scoring format was carried out and distributed as part of the expert judgment procedure. The data from the expert were used as guidelines for the evaluation and revision of the first draft products. The data obtained from the

needs analysis and expert judgment questionnaires were analyzed quantitatively using percentage and descriptive statistics respectively.

RESEARCH FINDINGS AND DISCUSSION

To answer the problem of this research, need analysis was conducted from October 8th to October 22nd 2016 through observation, distribution of questionnaire and interview were carried out to 23 participants of English Saturday Club (ESC) in Dawung, Gunungkidul, Yogyakarta. The observation focused on the teaching and learning process using the guideline. The questionnaire consisted of 2 parts. Part 1 consisted of 5 questions to find out the children background knowledge and family background. Meanwhile in part 2, there were 30 multiple choice questions.

The results of the needs analysis were analyzed quantitatively to find the percentage of the result. The results were used to find the appropriate teaching aid and develop suitable themes for the students. The five most favored themes for the board game were fruits, plants, flowers, animals, and jobs. The researcher decided to use the latter as the main theme as it suit better and would benefit the most from the board game format. The Dream Game was the title of the board game.

The needs analysis showed that the children had a good attitude towards English so it helped them to learn English better. The children wanted to learn English more. In term of the materials, the children prefer using pictures to help them understand the meaning. Various input were designed in the form of listening to the

teacher's instruction and the stories, reading books, playing games, and watching movies. The topic preference was based on the children opinion that was the daily life topics. They also needed to learn through playing or doing activities outside the classroom.

The course grid was developed based on the result of the needs analysis. With the consideration that was previously mentioned; the board game consisted of a guide book, a game board, the cards, the stars, the dots, and a dice. The theme was the jobs and occupations. The cards describe some jobs and occupations that the children usually find in their daily life.

The evaluation of the products were done through the expert judgment procedure, using a questionnaire which consisted of a total of 24 questions which were divided into 5 aspects: content, learning activities, language, input, and layout appropriateness. The evaluation employed the Likert-Scale questions ranging from Strongly Agree, Agree, Disagree, and Strongly Disagree. Several open-ended sections were also added to allow the expert to add more feedbacks and suggestions on the first draft of the products. The expert gave the evaluation of the first draft of the products in the form of grammar corrections. The proposed Dream Game format was considered appropriate and there were no further editing needed except for minor changes in perfecting the board game.

Below is the table of the result of the expert judgment on the development of the Dream Game for teaching of English reading to the grade 5 of elementary schools students.

Table 1. The Expert Judgment Results

Aspects	Result	Overall Mean
Content/materials	3.28	3.38
Learning Activities	3.16	
Language	3	
Input	3.5	
Layout	4	

Using the Quantitative Data Conversion proposed by Suharto (2006), the mean value of those aspects and overall mean were placed within the interval of $3.25 \leq \bar{X} \leq 4$ which was considered appropriate with the category of "Very Good". The evaluated products were then considered as the final media.

CONCLUSIONS

Based on the needs analysis of the children's needs in learning English and the characteristics of the children, the researcher decided to develop products which can improve their English reading skills. It was based on the fact that they had positive attitude towards English, they wanted learn English more, and the children preferred to learn through doing an interesting activity such as game.

The final product of the research was a board game. The board game was entitled Dream Game because it represents the correlation between the children's dreams of their future jobs. The board game briefly explained the description of some jobs and occupations that the children find in their daily life. There were also some mystery cards and chance cards to help the children read more. The stars represented how the

society respect that job based on the real contribution. While, the dots exchanged the money in the standard monopoly game board. The guide book was expected to help the children understand how to play Dream Game.

The results of the expert judgment were used as the guideline of the draft evaluation. The overall mean value of those five aspects is 3.38 which placed it within the interval of $3.25 \leq \bar{X} \leq 4$ and was considered appropriate to be implemented with the category "Very Good". It can be concluded that the development of Dream Game for teaching of English reading to the grade

5 of elementary schools students was considered appropriate.

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