DEVELOPING ROULETTE GAME AS A MEDIA TO IMPROVE GRAMMAR SKILL FOR THE TENTH GRADERS AT PANJURA SENIOR HIGH SCHOOL MALANG

UNDERGRADUATE THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM

DEPARTMENT OF LANGUAGE EDUCATION

FACULTY OF CULTURAL STUDIES

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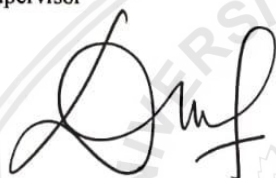
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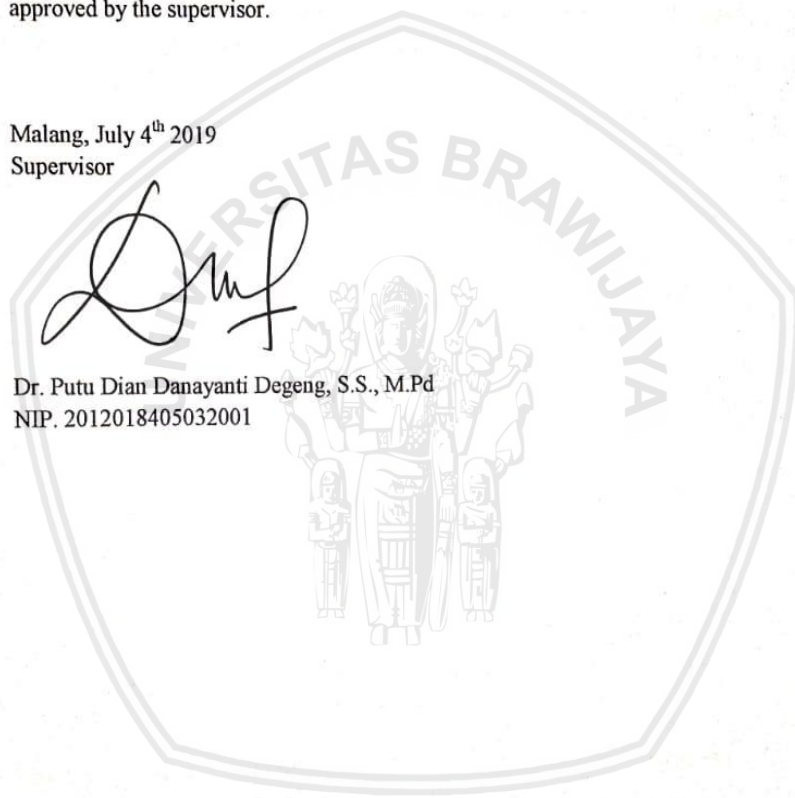Revi Nur Febrianti

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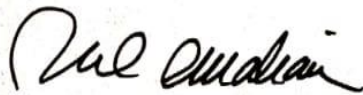
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The Researcher

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ABSTRACT

Nur Febrianti, Revi 2019. **Developing Roulette Game as a Media to Improve Grammar Skill for the Tenth Graders at Panjura Senior High School Malang.** Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Supervisor: Dr. Putu Dian Danayanti Degeng, S.S, M.Pd.

Keywords: Development, grammar, roulette game

Grammar is one of the important components in learning English. Grammar can help students to make sentences easily, align between subject and verb, and use the sentences based on their time of use in English. In order to be able to master grammar, students have to feel comfortable and not stressed. Students feel uncomfortable and depressed because in grammar there are many rules that they must understand especially in tenses. Besides, the tenth graders students in Panjura senior high school Malang had less time to learn grammar. The teacher has tried to teach using several methods to make students more understand about the material in short time, however the problems persist. This study facilitated the students in learning grammar by developing roulette game as a media to improve grammar skill for the tenth graders of senior high school.

This research aimed to develop visual roulette game as a media to improve students' grammar skills. This research used Research and Development model adapted from Borg and Gall. The research instruments were teacher interview guideline, expert validation checklist and questionnaires. The data were obtained from media expert, content expert, and the first year students of Panjura senior high school. The experts were asked to validate the media to see whether the media is appropriate for the tenth graders students for senior high school or not. The data result in this research was analysed qualitatively.

The result of data analyses showed that the media was very good and valid. Experts' response showed that the media can be used to teach grammar for tenth grade students. Students' response from the questionnaire sheet showed that the media was interesting and easy to use. It can be concluded that the media can be used to improve students' grammar skill. For the future researcher, it is suggested to develop roulette game for other materials according to the class level.

