

Developing Duel Chess Game As A Media In Learning Passive Voice

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Abstrak

Tujuan penelitian ini yaitu mengembangkan Duell Chess Game sebagai media pembelajaran passive voice. Desain penelitian ini adalah R&D. Siswa SMK AR-RIDLWAN Trenggalek kelas 11 semester genap tahun pelajaran 2019/2020 yang terdiri dari 26 perempuan dan 15 laki-laki. Instrument yang digunakan yaitu kuesioner, tes, dan interview. Data kuesioner dan tes di analisis dengan kuantitatif, sedangkan interview di analisis dengan kualitatif. Skor analisis kebutuhan adalah 1056 yang mana siswa setuju pembelajaran passive voice membutuhkan media. Duel Chess Game sangat bagus dan cocok menjadi media pembelajaran passive voice, berdasarkan hasil tes; sig. (2-tailed) menunjukkan $0.000 < 0.05$. dapat disimpulkan bahwa H_0 ditolak dan H_a diterima sehingga terdapat perbedaan yang signifikan nilai rata-rata kelas eksperimen dan kelas control. Jadi, penelitian ini mampu memenuhi tujuan dari penelitian yaitu mengembangkan Duel Chess Game sebagai media pembelajaran passive voice untuk siswa SMK AR-RIDLWAN kelas sebelas.

Kata kunci: Grammar, Passive Voice, Board Game, Duel Chess Game

Abstract

The objective of the research was to develop Duel Chess Game as a media in passive voice. The research design was educational research & development aimed at developing educational products. The second semester of eleventh grade students in SMK Ar-Ridlwán Trenggalek academic year 2019/2020 which consist of 26 female and 15 male students. The instruments that was used in this research was questionnaire, test, and interview. The data collected by questionnaire and test analyzed quantitative, and interview was analyzed qualitative. Need analysis score is 1056 where students agree that passive voice learning needs media. Duel Chess Game is very good and suitable as passive learning media, based on test; sig. (2-tailed) showed $0.000, 0.05$. So, H_0 was rejected and H_a was accepted. In conclusion, Duel Chess Game is enough good and suitable as a media in learning passive voice.

Keywords: Grammar, Passive Voice, Board Game, Duel Chess Game

INTRODUCTION

English has an important role as a communication tool especially among countries. Having English language skills is one of the requirements for countries to compete with other countries. Nishanthi (2018:871) said, "The importance of English

cannot be denied and ignore since English is the greatest common language spoken universally. According to Sri Handayani (2015:102), English is very important and it is need by the community in order to be able to communicate actively with English, both in writing and in formal communication or accordance with the needs in life. Therefore, English has been approved as one of the compulsory subjects at schools in Indonesia that is taught from the junior high school until University level.

In learning English, there are four skills that must be mastered including speaking, writing, reading and listening. In addition, there are also three components that must be mastered, namely pronunciation, vocabulary, and grammar. Grammar consists of many elements such as nouns, possessive noun, collective nouns, active and passive voice, possessive pronouns and contractions, indefinite and definite articles. Grammar is also an important aspect of forming words and can show our meaning in communication so the others can understand what we said.

Learning passive voice in the form of formulas or patterns seems to be common and too mechanical. Sometimes students feel bored because there are too many patterns they have to memorize. In addition, explanations about grammar patterns make students feel confused. Thus, this is different from the principles of teaching and learning where students ideally feel relaxed and enjoy when learning activity.

The above conditions also happened in several schools in Indonesia. In SMK Ar-Ridlwan Trenggalek, Mr. Sapta Huda Trilaksana as an English teacher needs interesting and fun media to teach his students. That school is based on a *Pesantren* and there is not allowed to carry electronic devices. Although a computer laboratory has been provided to support the learning process, he needs media that can be directly played by his students but still interesting. Mr. Sapta said that his students had difficulty in learning passive voice, and based on information from several students at SMK Ar-Ridlwan (2019) they felt bored and had difficulties with the monotonous grammar learning model. Because the school has two quite spacious halls, researcher thinks to create media that is in line with the conditions of SMK Ar-Ridlwan.

Students need a variety of media for learning grammatical structure of passive voice. Games are a good media for students. Wright, Betteridge and Buckby (2005) stated that the game is properly organized, and to act as an intermediary between learners and teacher. With games, students unconsciously have learned and are interested in learning grammatical structure of passive voice.

