

Developing Journey Castle Game to Increase Students' Grammar Mastery: Research and Development

Hayu Uswatun K.¹, Supriyono², Nita Sutanti³, Hesty Puspita Sari⁴

Islamic Balitar Blitar University, Blitar 66137, Indonesia

hayuuswatunkhasanah@gmail.com

Accepted: December 12 th 2021	Reviewed: January 17 th 2022	Published: February 25 th 2022
---	--	--

Abstract: The study was aimed to obtain the construct of the Journey Castle Game model for teaching and learning grammar for the eighth-grade students in Junior High School. The design in this study is research and development (R and D). The subject of this study was .30 students of a random school from SMPI Ibnu Mas'ud, SMP Mamba'us Sholihin, and SMP Anharul Ulum also six teachers for a random school in Blitar Regency. This study used a quantitative approach using a questionnaire and a qualitative by using interviews, observations, and documents. The process of developing the "Journey Castle Game" media as a learning medium. The study finding's revealed; (1) the model of the journey castle game to increase grammar mastery for the eighth-grade students in high school students especially tenses whereas richer-developed consist of three tenses (simple present, present continuous, and simple past) with two guide books that are guide book for teacher, and guide book for students. (2) The developed "Journey Castle" game was valid, it proved by the result of media validators have a total score of 271 and the percentage is 82%. In the scoring criteria for the "Very Valid" Category, this value falls within the range of 81% to 100%. The media validators also provided comments and suggestions that are used to develop the media that has been generated.

Keyword: Journey Castle Game, Grammar Mastery, Research and Development

INTRODUCTION

All the experience of the researcher in the last year on the activities of observation and participation of English learning. The researchers get an interesting phenomenon, which teaching and learning English has not been effective at Junior High School. Teaching-learning English activities, including teaching English components, namely grammar, are taught in an integrated manner in language skills, both in understanding writing, speaking, reading, and listening. Curriculum 2013 has mandated the development of a balance of spiritual and social attitudes, curiosity, creativity, cooperation, and psychomotor intellectual abilities ¹. Grammar is one of the most important sub-skills to have in learning English. Ghufron and Rosyida ², explain grammar as a word for change in forms and can be combined into sentences in the language. The presence of grammar can help to master English to a maximum, especially in the rules of the sentence. Based on the observation of researchers in the original interview text, the researcher concluded that the

¹ Nita Sutanti, Hesty Puspita Sari, and Galuh Karina, "DEVELOPING RECOUNT TEXT MATERIALS BASED ON K13 CURRICULUM FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL," *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran* 11, no. 1 (2019): 53–65; kemendikbud, "Konsep Dan Implementasi Kurikulum 2013," *Jakarta: Kementerian Pendidikan dan Kebudayaan* (2013).

² Ghufron and Rosyida (2018)

students feel so bored if they study without media. Here, the media plays a very important role in teaching grammar. Arief S Sadiman et al,³ say that media helps students learn English both skills and components. The students want a new variation in the English learning process. The students need games to help them learn tenses and most important students can enjoy the English lesson so they can be easier to learn more and more tenses. The educational game turns the learner into the learning center, making the learning process easier, more exciting, and more efficient⁴. It can help with the digital game than the traditional game because of the pandemic covid-19.

The students can study from home and improve their skills. So, the teaching and learning activities still run well. The researcher double-checked theories and study findings to ensure that they were appropriate. According to⁵ related research theories, teaching media is a means that communicates instructional messages or learning material. The media is developed by creating a learning media product such as a book, film, educational game, and so on. This argument is substantiated by⁶, who argue that the importance of educational games has grown in language teaching since they contribute to making language learning fun. To get a solution to the problem, researchers analyzed the results of research results from other researchers. The researcher uses three previous studies as references in writing a thesis. The first previous study was conducted by⁷.