ABSTRAK

Nur Febrianti, Revi 2019. **Developing Roulette Game as a Media to Improve Grammar Skill for the Tenth Graders at Panjura Senior High School Malang.** Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing : Dr. Putu Dian Danayanti Degeng, S.S, M.Pd.

Kata Kunci : Pengembangan, tata bahasa, permainan rolet

Grammar adalah salah satu komponen penting dalam belajar bahasa Inggris. Hal ini dikarenakan grammar dapat membantu siswa untuk lebih mudah dalam membuat kalimat, menentukan subjek dan kata kerja yang sesuai, dan menggunakan kalimat berdasarkan waktu penggunaan dalam bahasa inggris. Agar mampu menguasai grammar, siswa harus tetap merasa nyaman dan tidak tertekan. Siswa merasa tidak nyaman dan tertekan karena dalam grammar ada banyak aturan yang harus mereka pahami khusnya pada tensis. Namun, siswa kelas X di SMA Panjura Malang kurang memiliki waktu untuk mempelajari grammar. Guru sudah berusaha untuk mengajar menggunakan berbagai cara pembelajaran untuk membuat siswa lebih paham grammar dalam waktu singkat, namun masalahnya masih terjadi. Berdasarkan masalah tersebut, peneliti mengembangkan *roulette game* sebagai media untuk meningkatkan grammar pada siswa kelas X.

Penelitian ini bertujuan untuk menggembangkan visual *roulette game* sebagai media untuk meningkatkan skil grammar siswa. Pada penelitian ini menggunakan model penelitian R&D yang diadaptasi dari Borg and Gall. Instrumen penelitian adalah panduan interview guru, lembar validasi ahli dan kuisioner. Data penelitian diperoleh dari ahli media, ahli isi, dan siswa kelas X. Para ahli memvalidasi apakah media dan isinya sudah sesuai dengan karakteristik siswa kelas X SMA atau tidak. Data pada penelitian ini dianalisa secara kualitatif.

Hasil analisa data menunjukkan bahwa media sangat bagus dan telah valid. Respon dari para ahli menunjukkan bahwa media sudah dapat digunakkan untuk menggajar grammar bagi siswa kelas sepuluh. Respon dari siswa pada lembar kuisioner menunjukkan bahwa media tersebut menarik dan mudah dimainkan. Sehingga dapat disimpulkan bahwa media dapat digunakan untuk meningkatkan tata bahasa pada siswa. Bagi peneliti selanjutnya, disarankan untuk mengembangkan *roulette game* untuk materi lain sesuai dengan level kelas berbeda.

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CHAPTER I

INTRODUCTION

This chapter reviews the following section. It consists of background of the study, research problem, purpose of the study, specification of the product, significance of the study, limitation of the study, and definition of key terms.

1.1 Background of the Study

The development of the game in the current era is very rapid. Game is made in visual and technology based. Nowadays, games are the most widely used and enjoyed by users of electronic media (Ivan C. Sibero, 2009). Games are made for various purposes, one of which is as a means to learn grammar. Grammar is a skill that explains sentence patterns, alignment between subject and verb, how to use sentences based on their time of use, etc. By mastering grammar, students will easy to understand English. Harmer (2003:142), state grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language.

A matter of fact, students are still having difficulty in learning grammar, because in grammar there are so many rules especially in tenses. Al-Mekhlafi (2011), said grammar causes the student moments of discomfort and sometimes even terror. The terrors are the activities in the class were boring, the lack of subject-verb agreement, plural markers, or rules related to tenses. Therefore the teacher must be

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able to create a comfortable and relaxing learning innovation for students so that they can learn grammar in a fun way.

Innovation in teaching and learning grammar is needed. If the teacher teaches with traditional method and rarely uses the media, it will make students bored. According to Yosie Kristin (2014), learning using the lecture method is very boring for students. Innovation in teaching and learning can use several methods for example, games. Games are used as methods or techniques to involve students in learning activities. Chen (2005), stated that the use of games in teaching and learning process have some benefits, there are encouraging students' participation, improving students' language skills, and increasing students' learning motivation. The other benefits of games range from cognitive aspect of language learning to more co-operative group and as a result games are highly motivating since they are amusing and at the same time challenging. Ersoz (2000), states that games can be used to give practice in all language skills and they can be used to practice many types of communication.

Nowadays, teaching and learning process in senior high school has implemented a student centred learning. In the student centred learning, teacher's role is as translator of knowledge not a source, because the teacher acts as a translator of knowledge, the teacher is asked to be creative in conveying the knowledge to be taught. One of the ways that teacher can do to deliver lessons is using media. Media will help the teacher to deliver learning material to make students understand more about the material being taught.

