# DEVELOPING A COMMUNICATIVE GAME-BASED BOOK FOR TEACHERS FOR  TEACHING SPEAKING TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 11 YOGYAKARTA

## PENGEMBANGAN BUKU BERBASIS PERMAINAN KOMUNIKATIF BAGI GURU UNTUK MENGAJAR BERBICARA SISWA KELAS XI SMA NEGERI 11 YOGYAKARTA

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**Abstract**

The objectives of this research were to develop a communicative game-based book for teachers for teaching speaking to the eleventh grade students. The research, which is Research and Development (R&D), followed the materials development process proposed by Jolly and Bolitho (1998) that was adapted into 1) identifying the needs, 2) designing the course grid, 3) developing the materials, 4) evaluating the materials, and 5) revising the materials. In collecting the data in the needs analysis and evaluating the materials, questionnaires were used. The interview guideline was also used in conducting needs analysis by interviewing the English teacher. The data obtained from the needs analysis were analyzed quantitatively using frequency and percentage, while the data from the materials evaluation were analyzed using descriptive statistics. In addition, the result of the interview was analyzed qualitatively. To meet the needs, the researcher developed a three unit communicative game-based book for teachers containing games that were put into two stages namely pre-communicative games focusing on linguistic practices and communicative games focusing on communication practices. Each unit is also completed with a sample lesson that employs PPP sequence. From the expert judgment result, the final score of the book appropriateness aspects was 3.28, which is in the range of "Very Good". It means that the book is considered appropriate to be used for teaching speaking to the eleventh grade students of SMA Negeri 11 Yogyakarta.

Keywords: speaking, materials, game-based book

**Abstrak**

Tujuan dari penelitian ini adalah untuk mengembangkan buku berbasis permainan komunikatif bagi guru untuk mengajar berbicara siswa kelas XI. Penelitian ini, yang merupakan Penelitian dan Pengembangan (R & D), mengikuti proses pengembangan materi yang diusulkan oleh Jolly dan Bolitho (1998) yang diadaptasi menjadi 1) mengidentifikasi kebutuhan, 2) merancang course grid, 3) mengembangkan materi, 4) mengevaluasi materi, dan 5) merevisi materi. Untuk mengumpulkan data analisis kebutuhan dan mengevaluasi bahan, maka digunakan kuesioner. Panduan wawancara juga digunakan dalam melakukan analisis kebutuhan dengan mewawancarai guru bahasa Inggris. Data yang diperoleh dari analisis kebutuhan dianalisis secara kuantitatif menggunakan frekuensi dan persentase, sedangkan data dari evaluasi materi dianalisis menggunakan statistik deskriptif. Selain itu, hasil wawancara dianalisis secara kualitatif. Untuk memenuhi kebutuhan siswa, peneliti mengembangkan tiga unit buku

*berbasis permainan komunikatif bagi guru yang berisi permainan yang dimasukkan ke dalam dua tahap yaitu permainan pra-komunikatif yang berfokus pada praktik linguistik dan permainan komunikatif yang berfokus pada praktik komunikasi. Setiap unit juga dilengkapi dengan contoh pembelajaran yang menggunakan urutan PPP. Dari hasil penilaian ahli, nilai akhir aspek kelayakan buku adalah 3,28, yang berada dalam kisaran "Sangat Baik". Hal ini berarti buku ini dianggap tepat digunakan untuk mengajar berbicara bagi siswa kelas XI SMA Negeri 11 Yogyakarta.*

*Kata kunci: berbicara, materi, buku berbasis permainan*

## INTRODUCTION

English is considered as an important language to learn since it is labeled as the most spoken official language and is used by most people around the world to communicate. Given the important role of English in a part of communication, curriculum in formal schools addresses English as a compulsory subject and covers four skills to master namely listening, speaking, reading, and writing.

Since the goal of learning a language is to communicate, English learners are expected to be able to master not only written skills but also oral skills. When someone can speak a language fluently, it means that s/he can communicate effectively (Brown, 2001: 267). In this case, speaking skill becomes the main concern whether an English user is competent in using the language or not.