The title of her research is Developing Monopoly Game for Teaching Tenses Through Speaking Activity to the Eighth Graders of Junior High School. The second previous study was conducted by⁸. The title of her research is Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11 Makassar. The third previous study was conducted by⁹. The title of her research is The Effectiveness of English Tenses Android Application to Improve Students' Grammar on Simple Past Tense. From all the phenomena and analysis above, the researcher concluded that the researcher-developed digital game. Researchers confidently establish Journey Castle Games as learning media to support students learning grammar mastery and tenses is the focused grammar that would be learned for the eighth-grade students in Junior High School. Based on the problems of the study, to increase grammar mastery of eighth-grade students, which can be described the construct of Journey Castle Game model for teaching and learning grammar for the eighth-grade students in Junior High School.¹⁰

³ Arief S Sadiman, "Dkk. 2011," *Media pendidikan* (2006); Hesty Puspita Sari, Nita Sutanti, and Linda Tri Wahyuningsih, "DEVELOPING FLASHCARD MEDIA FOR TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL (Study Case in the Seventh Grade Students at SMPN 1 Sanankulon)," *Konstruktivisme: Jurnal Pendidikan & Pembelajaran* (2018).

⁴ Lilly Metom, Amelia Alfred Tom, and Saira Joe, "Mind Your Grammar! – Learning English Grammar the Fun Way," *Journal of Educational and Social Research* 3, no. 7 (2013): 402–407.

⁵ Azhar Arsyad, "Media Pembelajaran" (Jakarta: PT Raja Grafindo Persada, 2011).

⁶ Ali Derakhshan and Elham Davoodi Khatir, "The Effects of Using Games on English Vocabulary Learning," *Journal of Applied Linguistics and Language Research* 2, no. 3 (2015): 39–47.

⁷ Fenda Agustina, "Developing Monopoly Game for Teaching Tenses through Speaking Activity to the Eighth Graders" (Universitas Negeri Malang, 2019).

⁸ Nur Ima, "Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11 Makassar" (Universitas Islam Negeri Alauddin Makassar, 2017).

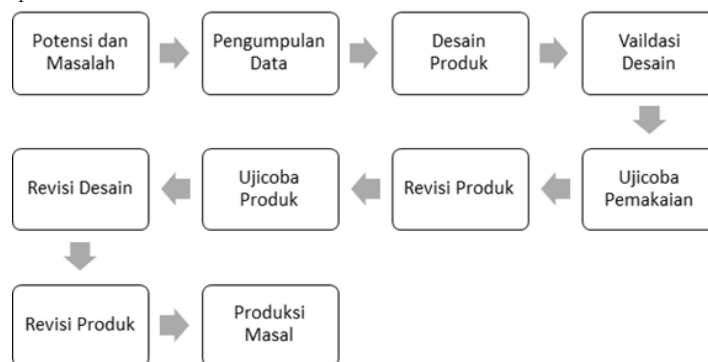
⁹ (Sahila, 2019)

¹⁰ Sari, Sutanti, and Wahyuningsih, "DEVELOPING FLASHCARD MEDIA FOR TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL (Study Case in the Seventh Grade Students at SMPN 1 Sanankulon)."

METHODS

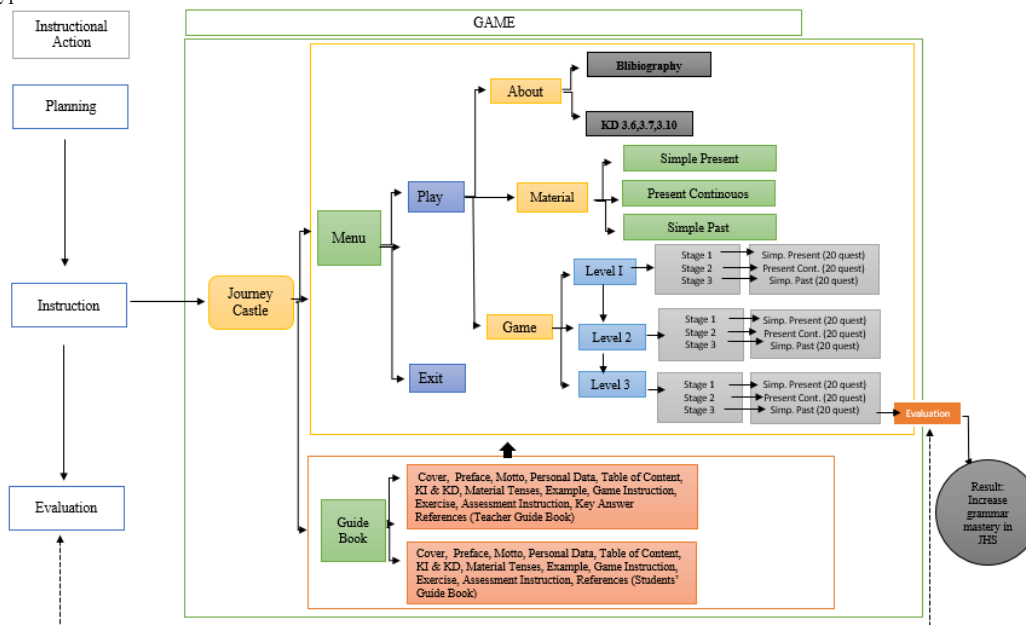
This research type of Research and Development method (R & D) is owned by Sugiyono.¹¹ explains that research and development is a research method used to produce a particular product and test the effectiveness of the product. The research used qualitative and quantitative approaches to analyze data. The steps of conducted research as follows:

Fig. 1 Research and Development Framework



Quantitative data researchers can use a form of questionnaire, pre-test, post-test, expert validation while collecting qualitative data researchers can use a form of observation, interview, document. This research is using a qualitative approach and uses a form of observation, interview, and document. With research and development methods, it was hoped that new products can be found and tested that benefit the lives of humans, institutions, and society.

Fig. 2 Hypothetical Model



In this research and development, researchers have developed learning materials in the form of Journey Castle Game to Increase Grammar mastery in English subjects that are validated based on the steps of the development. So that the products developed are suitable to be used in learning

¹¹ Sugiyono (2008)

activities both individually and classically. The objective of this research was to produce a new product to be used in an educational institution, and the design of this research was Research and Development (R and D).¹² states that research and development is a research method that is used to create a product and evaluate its performance. This definition relates to the findings of the researcher's analysis. The product was created in response to the demands of the field (school). The Journey Castle Game to Increase Grammar Mastery in Junior High School was the product that will be developed. To create the game, the researchers created using construct 2 application.

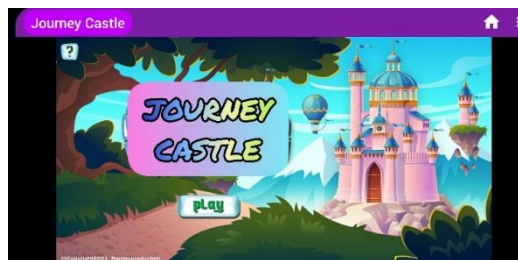
RESULT AND DISCUSSION

Result

The analysis of data collection and finding potentials and problems were conducted as the first step of this research to find out the target and learning needs of the students. Based on the observations, the researcher found out potential problems as follows; (1) The student needed an innovative teaching performance. (2) The students expected to have a learning media or game to help them memorize the pattern of tenses. (3) The teachers need a new method in teaching grammar to assure that the teaching and learning process runs well. (4) The teachers need new ways of teaching grammar to assure that the teaching and learning process makes students enjoy the process of learning. This potential problem was being so obvious that the researcher needed to find a potential solution. Such a problem has been a handicap to obtaining the objective of teaching tenses grammar.

The product that researchers created is Journey Castle Game. The material based on the 2013 curriculum, there are simple present, present continuous, and simple past tense. The games aim to increase grammar mastery of eighth-grade students of junior high school. The game consists of 3 levels every level has 3 stages and the last is evaluation. It can be played using a laptop or computer. Before accessing and playing this game, users must copy the game files from a flash disk on their laptop or computer. The first screen showed the button “Play” and the picture of Castle, as same as the title of the game. After clicking the play’s button, it was divided into three parts. There are about game lessons.

Fig.1 Display Screen



The screen showed three buttons, there are about, the game, and the lesson. The button “About” is divided into two menus, there are Biography and Basic Competence. The button “Material” is divided into three menus, there are Simple Present Tense, Present Continuous Tense, Simple Past Tense. The button “Game” is divided into four menus, there are level 1, level 2, level 3, and evaluation of the game.

Fig. 2 Screen Menu

¹² Sugiyono (2008)



The button “About” showed two menus. There is a biography whose color is purple and basic competence which color is green. Clicked X to close the screen.

Fig. 3 About Game



The menu “Biography” showed the biography of the researcher. It contained the name, date/birth, address, status, faculty, university, e-mail motto, and also the photos of the researcher. Click button X to close the screen.