In this school, English lessons are taught once a week. While teaching English, the teacher usually integrates grammar on the material given. Unfortunately, the teacher cannot explain grammar in detail because the allocation time given is very short, which is around 2 x 45 minutes in every week. One of the ways in which teachers can still explain grammar in detail is when teaching on subject matter that has a extra time allocation, for example during text material (narrative, recount, descriptive).

The researcher found some problems faced by the students in the tenth grade students in Panjura senior high school. The researcher discovered that it was difficult for the some students to make a sentence with a good pattern/tense and they have difficulty choosing and using tense according to the context of their use. The researcher also interviewed the English teacher. The result was that students have limited time to learn grammar. The teacher also has difficulty teaching grammar because of the lack of time given. Teachers cannot explore grammar to the fullest because of time constraints. Grammar can be maximally taught only on material that allocates a considerable amount of time such as text material (narrative, recount, etc.). Other than due to time constraints, there are other causes that make students less in grammar. That is because some students think that grammar is difficult to learn, which makes them sometimes afraid to learn English, especially grammar. The teacher has also tried teaching by using several media, such as power point, pictures, songs, and video, but still can't solve the problem.

Based on the background of the study, the researcher tries to provide a solution. The researcher provided the new learning innovation by developing roulette as a media to learn grammar in an interesting and fun way. The student could use it on free time. Roulette game is an exciting and interesting game to play. By using roulette game the students can feel comfortable and relaxed while learning grammar.

1.2 The Problems of the Study

The tenth graders still have difficulty in learning grammar, because some of them think that grammar is something that is scary and sometimes even terror. This fear makes them feel uncomfortable while learning grammar. Based on the problem, Roulette Game was developed to help the tenth graders of Panjura senior high school Malang to learn grammar especially tenses in an enjoyable and fun way. Roulette Game is a media that can improve students' motivation in learning English especially in grammar.

1.3 Objective of the Study

The objective of the study is to develop Roulette Game to improve student's grammar skill for tenth graders at Panjura Senior High School.

1.4 Specification of the Product

In line with objective of the study, the final product of the development was form of Roulette Game. The product consists of the main product, manual guide for

teacher and student, and questions sheet. The product is visual-based game and can be used by the users, especially the students as a proponent media to improve student's grammar skill. It supports student's centred learning so that the students can play the roulette game individually with less teacher assistance. This product helps students learn grammar, especially simple past, past continuous, and past perfect. The three tenses are contained in the 2013 revised 2016 English curriculum for tenth grade. The material is described in indicators 3.7 and 4.7 about text narratives.

The product is design to be colourful and easy to use. This product is innovation for learning grammar. In order to use this media, the material taught must have two tenses or more. Tenses used in this product were simple past tense, past continuous tense, and past perfect tense. Product is a swivel wheel game that is usually made of thin round-shaped planks like wheel. The diameter of wheel is 17 cm. The wheel is mounted on a thin box shaped 27cm by 27cm. The workings of this roulette are rotated in a clockwise direction, then when the rotation stops there will be an object like clockwork on one side to determine what clue will be obtained. Clockwork is mounted on the upper side of the base board. On the wheel there will be several clues. If you have got the clue, the next step is to read the instructions on the question paper. On paper there are questions, types of tenses, time allocations, and points to be obtained The product was developed for tenth graders students. This media can be played in small groups up to six members. This product was made students become interested in learning English.

The product was provided with rules that function to regulate how to play, play time, and number of players. This rule is made to make it easier for players to operate the game.

1.5 Significance of the Study

The finding of this study will be useful for:

1. The Students and The English Teacher

    The product can be used as a supporting media to learn grammar. This product can also make them able to learn grammar especially the tenses in a fun way.

2. The Further Researcher

    The results of this study are expected to provide information about learning media that can be used by students to improve their grammar skills, especially tensions and can be used as a reference to make another study related to this research.

1.6 Limitation of the Product

1. This media was developed to learn tenses on grammar.
2. This media was developed for tenth graders students.
3. This media was developed for English subjects whose material contained two or more tenses. For example: Narrative text.

4. This main product consisted of three tenses. There are simple past tense, past continuous tense, and past perfect tense.

5. This media can be played in small groups up to six members.

6. The roulette game is media made of wood and boards, so it takes effort to carry the media because the media is quite heavy.