In English classrooms, speaking becomes a big deal for most of the students since they lack competencies in using the spoken language. As stated by Syakur (1987: 5), speaking is a complex skill because to achieve the objectives of learning speaking, some components of vocabulary, pronunciation, grammar, and fluency need to be learned. Meanwhile, in formal schools, opportunities for learning speaking are limited since English classes are dominated by writing skills dealing with the final exams. It becomes researcher's concern since it may cause students to afford only a very small opportunity to learn spoken skills that requires those components. Another reason is related to the unavailable appropriate materials and facilities for speaking.

The situation above also happened in SMA Negeri 11 Yogyakarta. Based on the observation done by the researcher during *Praktik Pengalaman Lapangan* (PPL), the students' competency in speaking was not balanced. In one hand, they had sufficient vocabulary mastery from which they can use as many words as they speak up. However, they got bored so easily when following the classroom activity and only a few of them had willingness to speak up actively. In addition, they also still needed to improve their pronunciation, accuracy, and fluency as they had low proficiency in these essential factors. Moreover, the situation got worse due to the limited sources of learning, especially those focusing on speaking skills. It happened because good sources of interesting materials and activities that can build up the students' interest to learn speaking were not available to support the English class. In other words, fun activities like games focusing on speaking were rarely included into the learning process, resulting in a passive and not engaging learning atmosphere.

What happened in the class that the researcher observed may also have to do with the fact that the teacher's book to which the teachers consult about the activities that they implemented in the class does not provide various communication games. Even when the games are available, they are limited to written games, for example the games only focus on vocabulary or grammar items which are less communicative and engaging for learning speaking. To deal with all of the issues above, developing a book of communicative game-based activities for teaching speaking is necessary to help both teachers and students have more various and interesting materials and activities in the English class.

Hadfield (1996: 4) says that games contain activities with rules, goals, and elements of fun. Games encourage the students to be more active in the classroom, entertain them, teach the language naturally, and also promote fluency. Carrier (1985: 6) also adds that including games can help vary the learning

situations and maintain students' motivation. In this case, the students are expected to have more opportunities to practice in a better way.

The goal of the game-based book is to suggest suitable communicative materials and activities for speaking practice for the eleventh grade students in the form of a book based on the chosen communicative topics. This book helps students and teachers conduct the process of teaching and learning speaking in an interesting and meaningful way by using games. Therefore, the researcher proposed a study entitled "Developing a Communicative Game-based Book for Teachers for Teaching Speaking tothe Eleventh Grade Students of SMA Negeri 11 Yogyakarta".

## RESEARCH METHODS

The study was aimed at developing communicative game-based book based on the learners' needs. Therefore, the final product of the research was an educational product. In accordance to this, the research was categorized as a Research and Development study. According to Borg and Gall (2003: 569), Educational Research and Development (Educational R&D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard. However, this research did not employ field testing step, instead, the expert judgment was done.

This research was conducted at SMA Negeri 11 Yogyakarta. It is located at Jl. AM Sangaji 50, Jetis, Yogyakarta. The administration of the research followed the schedule of English subject of the eleventh grade in the second semester of the 2017/2018 academic year.

The research involved 60 students consisting of 31 students of XI IPA 1 and 29 students of XI IPA 2 of SMA Negeri 11 Yogyakarta and 5 English teachers. The two classes were chosen based on the researcher's primary observation in

the beginning of 2017/2018 academic year.

The research procedure adapted the model proposed by Jolly and Bolitho in Tomlinson (1998: 98). However, due to the limited time, the research was modified into Masuhara's model in Tomlinson (1998: 247) which proposed five steps: 1) conducting needs analysis, 2) designing the course grid, 3) designing the materials (the first draft of materials), 4) evaluating the materials (expert judgment), and 5) revising the materials (the final draft of materials).

In collecting the data, questionnaires were used. The questionnaires were divided into two types. The first questionnaire was distributed to the students and teachers to collect information about their needs and target needs. The second one was used in the expert judgment to collect experts' comment and opinion. The researcher also used an interview guideline to collect the qualitative data.

The data obtained from the needs analysis questionnaire was analyzed by calculating the percentage of each answer of the questionnaire in each column. The highest percentage of answer on each question represented the tendency of the students related to their needs. In the expert judgment questionnaire, the *Likert Scale* form was used. In analyzing the data, the researcher used the formula proposed by Suharto (2006: 51-53). Qualitative data were collected through the interview. Then, the interview guideline was made. The data was analyzed by developing categories from the data by returning to the data over and over again, looking for patterns, and modifying existing categories to accommodate new insights (Borg's in McKay 2006).