Fig. 4 Biography



The Menu “Basic Competence” will be shown the basic competence related to the research. Basic competence of English Subject in the second semester Eight Grade Junior High School. The researcher focused on three basic competencies there are 3.7, 3.8, and 3.9, which discussed the simple present tense, present continuous tense, simple past tense. Clicked X to close the screen.

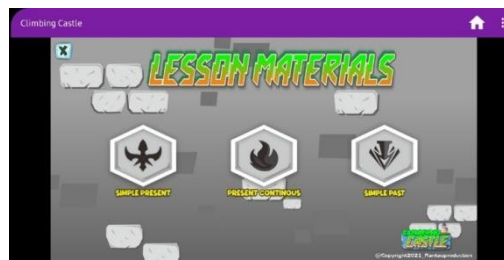
Fig. 5 Basic Competence



The second button is “Materials” which showed three menus. There are simple present,

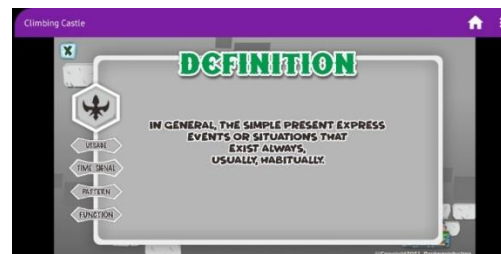
present continuous, and simple past. Every menu showed the definition, usage, time signal, pattern, and functional application of three tenses. Clicked X to close the screen.

Fig. 6 Lesson Materials



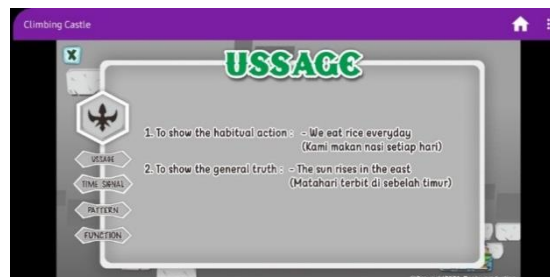
Clicked the button menu simple present tense, it showed the definition directly. There are five buttons on the left side. In the above of button usage is menu definition of simple present tense. The second button that is used will be shown the usage of simple present tense. The third button is the time signal will be showed wed time signal of simple present tense. The fourth button is the pattern will be show wed pattern of simple present tense. The fifth button is function will be showed the functional application of simple present tense. Clicked X to close the screen.

Fig. 7 Definition



The button "Usage" showed the usage of simple present tense. The usages are shown the habitual action and show the general truth. Clicked X to close the screen.

Fig. 8 Usage



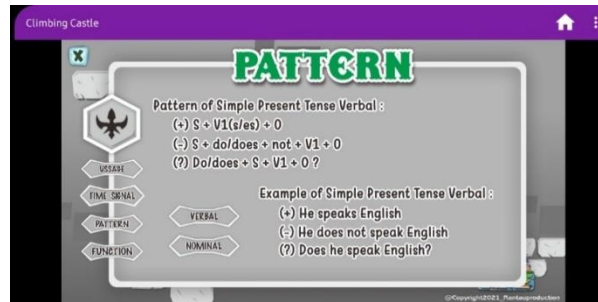
The button "Time Signal" showed about time signal of simple present tense. There are ten-time signals. Clicked X to close the screen.

Fig. 9 Time Signal



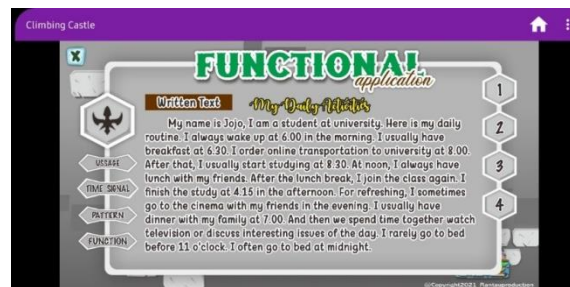
The button "Pattern" showed two buttons. There are verbal and nominal. Verbal patterns are divided into three types, there are positive sentences, negative sentences, and interrogative sentences. There was also completed with the example of sentences. Clicked X to close the screen.

Fig. 10 Time Signal



The button “Function” showed the functional application of tenses. The functional application will be show examples of text that contain simple present tense. It was divided into types, there are written text and spoken text. Clicked X to close the screen. It is also applied in another menu of lesson materials, present continuous tense, and simple past tense has the same display and contain.

