

MAKING LUDO WORD GAME (LWG) TO LEARN GRAMMAR FOR SENIOR HIGH SCHOOL STUDENTS

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***Abstract:** English Grammar is the rules how to make a sentence in learning English. English Grammar is the important part in English, but learning Grammar is not easy especially for student Senior High School. It is because grammar has many formulas to be memorized. There are various ways in learning English that can help the students in learning English Grammar. One of the most popular and effective ways is by using games. There are many types of games that can be used as learning method and media, either electronic or conventional. One of the games is Ludo Word Game. In this study, the research question was “Is there a Ludo Word Game to learn grammar for senior high school students?. The objective of this study was to make a Ludo Word to learn grammar for senior high school students. The method of the study used was descriptive research. The result of this study was a set of Ludo Word Game that was modified with question cards. In addition, this game can help the students in learning English and can be a medium for the teacher in teaching English especially grammar.*

***Keywords:** Grammar, Game, Ludo Word Game*

INTRODUCTION

Nowadays, English is very important in our life in many aspects. Almost every aspect such as: technology, education, business and others use English as a media to communicate. If someone does not know about English, she or he will get difficulties in speaking with the

foreigner, entering foreign school, using the technology and also getting a job. That is why English is very important to be mastered.

In Indonesia, government has obligated that English must be learned start elementary school until senior high school. It is supported by the education curriculum used in Indonesia.

In addition, many universities have decided that English has to be learned in every major.

As a foreign language, learning English is not easy for the student. The students must learn many skills in English. There are Speaking, Writing, Reading and Listening. One of them that must be mastered is Grammar. Grammar is the rules how to make a sentence. Grammar can help the students to be good in writing. Grammar is the important part in English, but learning Grammar is not easy. It is because Grammar has many formulas to be memorized. Memorizing all of formulas is the difficult thing for many students including senior high school students. Based on writer's observation in SMK Dharma Maitreya, there were many students faced many difficulties in learning English especially in Grammar. First problem was the method and media of teaching is monotone and not interested. The teacher as the center and the one who speaks the most tends to make the students get bored and cannot catch the lesson

well. The second problem was memorizing the formulas. the teacher always orders them to memorize formulas of grammar and give homework. They were the reason why they were not motivated in learning Grammar.

Some of students prefer to get zero score than have to memorize the formulas.

Based on the ideas and phenomena above, the writer decided to make a game to help the student to enjoy learning English which entitled "The Making of Ludo Words Game (LWG) to Improve Student's Mastery in Grammar for Senior High School".

REVIEW OF RELATED LITERATURE

English Grammar

According to Huddleston (2000), grammar of a language shows the rules of the meaning and the sentences format. Then, Huddleston and Pullum (2005) also say that grammar has correlation with the form and structure of sentences and the smaller units such as clauses, phrases, and words. In addition, Greenbaum and

Nelson (2009) state that Grammar is used as a set of rules that enable us to combine words in English into larger units.

Game

According to Dawang (2005), Game can be played by certain rules so that there will be the winner and loser and the purpose is only for refreshing. In addition, Salen and Zimmerman (2003) add that “a game is a system in which players engage in an artificial conflict, defined by rules, that produces measurable results.”

Educational Game

Ismail (2006) defines that education game can be a fun activity or media that educative. In addition, Edward (2009) adds that game as a effective media in teaching that contains fundamental studying and effectiveness instructure in difficulty levels. Furthermore, Eva (2009) says that to stimulate mind set and focus in solving problem can use education game.

Ludo Game

According to Hancock (2008), Ludo Game is a speeding competitor that the players sit

around a board and play their pawns from starting position to finishing position. The player has to throw the dice and run their pawns according the number of they have thrown.

METHODOLOGY OF STUDY

The method used in this study was descriptive research. It explained the problem qualitatively to uncover solutions

Equipment

Personal Computer (PC),
Flashdisk, *Photoscape*, *Paint*,
Microsoft Word, *Mozilla Firefox*
10.1

Materials

A used plywood, paint, tools, paper, an used checkers.

Procedure of the Study

1. Literature Study

The data for this study was retrieved and collected from several resources. For the model of the game, it is refer to the previous models which exist in several websites, and then it was modified based on the need of this study. Meanwhile, the grammar of this game was collected from several

grammar books for senior high school student and internet.