**FINDINGS AND DISCUSSIONS**

Based on the results of the students' and teachers' questionnaires, in terms of necessities, the students thought that they need to learn speaking about giving and responding to opinions, giving and responding to offers and suggestions, and expressing wishes as the major topics respectively.

Besides, students and teachers also thought they want to have activities related to high school students' daily life. Considering this, the researcher chose themes that went with the situation such as weekend, going to the movie, friendship, relationship, future, and dreams. Those themes were combined within the activities in the three developed units entitled "Why Don't We have Some Fun?", "In My Humble Opinion", "I Wish I Could Do Better". The game activities in each unit cover the language function used based on the topic. Besides, materials from students' English book by Kemendikbud RI were also included in the developed materials.

In terms of lacks, the students felt that vocabulary and pronunciation became their main problems when learning speaking. Therefore, game activities involving vocabulary drills and phonetic transcriptions were mostly included such as *Homowords, Mime Game,* and *Trivia Quiz* (Unit 1); *Spelling Quiz, Phonetic Crossword, Word Chain,* and *Domino* (Unit 2); and *Sentence Chain* and *Battleship* (Unit 3).

In terms of wants, the students wanted to have card and board games, searching and collecting games, simulation games, and role plays as the main types of games. This led the researcher to provide those kinds of games in the unist. The games were *Modals' Snake and Ladder* (board game); *You'd Better Join Me* (searching and collecting games); *Weekend Trip* (role play and simulation game) in Unit 1, *Domino* (board game); *Opinion Maze* (board games), *Family Budget* (simulation), and *Crime cases* (simulation) in Unit 2, and *Battleship* (board game); *Find Your Fairy Godmother* (searching and colleting game); and *If Only* (searching and colleting game) in Unit 3.

The next part is about the learning needs that cover components such as goals, input, procedure, setting, teachers' and learners' roles. Related to the goal, students' main goal in learning English (speaking) is to be able to communicate, and so is the teachers'.

The teachers teach English to help the students to be able to communicate by using the target language. In terms of the input, the students expected to have movie clips/video and songs in the activities. Therefore, those items also appeared on the game activities such as *What Are You Going to Say?* in Uunit 1, *Shadow Reading* in Unit 2, and *Say What You Need to Say* and *I Wish I Could Be Perfect* in Unit 3.

Regarding the procedure, the students and teachers preferred to have game activities that drill vocabulary and fluency. To cover them, the product then was adapted into pre-communicative games stage and communicative games stage that contains linguistics items and fluency drilling activities. Activities related to fluency appeared on all games in communicative games stage. Then, matching words activities and phonetic transcriptions appeared to be students' and teachers' preferences were included in the games such as *Mime Game*, *Trivia Quiz* - Round 3 (Unit 1) and *Spelling Quiz*, *Phonetic Crossword* (Unit 2). Meanwhile, related to

grammar activities, the teachers and students wanted to have games that involve correcting error mistakes and making utterances based on the expressions that have been learned. Activities like these were shown on *Trivia Quiz – Round 2* and *What Are You Going to Say* (Unit 1).

In the next component related to the setting, the students wanted to have the games which were played outside the classroom. Meanwhile, the teachers preferred to have them in the classroom. In order to achieve the learning effectivity and to accomodate the students, all of the game activities can be played both in class and outside of the class. Then, most of the students and teachers preferred to have the games played in groups of 3-4. Hence, most of the games were provided to be played in small groups (3-6 students). Yet, the researcher also decided to include the games that can be played individually and by the whole class as cooperative and collaborative learning also needed to be considered. In terms of the length of the activities, the students wanted to have 45-minute activities while the

teachers expected to have 30-minute activities. Therefore, most of the games are 30-40 minutes long.

The final component was teachers' and students' roles. Most of the teachers and students agreed if the games should lead the students to participate actively and improvise when doing the activities. While in terms of teachers' role, most of the participants expected the teachers to observe and only give assistance when needed. In response to that, the activities were developed based on guided, semi-guided, free-guided, and free activities in order to give balanced learning stages in which both the students and the teachers could participate in the same portion.