1.7 Definition of key Terms

To avoid problem in this study, the researcher would like to explain and define the key terms used:

1. **Development :** A sequence of procedural activity include of define stage, design stage, develop stage, and disseminate stage. (Arsyad, 2013)

2. **Grammar :** Grammar is a language to learn about language. (Barbara Dykes, 2007: 5)

3. **Grammatical Tense :** Tense is a verb (verb) to show a form of action within a certain time in the English sentences are usually divided into three times namely, past, present, and future. (Betty Schrampfer Azar, 1998)

4. **Roulette Game :** Roulette game is a game developed by researchers. This game is in the form of a swivel wheel containing material in the form of tenses in grammar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework and relevant previous studies. The topics explained in this chapter are grammar, teaching grammar in senior high school, roulette game, and previous studies.

2.1 Grammar

In English, Grammar is an important component. Grammar is a component to understand the ways, the combinations, the use of sentences. Harmer (2001, p12), explains grammar as a word for change in forms and can be combined into sentence in the language. With the presence of grammar can help to master English as a maximum, especially in the rules of the sentence.

The definition of grammar has been proposed by many experts. According to Jeffrey Coghill and Stacy Magendanz (2003: xvi), define grammar is language of the rules of governing its structure. Grammar determines how words are arranged to form meaningful units. In line with Jeffrey Coghill and Stacy Magendanz (2003: xvi), Michael Swan (2005: xix), a linguist also define grammar is the rules that show how words are combined, arranged. So the meaning of grammar is a rule about a combination of several words that are compiled or changed and can provide several different types of meanings.

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2.1.1   Kinds of Grammar

Richard Nordquist (2013), mentions 10 ways of analysing the structures and functions of language; comparative grammar, generative grammar, mental grammar, pedagogical grammar, performance grammar, transformational grammar, universal grammar, reference grammar, theoretical grammar, and traditional grammar. On the other hand, according to David Crystal (2003), describes several types of grammar, there are; descriptive grammar, pedagogical grammar, prescriptive grammar, reference grammar, theoretical grammar.

In addition, in grammar there is also grammatical tense. Grammatical tense is used to determine how to use it based on the time of use. Each of these tenses are further subdivided into four types like; (a) The Present Tense: Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense; (b) The Past Tense: Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense; (c) The Future Tense: Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense

The purpose of the kinds of grammatical tense is to determine the timing of using sentences based on the time the sentence is spoken / used. So to find out the meaning and purpose of the conversation, someone can see from the use of tenses used.

2.2 Teaching Grammar in Senior High School

Teachers have an important role in giving the students' knowledge in mastering English, especially grammar. This is because with grammar it will complete 4 skills in English. Grammar is a necessary for supporting component in English. By mastering grammar students can understand every word when they are reading as well as speaking, listening, and writing (Aurisna Nurah, 2016). Teachers should find out a suitable technique how the students can master the grammar in an effective and easy way. A good teacher should prepare themselves with various and up-to-date technique (Alqahtani, 2015).

Teacher can use several techniques to teach grammar. Some techniques that can be used to teach grammar, such as dictation, dictogloss, drilling, dialogue building, error correction, songs, and using realia (ETpedia, 2018). Besides, the teacher can also use games during teaching and learning process in the classroom. Teaching grammar by using games can attract students' attention to stay focused and can also make students actively engage during the learning process. Rebekah Stathakis (2013), states games grab students' attention and actively engage them. Besides that**,** by playing a game, students may be able to understand a new concept or idea, take on a different perspective, or experiment with different options or variables. The game can make students learn through the process of playing the game Rebekah Stathakis (2013).

2.3 Roulette Game

Roulette is a spinning horizontal wheel divided into several slots, that is used in the game of roulette (*Collins English Dictionary).* Meanwhile, according to dictionary.com, roulette is a game shaped like a wheel that played on a table marked with numbers 1 to 36, and in some parts it provides opportunities for players to share bets, with other characteristics that are odd or even, red or black. The word roulette comes from French which means small wheel. Roulette is a game commonly used in casino games.

Roulette that is used by researchers is roulette which has been adapted from roulette at casino. It has the same concept but there are a few differences. If roulette usually uses balls to determine results. Meanwhile, in this study researchers used thin metal to be shaped like a clockwork. Roulette game that is used by the researcher is visual based media. Roulette game is developed according to the needs of students in the class. The benefit of using roulette in learning is that the learning atmosphere is not boring. With this new innovation, students are expected to be more interested in learning English, especially grammar and tense.