In conclusion, there is still a lack of interesting, effective and conditional grammar learning media which causes grammar learning to be less active and monotonous. So, it can be said that learning media of grammatical structure of passive voice still needs to be developed.

Based on the explanation above, researcher developed a media for learning grammatical Structure of passive voice. Here, Duel Chess is used to facilitate the subject transmission to students in the teaching learning process. Students will be more interested and enthusiastic for participating in learning activities. Students will get some exercise. The researcher will conduct a research entitled: "Developing Duel Chess Game as a Media in Learning Grammatical Structure of Passive Voice in SMK Ar-Ridlwan." The researcher use duel chess game because it is very accordance with the condition of SMK Ar-Ridlwan itself. This media also makes the students more active because they will learn by moving their whole body. The product specification of this research is Duel Chess Game. Duel Chess Game is a game that is played on banner. This game is made from banner that is designed to resemble a chess board. This game involves a maximum of 48 students directly with a set of rules. The students will be divided into 2 groups, namely team A and team B. This game will be printed with a size of 3.3 x 2.9 m which each box (zone) is 40 cm² in size and consists of 56 boxes (zone). Each box (zone) already contains some questions and every question has the different point. Students who are able to answer the questions will shift the opponent's position. Even though this is a team game, each student will get additional marks according to the questions that he or she gets answer. This game will be declared over if all players of one team have been eliminated or the time is up. The limitation of this research is focus on developing Duel Chess Game as a Media in Learning Grammatical Structure of Passive Voice at old semester of Eleventh Grade in SMK Ar-Ridlwan Trenggalek academic year 2019/2020.

RESEARCH METHOD

The design of this research was R&D educational combine with quantitative research method. Further, R&D educational as one research design aimed at developing educational products, like curriculum, syllabus, textbooks, instructional media, etc (Latief, 2010: 10).