Fig. 11 Functional Application



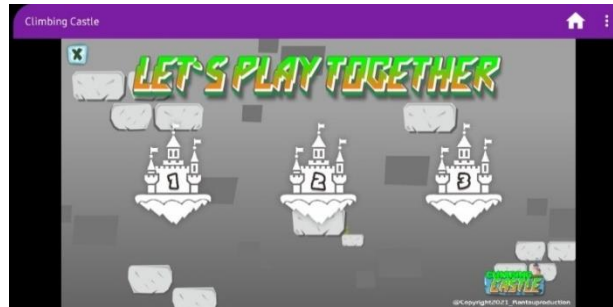
The button “Game” will be shown the main of this product. It was started to play the game and divided into three buttons. There are Level 1, Level 2, and Level 3. Level 1 was contained multiple-choice questions. Level 2 was contained true/false questions. Level 3 was contained arranging the word to be a good sentence. Clicked X to close the screen.

Fig. 12 Menu Game



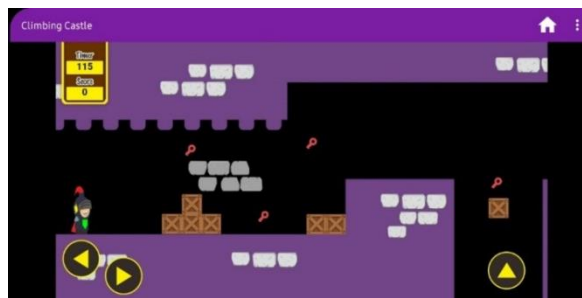
The button “level 1” showed three buttons. There are stages 1, stage 2, and stage 3. Every stage has 20 questions. Stage 1 has a question of the simple present tense, stage 2 has a question of present continuous tense, and stage 3 has a simple past tense. Clicked X to close the screen.

Fig. 13 Menu Stage



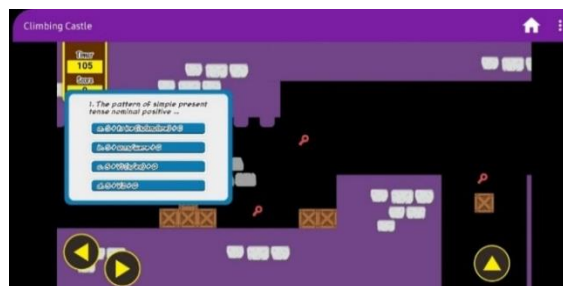
The button “stage 1” showed the game. The character of the game is the knight. He went forward to reach the key, and the key showed the question. The true answer got 5 scores, and the false answer got 0 scores. The button timer showed the time, and score. The button () means to go back, the button () means to go forward, the button () means to go up.

Fig. 14 Level 1 Stage 1



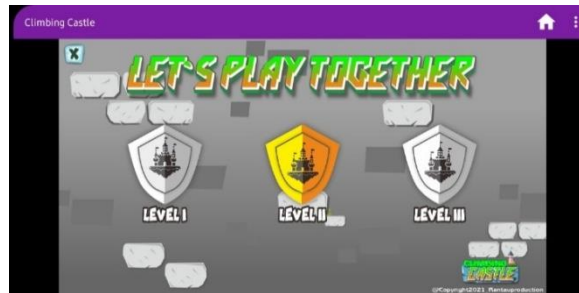
Every question showed after the knight reached the key. The question’s type is multiple choice. In stage 1, the user found the question about simple present tense. Every stage has 20 questions that must be finished. If the knight falls, it will be started again. The user must be finished stage 1 to move to in next stage.

Fig. 15 Stage 1 “Question”



It was started to play the game in level 2. Level 2 was contained true/false questions. It could be train analysis the students. Clicked X to close the screen.

Fig. 16 Level 2



The button “Level 2” showed three buttons. There are stages 1, stage 2, and stage 3. Every stage has 20 questions. Stage 1 has a question of the simple present tense, stage 2 has a question of present continuous tense, and stage 3 simple past tense. Clicked X to close the screen.