2.4 Previous Studies

The researcher uses two previous studies as reference in writing her thesis. The first previous study was conducted by Jakfar Sodiq (2017). The title of his research is *Developing Kadas Nakal Board Game as a Supporting Media to Teach*

Vocabulary for the First Year Students of Junior High School. The similarity of this study is that both researchers decided to developed visual based media. The difference is the topic chosen, the previous researcher used vocabulary increasing as the main focus. While in this study, researcher chose to use grammar as the main topic.

The second previous study was conducted by Nur Ima (2017). 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 similarity of this study are that both researchers used grammar as the main focus, and the research subjects were tenth grade high school students. While, the difference is in the media. The previous study, researcher chose to use weblog as the media which is ICT based. In this study, researcher used roulette game as a media and the media is visual based.

CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of the research method. It consists of the research design, the procedure of research and development, the data instrument, the data collection, and the data analysis. Those are explained in the following sub-chapter.

3.1 Research Design

This focused on developing roulette game as a media to improve grammar skill. The research design was used is research and development (R&D). Borg and Gall (1983), states that educational research and development is a process used to develop and validate the educational product. According to Asmani (2011: 141), educational research is a process carried out systematically, logically, and planned to collect, process, analyse, and sum up the data by using certain methods to find answers to problems that exist in the field of education. Based on the expert's explanations, it could be concluded that educational research is a design research that is used to develop and validate a product systematically to be applied to educational fields.

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3.2 Model of Development

Developmental model used in this study was developmental model proposed by Borg and Gall (1983). Borg and Gall proposed ten phases in conducting research and development: information collection, planning, preliminary version of product, preliminary product field note, main product revision, main field test, operating product revision, operational product test, final product revision, and dissemination and implementation.

3.3 Research and Development Procedure

Borg and Gall (2003), suggest that the researcher should undertake small scale project if the researcher plans to do research and development project for finishing thesis or dissertation. Ten phases proposed by Borg and Gall (1983) were reduced by the researcher. Adapting theory and modifying the steps were required to simplify the process because of the time limitation. Procedure of development in the present study was adjusted with the eight phases of conducting research and development.

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│         │  Need Analysis   │         │
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│         │     Planning     │         │
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│         │Product Development│        │
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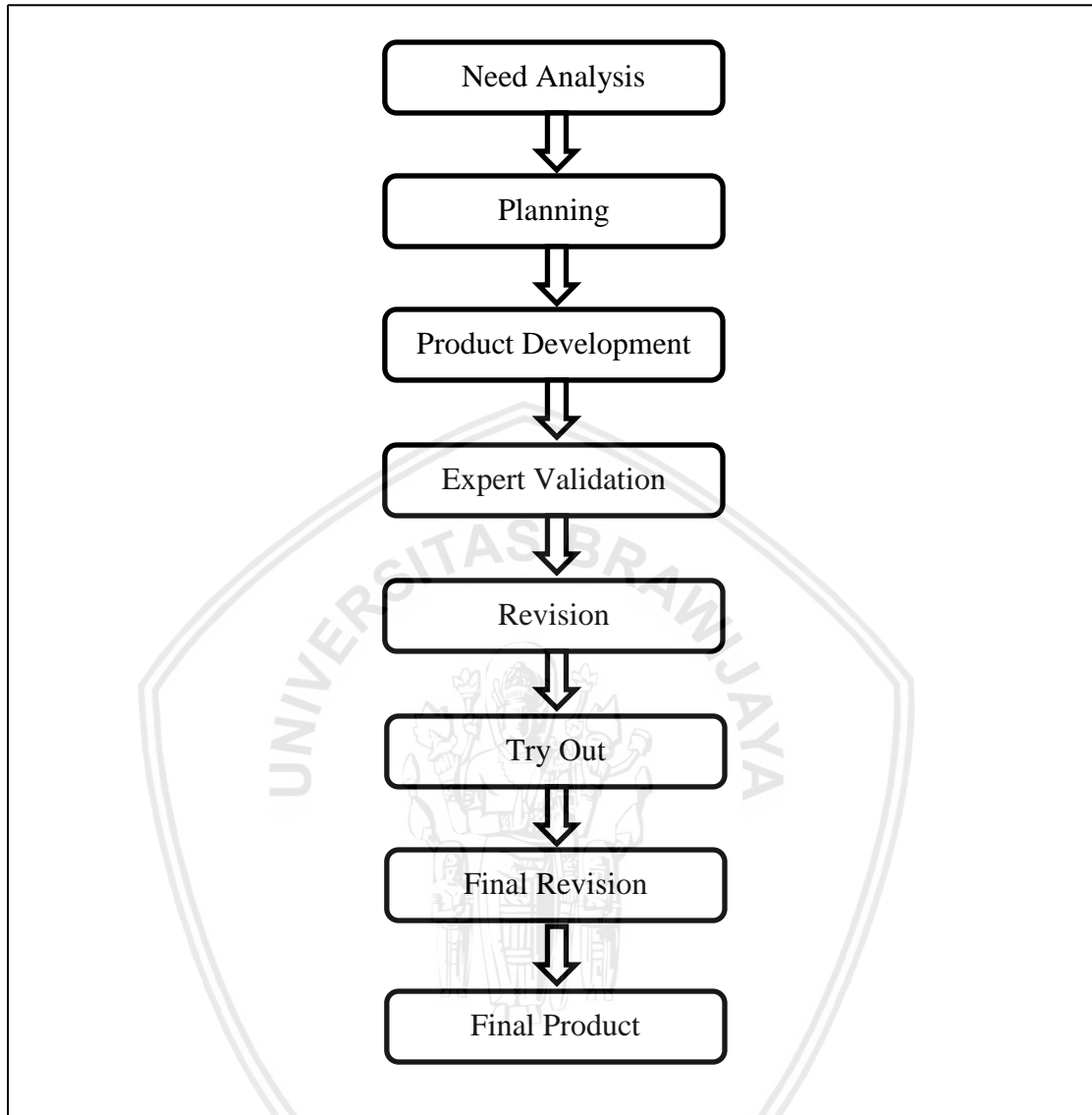
Figure 3.1 Chart of Phases Adapted Borg and Gall's