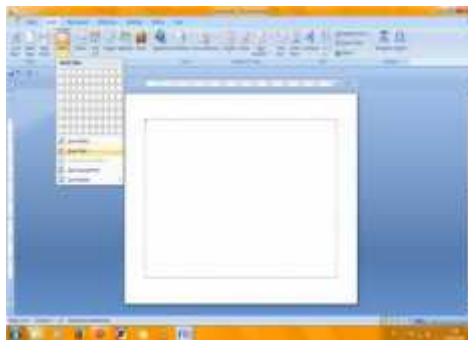
2. Product Design

- a. The procedure of designing the board of Ludo Words Game (LWG)

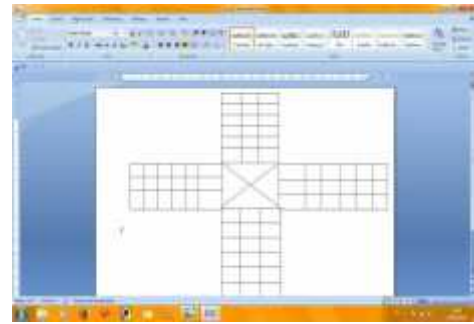
In designing the board of Ludo Word Game (LWG), the first step was open Microsoft Office and change the page lay out to be landscape as shown below.



The next step was making the table for Ludo game. In this study, the writer used *table* on *insert*.



After that, drew the tables as existing Ludo Game.

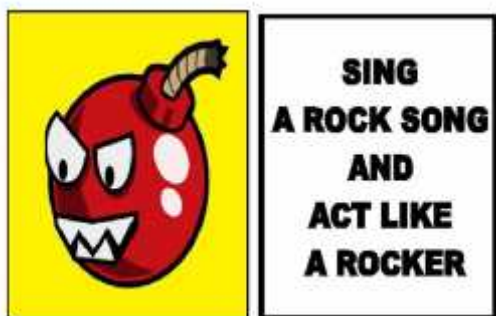
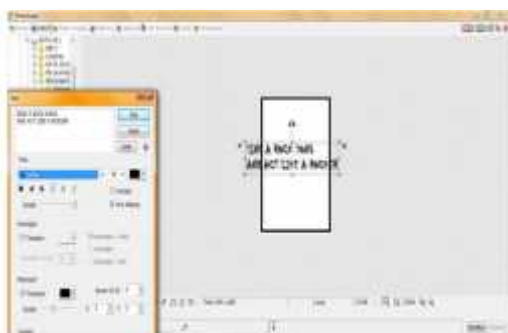
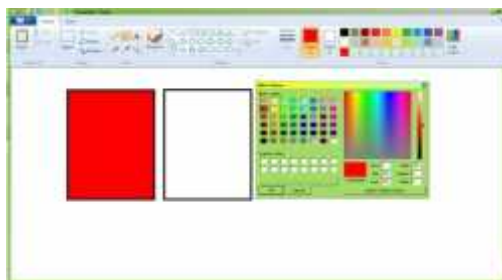


Then, designing the board of Ludo Words Game with animations got from *google* and did not forget to give color for the table. It made your Ludo Word Game to be attractive.

- b. The Procedure of Designing The Cards

The first step was drawing two rectangles in *Paint* worksheet. The first one was colored as the front side of the card, while another one was plain as the backside of the card. Then, the result saved to be edited in *Photoscape*. The process done in this application was inserting the text into the cards. The tool used is "insert text" in object tool. The first step was choosing the font type, the size and the color. The next was determining the position of the text, vertical or horizontal. The processes done for both front

side and backside of the card were the same.



After the process was done, the final result for the card design was shown below.

RESULT AND DISCUSSION

Result of the Product

The result of this study was a set of Ludo Words Game (LWG) which can be used as a media to learn English Grammar. A set of this game contains a board of Ludo Words Game (LWG), eight pawns,

a dice, and four sets of questions cards.

1) The board of Ludo Words Game

The game board had seventy two grids with three different colors which represented the colors of the questions cards. There were five homes including the finish. The size of the board was 50 cm x 50 cm with each grid has length 3 cm and width 3 cm.