Fig. 17 Menu Stage



The button “stage 1” showed the game. The character of the game is a knight. He went forward to reach the key, and the key showed the question. The true answer got 5 scores, and the false answer got a 0 score. The button timer showed the time, and score. The button (▶) it means to go back, the button (◀) it means to go forward, the button (▲) it means to go up.

Fig. 18 Stage 2



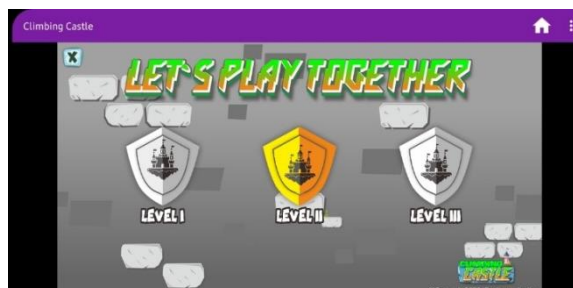
Every question showed after the knight reached the key. The question’s type is true/false and analysis the word. In stage 1, the user found the question about simple present tense. Every stage has 20 questions that must be finished. If the knight falls, it will be started again. The user must be finished stage 1 to move to the next stage.

Fig. 19 Stage 1 “Question”



It was started to play the game in level 3. Level 3 was contained arranging the word to be a good sentence. Clicked X to close the screen.

Fig. 20 Level 3



The button “Level 3” showed three buttons. There are stages 1, stage 2, and stage 3. Every stage has 20 questions. Stage 1 has a question of the simple present tense, stage 2 has a question of present continuous tense, and stage 3 simple past tense. Clicked X to close the screen.

Fig. 21 Menu Stage



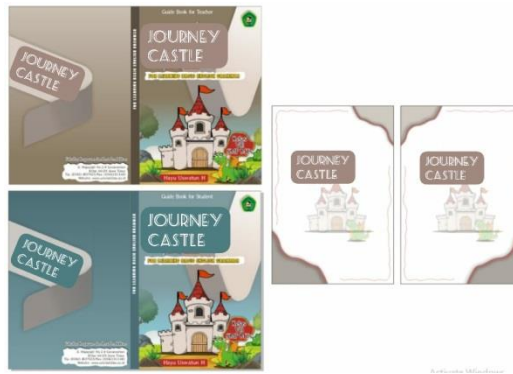
The question’s type in level 3 is to arrange the word to be in a good sentence. The question in stage 1 is about simple present tense. The question in stage 2 is about present continuous tense. The question in stage 3 is about simple past tense. Every stage has 20 questions that must be finished.

Fig. 22 Stage 1 “Question”



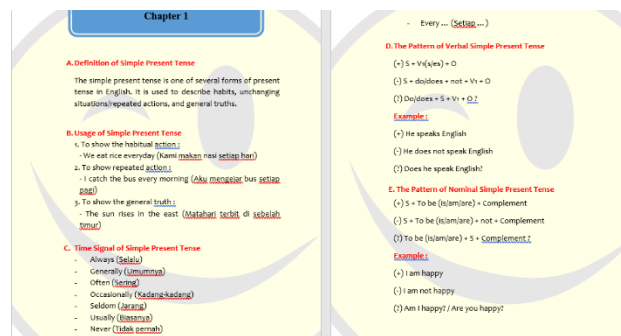
A guidebook for a teacher is a complement to help teachers in the process of learning Tenses with Journey Castle Game Application. Journey Castle Game is a digital game that is designed in such a way as for the learning of the eighth-grade students of Junior High School. This book contains Tenses material that is equipped with 3 Senses (Simple Present Tense, Present Continuous Tense, and Simple Past Tense), evaluation questions, answer keys of evaluation, and games. The written is using font Gandara with size 11 pt. References had crucial points in helping the researcher make the book. To appreciate the researcher wrote the references.

Fig. 23 Teacher’s Guide Book



The material of this guidebook contains three tenses, there are simple present tense, present continuous tense, simple past tense. The content of every tense is the definition of tenses, the usage of tenses, the time signal of tenses, the pattern of tenses, and the functional application of tenses.