3.3.1 Need Analyses

The first phase of the research was conducting need analysis to collect the information. The researcher would collect the information about the subject in this

research. Collecting information is something that needs to be done by researcher. Based on this information researcher can find what is needed by teachers and students in teaching and learning process.

The researcher took a note of important things information of the situation during the activity. The researcher used the field note in collecting the information. In addition, researcher also interviewed teachers informally to find out the latest information about class activities. From the need analysis, the researcher found what material included in the media. Need analysis had done to the teacher to get the information needed.

3.3.2 Planning

The second phase of the research was planning. After doing need analysis, the researcher planned the media that would be developed and what materials that would be put into the media. The material must be suitable with the media. Researcher decided to use several tenses in past tense. There are simple past tense, past perfect tense and past continuous tense. The reason why researcher used three tenses of past tense because the students still have difficulty in distinguishing and using three tenses in past tense.

3.3.3 Product Development

After conducted the planning of the product, the third phase was developing the product. In this step, the researcher would develop the product. The need analysis and planning became references for the researcher to develop the media.

3.3.4 Expert Validation

The expert validation was conducted to validate the product. The validation of the product is very important to know how good the product would be. The expert validators were chosen by considering the background of the experts, the experience, and also the expertise. The experts are content expert and media expert.

3.3.5 Revision

The next phase of product development was conducting the revision of the media. In revising the media, the experts considered the appropriateness of the media based on the product evaluation checklist. The experts' comments and suggestions were very beneficial for the product.

3.3.6 Try out

After finishing the revision, the researcher conducted the try out at the first year students of Panjura senior high school. The researcher also distributed questionnaire to the students to get suggestions and comments as a feedback.

3.3.7 Final Revision

The next phase is final revision. The final revision was conducted based on the feedback. The feedback was from suggestions and comments from the try out and questionnaire that was conducted before.

3.3.8 Final Product

The final product is the final phase in Developing Roulette Game as a Media to Improve Grammar Skill for the Tenth Graders at Panjura senior high school

Malang. The final product was conducted after doing the final revision or the feedback from the students, the teacher, and the expert.

3.4 Data and Source of Data

The source of data was divided into three subjects. Those were expert validation, students' try out, and teacher interview. It could be explained as follows.

1. The expert validation

There were two expert validations in this research, namely content expert and media expert.

a. Validator of media expert was Dian Novita Dewi, S.Pd, M.Li., an English Education lecture at Faculty of Cultural Studies, Universitas Brawijaya. She has skill in the development of media. Besides, she has been involved in some courses of English Education such as Curriculum of English Instruction, Guided Listening, etc.

b. Validator of content expert was Aliefiana Budhiarmylia, S.Pd, an English teacher at Panjura Senior High School Malang. She has been involved in teaching some classes of Panjura Senior High School. She teaches all tenth grade, which was divided into two classes of science and four classes of social.