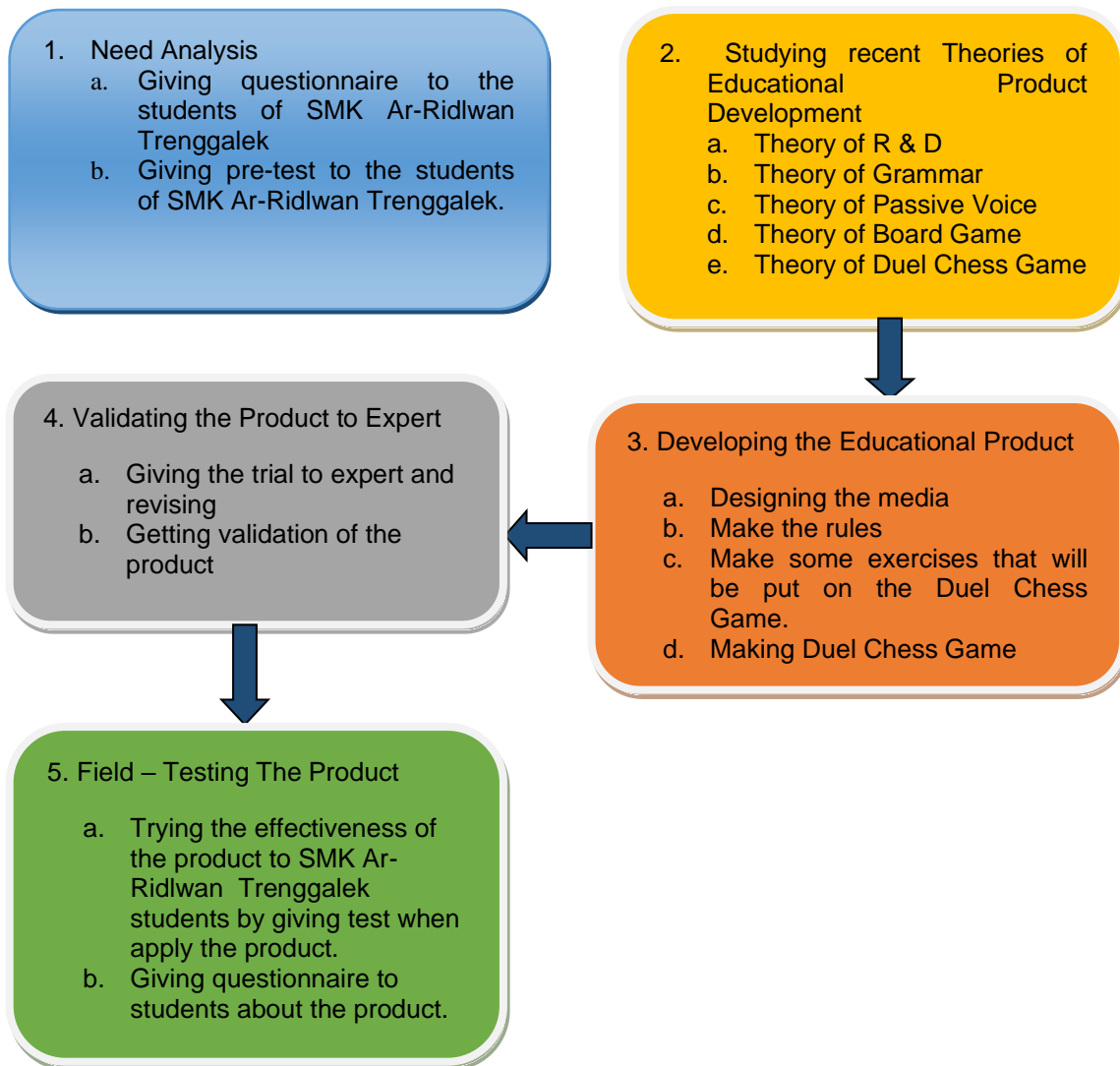


Figure 3.1 The Procedure of Developing Duel Chess Game

The researcher conducted the research in SMK Ar-Ridlwan Trenggalek. It is located at Kelutan Trenggalek. Thus, population of this research is the students of SMK Ar-Ridlwan Trenggalek 2019/2020 academic year; it is consisting of 27 students. The researcher determines the eleventh grade students of SMK Ar-Ridlwan Trenggalek 2019/2020 academic year as the subject. The fourth semester of English Education Department students 2019/2020 academic year consist of 27 students; 19 females and 8 males. The instrument uses in this research are questionnaire and test. The data analysis technique of this media development used qualitative and quantitative analysis technique.

FINDINGS AND CONCLUSIONS

In this section, the researcher will explain about the finding of need analysis, finding of material development, finding of expert validation, finding of field-testing and finding of t-test analysis.

Findings on Need Analysis

Table 4.1 The Result of Questionnaire on Need Analysis

No Item	Questionnaire Items	Score/Criteria					Total Score
		1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
1	I feel so happy with passive voice lesson			5	3	12	93
2	I always pay attention when learning passive voice		4	1	8	7	78
3	I have difficulty when learning passive voice	2	5	4	7	2	62
4	I feel bored when learning passive voice	2	6	8	4		54
5	The teacher creates a pleasant atmosphere when learning passive voice		2	7	7	4	73
6	The teacher provides a variety of method in learning passive voice		1	8	8	3	73
7	The teacher always monitors and helps me to solve the problems when I get difficulties in passive voice.		1	6	9	4	76
8	The teacher gives some questions before and after learning passive voice.		2	6	9	3	73
9	The teacher gives homework after learning passive voice.		1	7	6	6	81
10	I repeated the passive voice lesson that the teacher had given.	1	4	8	3	4	65
11	I have difficulty when answering passive voice question.	3	4	5	6	2	60
12	Passive voice lesson that is given by the teacher in accordance with the question in the exam.			7	9	4	77
13	I feel quite satisfied with my passive voice score that I have obtained.	2	3	4	5	6	70
14	I joined the passive voice remedial program	5	3	5	7		54
15	I study harder so that later I would not take remedial		4	5	5	6	73

No Item	Questionnaire Items	Score/Criteria					Total Score
		1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
Total						1056	

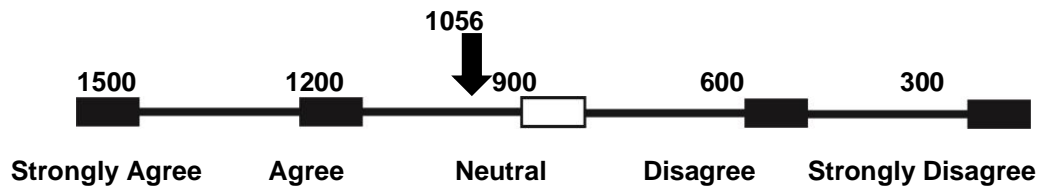


Figure 4.1 Continuum Diagram of Need Analysis

Based on the table 4.1 and 4.2, the finding of need analysis on Likert scale showed mostly the students agree that passive voice learning needs a learning media. It can be seen from the need analysis's continuum diagram where the score was 1956 which the position in the agree category.