2) Dice and Pawns

There were a dice and eight pawns for this game. The dice was made from wooden which was painted. The pawns was from an used checkers and painted. The colour of dice was black and the colour of pawns were white, yellow, purple and blue.

3) The Question Cards

Yellow Card

This card is called “Boom Card”. The card will be given to the player who cannot answer the question. This is the punishment card for the player, so the requests in it are vary. For example, the text on the card is “Act like a model on the catwalk”. It means that the

player has to act like a model as the punishment.

Red card

This card is called “Fill the blank!”. This card asks the players to fill the blank based on the hint of tenses given. For example, in the card written “Andi (wash) his clothes now” with the hint “Present Continuous”. It means that the sentence is about Present Continuous and the player has to fill the blank correctly into “Andi is washing his clothes now.”

Black card

This card is called “Correct the error!”. This card contains error sentence and it is not suitable to the tenses formulas, so the player who gets this card is asked to correct the sentence. For example in the card written “Mr. Ari is talking with him” with the hint “Preposition”. It means that the incorrect word is with .So, the player has to make it correct by changing it into “Mr. Ari is talking to him”.

Blue card

This card is called “Jumbled Card”. The question in this card is jumbled sentence. The player has to arrange it into the correct sentence.

For example, in the card written “by – our – us – old – car – will – sold – be - ?”. It means that the player has to arrange it into “our old card will be sold by us”.

Evaluations

There were four evaluators who evaluate the product; the advisor, the lecturer, the teacher , and the students. The evaluation from the teacher and the students was done in a time, while the evaluation from the advisor and the lecturer were done separately. For the students and the teacher, the evaluation was done during English class, and for the advisor and the lecturer, they were done during the consultation of final project process.

Advisor of final project

The advisor of the final project is the lecturer pointed as an advisor. The first suggestion given was adding more cards. The second was changing the colour of board game. There were two colours that look like same. The advisor wanted a different colour to make it more attractive.

Lecturer of Business English**Study program**

There was a lecturer Business English involved in the evaluation. The opinion given was interesting and colorful. The weakness of the game written was there was no time limit to answer each question in the question card. The main suggestion given by the lecturers was giving the time limit to answer the question. Another suggestion was giving a cup for the dice.

The teacher

There was a teacher involved in the evaluation. The opinion given was interesting and motivating the students in study English. The weakness of the game written was the position of players had to be coordinated in playing the game. The main suggestion given by the lecturers was giving the time limit to answer the question. Another suggestion was giving the dispensation for another player to play the game.

Students of First Grade of Senior**High School**

There were nineteen students involved in the evaluation. The responses given by all students

were positive. According to them, the game was good, interesting, and creative. In addition, the game can help them in learning English. The game was also easy to be played.

The weakness of the game written was adding more time limitation to answer the question. Therefore, they suggested that the adding of time limit is given. Another suggestion given was to minimize the size of dice. The dice was so heavy and big and it could not bounce.

Problem

There was a problem faced during the processes of making this game. It was using the applications to design the game. In designing this game, there were several applications in computer used, such as *Photoshop*, and etcetera. However, there were no specific subjects about IT taught in Business English Study Program. Therefore, there were some difficulties in designing the product because there was no enough knowledge about the application. That was why the game designed using one application and

“Microsoft Office” used basic skills and easy too.

CONCLUSION

There are several conclusions made after the discussion in processing and the result of the final project. The main purpose of this study is to make a Ludo Words Game to improve student's mastery in English Grammar for Senior High School.

There were two processes of the game were designing the game and making of game. In designing the game, there were applications used such as *Microsoft Office*, *Paint* and *Photoscape*. In making the game, there were several processes such as the process of making the board game, the cards, the pawns and the dice. The evaluation was done with the students of first grade, the teacher, the advisor and the lecturer of Business English Study Program. The result of this evaluation was satisfying in which the students, the teacher, the advisor and the lecturer gave positive responses to the game. However, there were several weaknesses mentioned such as the

time limit to answer the questions. That was why the suggestion given was adding the time limit to answer each question. The problem faced during the project was using the application to design the board and the cards of game. The result of this study is a set of Ludo Words Game to improve students Grammar that is modified with question cards. In addition, This game can help the student in learning English and can be a media for the teacher in teaching English especially in Grammar.

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