2. Students' try out of developmental product

Students' try out of development product was the first year students of Panjura senior high school Malang. Six students were the participants of this research.

3.   Interview for English teacher

The interview was conducted on September 5th, 2018. In the interview process, the researcher is as the interviewer and the English teacher is as the resource person. This is done in order to get information about the conditions that exist in class. In the interview, there were ten questions that were asked to the English teacher.

3.5 Research Instruments

The data obtained in this research was questionnaire to students, interview guide for the English teacher, and validation checklist of the product for the experts as the research instruments. The data were qualitative data. The questionnaire was given to students to validate whether the media was suitable with their needs or not. The questionnaire given to students consisted of 10 multiple choice questions. Interview guide was given to the English teacher to get the information needed. The interview was conducted at the need analysis phase. In the interview, there were ten questions given to the teacher regarding the conditions in the class. Besides validating the media to students, the researcher also validated the media to two experts, namely media expert and content expert in the form of a validation checklist consisting of several questions concerning the media and content on the game board.

3.6 Data Collection

In this research, the researcher used some instruments to collect the data. The instruments were questionnaire, the checklist of expert validation, and teacher interview. The instruments used in this research were explained as follows.

3.6.1 Questionnaire

The questionnaire was distributed to the first year students of Panjura senior high school Malang. In the questionnaire, there were 10 points which were being asked to students. The questionnaire was adapted from Yonanda Wahyu Hidayah (2017).

3.6.2 Expert Validation Checklist

The validation checklist was divided into two aspects. The aspects were the media and the content of the product. Those checklists were distributed to the experts to validate the product.

3.6.3 Interview

Interview was conducted at the need analysis stage. This is done in order to get information about the conditions that exist in class. In the interview there were ten questions that were asked to the English teacher.

3.7 Data Analysis

After the data had been collected, the researcher would analyse the data. The researcher used descriptive qualitative to analyse the data result. It means that the data result of questionnaire and validation checklist were described in the text form.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents of result from experts, result of data analysis, and try out result.

4.1 Validation Result from Media Expert

The validation by media expert was conducted on April 26th 2019. The purpose of this validation was to validate the media whether it is appropriate with the tenth year students of senior high school or not.

In this evaluation checklist, there were three indicators and thirteen criteria stated to validate the visual media roulette game about grammar especially past tense (simple past, past continuous, and past perfect). The three indicators were content, equipment, and media purpose. Each indicators has criteria, there were five criteria in Content, five criteria in Equipment, and three criteria in Media Purpose.

Table 4.1 Validation Result from Media Expert

No	Indicator	Criteria	Answer	
			Yes	**No**
1.	**Content**	a. Is it suitable for target user ?	✓	
		b. Are the topics interesting for target users ?	✓	
		c. Is it relevance to English students' level ?	✓	
		d. Is it relevance to the language function targeted ?	✓	

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		e. Are the whole pronunciations of the questions correct ?	✓	
Comments and suggestions : Misspelling is still being found in the question. Make sure every document is proved read.				
2	**Equipment**	a. Is the size of the board game enough ?	✓	
		b. Is the size of the questions sheet able to be seen clearly ?	✓	
		c. Is the game guidance able to be understood easily ?	✓	
		d. Is the appearance of the board game interesting ?	✓	
		e. Is the board game appropriate for the users' guide ?	✓	
Comments and suggestions :				
3	**Media Purpose**	a. Is the media easy to use ?	✓	
		b. Is the use of the media able to attract the students' attention ?		✓
		c. Is the purpose of the media use able to be achieved ?	✓	
Comments and suggestions : The media can be used in a small group, and you must add an extra activity to enrich and deep comprehension.				

a. The Description of the Result from Media Expert

Firstly, the first indicator was about content. The first indicator had five criteria. The validator checked the criteria of the media by giving "yes or "no" response. The validator checked "yes" for all those criteria in content indicator. The first criteria was "is it suitable for target user ?". The second criteria was "are the topics interesting for target users ?". The third criteria was "is it relevance to English students' level ?". The fourth criteria was "is it relevance to the language function targeted ?". The last criteria in content indicator was "are the whole pronunciations of

the questions correct ?". She gave "yes" as the answer for all criteria in content indicator. She also state comment in "comments and suggestions" column. She wrote "misspelling is still being found in the question. Make sure every document is proved read".