Fig. 24 Material



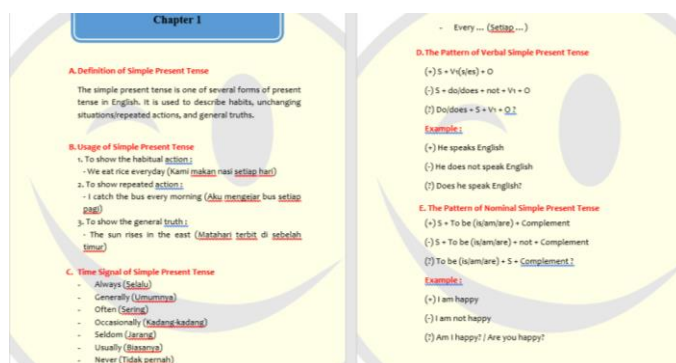
Guidebook for students is as a complement to help students in learning Tenses with Journey Castle Game. Journey Castle Game is a digital game that is designed in such a way as for the learning of the eighth-grade students of Junior High School. This book contains Tenses material completed with 3 Tenses (Simple Present Tense, Present Continuous Tense, and Simple Past Tense) and evaluation questions. The written is using font Gandara with size 11 pt. References had crucial points in helping the researcher make the book. To appreciate the researcher wrote the references.

Fig. 25 Students' Guide Book



The material of this guidebook contains three tenses, there are simple present tense, present continuous tense, simple past tense. The content of every tense is the definition of tenses, the usage of tenses, the time signal of tenses, the pattern of tenses, and the functional application of tenses.

Fig. 26 Material



Validation of learning media educational games by media experts was done to assess the quality of content, media display design, creativity, and presentation of learning media educational games. The material experts for doing an assessment namely Mrs. FF, Mr. HL, Mr. MAW on 27-29 Agustus 2021. Data from material expert validation can be seen in the following table :

Table 1 Result of Media Validation

NO	ASPECTS	ITEMS	AA	A	N	D	AD	TOTAL SCORE	PERCENTAGE	CRITERIA
			(5)	(4)	(3)	(2)	(1)			
1	Bentuk dan Tampilan	1.	0	3	0	0	0	12	80%	Very Valid
		2.	0	3	0	0	0	12	80%	Valid
	Media	3.	1	1	1	0	0	12	80%	Valid
		4.	1	1	1	0	0	12	80%	Valid
			5.	0	2	1	0	11	73%	Valid
			6.	0	2	0	1	10	67%	Valid
			7.	1	1	1	0	12	80%	Valid
			8.	1	2	0	0	13	87%	Very Valid
			9.	0	2	1	0	11	73%	Valid
			10.	0	3	0	0	12	80%	Valid
			11.	0	1	2	0	10	67%	Valid
			12.	0	1	1	1	9	60%	Enough
2	Bentuk dan Tampilan	13.	1	2	0	0	0	13	87%	Very Valid
		14.	2	1	0	0	0	14	93%	Very Valid
	Guide Book	15.	1	2	0	0	0	13	87%	Very Valid
		16.	2	1	0	0	0	14	93%	Very Valid
			17.	2	1	0	0	14	93%	Very Valid
			18.	2	1	0	0	14	93%	Very Valid
			19.	2	1	0	0	14	93%	Very Valid
			20.	1	1	1	0	12	80%	Very Valid
3	Kegunaan/ Manfaat Media	21.	2	1	0	0	0	14	93%	Very Valid
		22.	1	2	0	0	0	13	87%	Very Valid
Total	3	22	20	35	9	2	0	271	82%	Very Valid

According to the table, the media validators have a total score of 271 and a percentage of 82%. In the criteria for scoring mentioned in the "Very Valid" Category, this score falls within the range of 81% to 100%. The media validators also offered suggestions and inputs that were used to improve the material that was created.

Discussion

The final model of journey castle game model was in the form of game which operated and guide book to help understanding grammar especially tenses. It could be run and could be accessed in the laptop or computer. It also could increase grammar mastery for eighth grade students. It is in line with Mannun Sahila (2019) said that media or application effective to improve students' grammar. Furthermore based on the result of questionnaire it was known that Journey Castle Game can make the student interested in learning grammar especially tenses. It is in line with Nur

Ima (2017) that said students are interested to learning grammar by the application. According to Miarso (2000), that using media makes a stimulus to the brain of students, so that the brain can be used optimally. Whereas according to Klimova (2015) game is a simple way of helping the students to learning and improve their skill. The previous study was conducted by Agustina Fenda (2019) the title of her research is Developing Monopoly Game for Teaching Tenses Through Speaking Activity to the Eight Graders of Junior High School. The similarity of this study is that level of field study and tenses as the main topic. The difference is the topic chosen, the previous researcher used non-digital game to increasing as the main focus. According to Akili Uci Heldiya (2018) Improving Students' Ability in Using Simple Present Tense through Matching Card Game also support the researcher that game is media to improve students' skill. While in this study, researcher choose to use digital game to increase grammar mastery especially tenses. Theoretically, it was the theories of English grammar learning that was contributed in teaching English. These mean that the final model of this research supported these theories. This research reveals original new model and product.