Finding on Material Development

This product was Duel Chess Game. The development of this product was based on some steps such the finding on need analysis, studying recent theories, studying theory of R&D, studying theory of grammar, studying theory of passive voice, and studying theory of board game.

Finding on Expert Validation

After the product was developed completely, the researcher consulted the product to the expert of English language learning media to give evaluation and suggestion to have acceptable and approved product. The researcher gave picture of Duel Chess Game to Sri Utami Dewi, M.Pd as the expert to validate this product. The expert gave a judgment; she argued that the product was good enough but needed more revision. The researcher gave Duel Chess Game on May 18, 2020 to get Duel Chess Game validation.

Finding on Field-Testing

Table 4.9 The Result of Questionnaire on Field-Testing

No Item	Questionnaire Items	Score					Total Score
		1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
1.	I prefer to learn passive voice by group mates			1	8	11	90
2.	I feel so happy learning and collaborating with group friends during the passive voice learning process.				10	10	90
3.	Duel Chess Game is appropriate media for studying passive voice			1	6	13	92
4.	Duel Chess Game makes me challenged in learning passive voice			1	3	16	95
5.	Competitive learning process in Duel Chess Game makes me not fell bored to learning passive voice				6	14	94
6.	Since using Duel Chess Game, I become more active when learning passive voice.			1	4	15	94
7.	I feel helped to be more cooperative with the team formation in Duel Chess Game.			4	8	8	84
8.	By the team formation in Duel Chess Game, I become more daring to ask about the material that I had not mastered to my friends.			2	8	10	88
9.	After any team formation in Duel Chess Game, I become more active in sharing knowledge about passive voice to my friends.			4	7	9	85
10.	The existence of Duel Chess Game for passive voice makes me more serious in following the learning process.			4	7	9	85
11.	By the obligation to answer the questions at every step in Duel Chess Game, I feel that passive voice material is easier for me to understand.			4	8	8	84
12.	I do not have trouble when answering the questions in Duel Chess Game.			4	3	13	89
13.	I feel that questions in Duel Chess Game are in accordance with the material taught by the teacher.			3	8	9	86

No Item	Questionnaire Items	Score					Total Score
		1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
14.	I feel disappointed when my team lost in Duel Chess Game			2	6	12	90
15.	I feel so happy when I able to answer many questions than my friend.			2	9	9	87

Table 4.10 Finding on Questionnaire Field-Testing

Finding on Students' Field Testing Questionnaire	<ul style="list-style-type: none"> Nearly 55% students strongly agree that I prefer to learn passive voice by group mates.
	<ul style="list-style-type: none"> Nearly 50% students strongly agree that I feel so happy learning and collaborating with group friends during the passive voice learning process.
	<ul style="list-style-type: none"> Nearly 65% students strongly agree that Duel Chess Game is appropriate media for studying passive voice.
	<ul style="list-style-type: none"> Nearly 80% students strongly agree that Duel Chess Game makes me challenged in learning passive voice.
	<ul style="list-style-type: none"> Nearly 70% students strongly agree that Competitive learning process in Duel Chess Game makes me not fell bored to learning passive voice.
Finding on Students' Field Testing Questionnaire	<ul style="list-style-type: none"> Nearly 75% students agree that Since using Duel Chess Game, I become more active when learning passive voice.
	<ul style="list-style-type: none"> Nearly 40% students agree that I feel helped to be more cooperative with the team formation in Duel Chess Game.
	<ul style="list-style-type: none"> Nearly 50% students strongly agree that by the team formation in Duel Chess Game, I become more daring to ask about the material that I had not mastered to my friends.
	<ul style="list-style-type: none"> Nearly 45% students strongly agree that after any team formation in Duel Chess Game, I become more active in sharing knowledge about passive voice to my friends.
	<ul style="list-style-type: none"> Nearly 45% students strongly agree that The existence of Duel Chess Game for passive voice makes me more serious in following the learning process.
	<ul style="list-style-type: none"> Nearly 40% students agree that by the obligation to answer the questions at every step in Duel Chess Game, I feel that passive voice material is easier for me to understand.
	<ul style="list-style-type: none"> Nearly 65% students strongly agree that I do not have trouble when answering the questions in Duel Chess Game.
	<ul style="list-style-type: none"> Nearly 45% students agree that I feel that questions in Duel Chess Game are in accordance with the material taught by the teacher.
	<ul style="list-style-type: none"> Nearly 60% students strongly agree that I feel disappointed when my

	team lost in Duel Chess Game.
	<ul style="list-style-type: none"> Nearly 45% students strongly agree that I feel so happy when I able to answer many questions than my friend.