Next, an interview was conducted with the eleventh grade English teacher. From the interview, the teacher considered the communicative games appropriate to facilitate him with suitable material sources for teaching speaking. Moreover, the students were also found out being more excited when they were put in group works. The teacher also informed that the school did not provide any learning source specialized for speaking. The teachers never made the materials themselves since they only used the book from *Kemendikbud.* The teacher suggested that by providing the students with game-based activities would give the students more enjoyable yet meaningful learning process.

After the needs analysis was conducted and analyzed, the course grid was designed. The results of the needs analysis were used as the basis for developing the course grid. The items contained in the course grid are the core competence and basic competences, the topic and the unit title, the objectives of the units, game stages, games' name, language functions, settings, time, procedures, and sources. By using the course grid, the units in the first draft then were developed. Each unit consists of unit title, objective of the unit, expressions and vocabulary list, games stages (pre-communicative games, communicative games), sample lessons, and photocopiable worksheets. 10-12 games are provided in each unit along with their instructions that cover games'

name, focus, setting, linguistic features, materials, and procedure. The games were plotted into pre-communicative games (linguistic games) and communicative games (communication games) that followed the framework of CLT proposed by Littlewood (1981). Then, they were used as the sample activities that were provided in the sample lesson. Photocopiable worksheets were developed to provide the materials needed for each game.

After the three units were developed, the first draft of the book was done. The next step was conducting the expert judgment. The draft was evaluated by an expert and a questionnaire was also distributed. The questionnaire covered four aspects proposed by BSNP (*Badan Standar Nasional Penilaian*) namely content appropriateness, presentation appropriateness, language appropriateness, and layout appropriateness. Theories related to Communicative Language Teaching (CLT) and game aspects also became one of the basis in designing the questionnaire. They are CLT

learning cycle development proposed by Littlewood (1981), criteria of good games proposed by Caesar Kleur (1998), aspects and the goal of the communicative games by Jill Hadfield (1996).

After getting some revisions, the result of the expert judgment showed that the four aspects were considered appropriate to cover the teachers' and students' needs of interesting speaking activities.

The results of expert judgment of the book showed that the means of content, presentation, language, and layout appropriateness were 3.60, 3.38, 3.00, and 3.12 respectively. The mean of all aspects was 3.28 which belonged to the interval of $3.25 \leq x \leq 4$ and categorized as "very good"

As the revisions had been done, the materials were considered as the final product namely TALKATIVE! A communicative game-based book for teachers for teaching speaking to the eleventh grade students of SMA Negeri 11 Yogyakarta.

# CONCLUSIONS AND SUGGESTIONS

## Conclusions

The communicative game-based book was designed based on the needs analysis of the students and teachers. Furthermore, the results of expert judgment indicated that all the book's aspects were very good. It was shown by the average score obtained from the result of the analysis of the questionnaire for the expert. Hence, it implies that the communicative game-based book for teachers for teaching speaking to eleventh grade students of SMA Negeri 11 Yogyakarta is appropriate to be implemented as a teachers' book. The purpose of this book is to give suggested communicative game-based activities for teachers and to facilitate students to improve their speaking skills in a more interesting method.

## Suggestions

Due to the limited of time, there are some lacks and weaknesses in this research. Although, the research along with the product is considered appropriate to be used, it still needs to be implemented in the real teaching and learning situation in order to know if the book can be best implemented. Therefore, this research was expected not to be finished until this point for further improvement. The researcher proposed some suggestions to other parties that might use the book or have the same research focus. Since the book is addressed for English teachers, they are suggested to utilize the book. Besides, they also need to provide more various speaking activities for the students. Since the students also need to develop their communication skills in an interesting way, it is important for the teachers to update their teaching methods so that they can find the most appropriate one to be implemented in the classrooms. The students are suggested to participate actively in every classroom activity. They should be able to create their English learning environment and work well both individually and in team. Since the book is limited only for the eleventh grade students, it is possible for other researchers and materials developers to design

materials for other grades and levels with the same or other adapted methodologies. Moreover, they are expected to be able to find out other criteria of appropriate speaking materials that meet the needs of the target users.

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