CONCLUSION

The product that the researcher created is Journey Castle Game. The material is based on the 2013 curriculum for the eighth-grade students in Junior High School. The material is simple present, present continuous, and simple past tense. The game consists of 3 levels and evaluation. The games aim to increase grammar mastery of eighth-grade students of junior high school. The Journey Castle Game has a specific model as follow; (1) consisting of an explanation about function, for example, the pattern of three tenses (simple present tense, present continuous tense, simple past tense) (2) the game has three levels there are easy, medium, hard (3) it is completed with a guide book that has two kinds such as guide book for teacher, and student. The development of Journey Castle Game as learning media was valid and appropriate to be implemented. It proved by the results of the validation of media experts with the average were 82% and included in the "Very Valid" category. In the development of Journey Castle Game, theoretical grammar and tenses, theoretical learning, theoretical game, and game-based learning could be integrated and added, proving that the medium was effective in teaching English grammar, particularly tenses. The relevant theory was also used to develop and enrich theoretical research. It is in line with Mannun Sahila (2019) said that media or applications are effective to improve students' grammar. Nur Ima (2017) said students are interested in learning grammar by the application. This statement is also supported by Cheng & Su (2012) said that educational game turns the learner into the learning center which makes the learning process easier, more exciting, and more efficient. This means that the research's final model validated these theories. These findings revealed a unique new model and product.

REFERENCES

Agustina, Fenda. "Developing Monopoly Game for Teaching Tenses through Speaking Activity

- to the Eighth Graders.” Universitas Negeri Malang, 2019.
- Arsyad, Azhar. “Media Pembelajaran.” Jakarta: PT Raja Grafindo Persada, 2011.
- Derakhshan, Ali, and Elham Davoodi Khatir. “The Effects of Using Games on English Vocabulary Learning.” *Journal of Applied Linguistics and Language Research* 2, no. 3 (2015): 39–47.
- Ghufron, Muhammad Ali, and Fathia Rosyida. “The Role of Grammarly in Assessing English as a Foreign Language (EFL) Writing.” *Lingua Cultura* 12, no. 4 (2018): 395.
- Ima, Nur. “Developing Instructional Media of Basic English Grammar Webblog for the First Year Students of Senior High School 11 Makassar.” Universitas Islam Negeri Alauddin Makassar, 2017.
- kemendikbud. “Konsep Dan Implementasi Kurikulum 2013.” *Jakarta: Kementrian Pendidikan dan Kebudayaan* (2013).
- Metom, Lilly, Amelia Alfred Tom, and Saira Joe. “Mind Your Grammar! – Learning English Grammar the Fun Way.” *Journal of Educational and Social Research* 3, no. 7 (2013): 402–407.
- Sadiman, Arief S. “Dkk. 2011.” *Media pendidikan* (2006).
- SAHILA, MANNUN. “THE EFFECTIVENESS OF ENGLISH TENSES ANDROID APPLICATION TO IMPROVE STUDENTS’GRAMMAR ON SIMPLE PAST TENSE.” IAIN SALATIGA, 2019.
- Sari, Hesty Puspita, Nita Sutanti, and Linda Tri Wahyuningsih. “DEVELOPING FLASHCARD MEDIA FOR TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL (Study Case in the Seventh Grade Students at SMPN 1 Sanankulon).” *Konstruktivisme: Jurnal Pendidikan & Pembelajaran* (2018).
- Sugiyono. *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)*. Alfabeta, 2008.
- Sutanti, Nita, Hesty Puspita Sari, and Galuh Karina. “DEVELOPING RECOUNT TEXT MATERIALS BASED ON K13 CURRICULUM FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL.” *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran* 11, no. 1 (2019): 53–65.