Finding of T-Test Analysis

T-Test for pre-test and post-test experimental group was used to know how far the improvement of students' achievement after using Duel Chess Game. Here, the results of the pre-test and post-test t-test in experimental group using paired sample t-test:

Table 4.13 Independent Sample T-Test Experimental and Control Groups

		Lavene's Test for Equality of Variances		T-Test for Equality of Means			
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Pre-test	Equal variances assumed	,926	,342	,009	39	,993	,0476
	Equal variances not assumed			,009	37,103	,993	,0476
Post-test	Equal variances assumed	10,227	,003	8,570	39	,000	35,9524
	Equal variances not assumed			8,432	26,412	,000	35,9524

Based on the "Independent Samples Test" the Sig. (2-tailed) of post-test are $0.000 < 0.05$, then as the basic rules of making the independent sample t-test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant difference between the average student learning outcomes in the experimental and control groups. So, Duel Chess Game as the product of this research is an effective learning media to vocational high school students especially for introduce passive voice.

Discussion

Based on the research finding explained above, the discussion of this research are:

Table 4.14 The Discussion of the Research Finding

Developing Duel Chess Game as A Media In Learning Passive Voice	Discussions
	Regarding the content of this research material is passive voice that consists of 50 questions that must be answered by students.
	Regarding to the product development steps on this research that took five steps was in line with expert explanation they are; need analysis, studying recent theories of education product development, developing the educational product, validating the product to expert and field-testing the product. Latief (2010:106) stated that there are five procedures of development. They are need analysis, studying recent theories of education product development, developing the educational product, validating the product to expert, and field-testing the product. Meanwhile, to conduct the research it is also uses quasi experimental with pre-test before field testing and post-test after field testing.
	Regarding to the product of this research (Duel Chess Game) that was in line with the students' need and was explained in the finding above

Regarding to the form of product (Board Game) on this research was in line with expert explanation. The benefit of implementing board game is reducing the student anxiety. Board game should consist of warm-up activities, formal instructions, assignments, and wrapping / reflection activities. Chang & Cogswell (2008: 1)

CONCLUSION AND SUGGESTION

The outcome of this research was Duel Chess Game. The research procedure was adapted from Latief, (2015:174). Thus, there were five steps conducted to create Duel Chess Game as learning media of passive voice in this research. They were need analysis, studying recent theories, developing the product, validating the product to experts and field testing the product. First, Duel Chess Game was done need analysis step, then the result of need analysis shows that the score was nearly agree in *Likert Scale*. It can be seen from the continuum diagram of need analysis where the score was 1056. Second, researcher studied recent theories about theory of Research and Development, theory of grammar, theory of board game, and theory of Duel Chess Game. Third, the developing product was done by need analysis and the material of this product was taken from the student's English book. Fourth, the product had been validated by the expert who gave evaluation and suggestion. Fifth, field-testing was conducted to know the implementation and the effect of the product towards the eleventh grade of SMK Ar-Ridlwani. The findings of the field-testing showed that the product got

the good responses from the teacher and the students which was the position in agree category with the score were 1333. It showed that they satisfied with the product. While, based on Dependent Sample Test output table the sig. (2-tailed) showed $0.000 < 0.05$ that mean H_0 is rejected and H_a was accepted. H_0 mean that there was no difference average between pre-test and post-test. H_a mean that there was any difference average between pre-test and post-test. So, there was any significant effect of Duel Chess Game. Duel Chess Game was implemented and useful in teaching and learning process of passive voice learning.

In conclusion, based on the finding of the research explained above, this research has been able to answer the research question that states; How to develop Duel Chess Game as a media in learning grammatical structure of passive voice for eleventh grade student of SMK Ar-Ridlwana?". Furthermore, this research has been able to achieve the objective of the research which was to develop Duel Chess Game as a media in learning grammatical structure of passive voice for eleventh grade student of SMK Ar-Ridlwana.

Suggestion

After giving the findings and conclusion explained above, there are some suggestion for people who finds some benefit of this research. First, it was for the English teacher where is better to use Duel Chess Game as an attractive learning media for teaching passive voice. The second is for the students learning English, especially passive voice material. It suggests to you to use Duel Chess Game to make your study better. The last is for the next researcher who may use the research finding of this research as the information and reference for their research.

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