Secondly, the second indicator was about equipment of the media. The second indicator had five criteria. The validator checked "yes" for all those criteria in equipment indicator. The first criteria in equipment indicator was "is the size of the board game enough ?". The second criteria was "is the size of the questions sheet able to be seen clearly ?". The third criteria was "is the game guidance able to be understood easily ?". The fourth criteria was "is the appearance of the board game interesting ?". The last criteria was about "is the board game appropriate for the users' guide ?". In this indicator, the validators did not give a comment or suggestion.

The last indicator was about media purpose. The third indicator had three criteria. The validator checked "yes" for two criteria and "no" for one criteria. The first criteria was "is the media easy to use ?". The second criteria was "is the use of the media able to attract the students' attention ?". The last criteria was about "is the purpose of the media use able to be achieved ?". The validator also states some comments and suggestions. There were "the media can be used in a small group, and you must add extra activity to enrich and deep comprehension".

4.1.1 Data Analysis from Media Expert

From the description above, it could be concluded that the visual media roulette was valid but needed little revision in the question sheet based on the validator's comment and suggestion. The validation result from the media expert stated the roulette game was very good and can be used without revision.

4.2 Validation Result from Content Expert

The validation that was done by content expert was conducted on April 12th 2019. The purpose of this validation was to validate the media whether it is appropriate with the tenth year students of senior high school or not.

In this evaluation checklist, there were two indicators, six components and sixteen criteria stated to validate the visual media roulette game about grammar especially past tense (simple past, past continuous, and past perfect). There were five component and twelve criteria in the content indicator, one component and four criteria in the level of difficulty indicator.

Table 4.2 Validation Result from Content Expert

No	Indicator	Component	Criteria	Answer	
				Yes	No
1	Content	Instructional Objectives	The topics are suitable for the target learners	✓	
			The board game achieves the objective as media to increase grammar	✓	

				✓	
		Content of the materials	The content of the materials is interesting for target learners	✓	
			The content of the materials is flexible to be used in any situation and condition	✓	
			The instruction of the materials is clear	✓	
			The content of materials is not offensive in term of racism and sexism	✓	
			The questions/ exercise of the material is clear	✓	
		Coverage of the materials	The materials support students centred learning	✓	
			The coverage of materials applies the grammar mastery	✓	
		Grammatical tense	Selection of grammatical tense is appropriate for learners	✓	
			The board game is sufficient in covering the activities related to grammar used	✓	
		Organization of the materials	Grammatical tense is already appropriate with the media (board game)	✓	
2	Level of difficulty	Activities	The activities are appropriate with the materials given	✓	
			The activities have communicative purpose for target learners	✓	
			The activities integrate the knowledge with the target language	✓	
			The materials are easy to understand for target learner		✓

General Comments		
Content		
Level of Difficulty		

a. **The Description of the Result from Content Expert**

Firstly, the first indicator was about content. The first indicator had five component and twelve criteria. The first component was about instructional objectives divided into two criteria. The criteria were "the topics are suitable for the target learners?" and "the board game achieves the objective as media to increase grammar?". The validator gave "yes" as the answer for all criteria in this component. The second component was about content of the materials. This component was divided into five criteria. The five criteria were "the content of the material is interesting for target learners ?" , "the content of the materials is flexible to be used in any situation and condition ?" , "the instruction of the materials is clear ?" , "the content of the materials is not offensive in term of racism and sexism ?" , "the questions/exercise of the material is clear ?". She gave "yes" as the answer for all criteria in this component. The next component was about coverage of the materials. There were two criteria in this component. The two criteria were "the materials support students centred learning?", "the coverage of materials applies the grammar mastery?". The fourth component was about grammatical tense. In this component

there were two criteria. There were "selection of grammatical tense is appropriate for learners?", "the board game is sufficient in covering the activities related to grammar used?". She gave "yes" as the answer for all criteria. The last component was about organization of the materials. This component only has one criteria that was "grammatical tense is already appropriate with the media (board game). She gave "yes" as the answer.

Secondly, the second indicator was about level of difficulty. This indicator was divided into one component and four criteria. The component was about activities. The first criteria was "the activities are appropriate with the materials given". The second criteria was "the activities have communicative purpose for target learners". The third criteria was "the activities integrate the knowledge with the target language". The last criteria was about "the materials are easy to understand for target learner". She gave "yes" for three criteria and "no" for the last criteria. she did not give any comments or suggestions in the column.

4.2.1 Data Analysis from Content Expert

From the description above, it could be concluded that the visual media roulette was valid but needed little revision in the time allocation based on the validator's comment and suggestion which was given directly to the researcher. The validation result from the media content stated the roulette game was good and can be used without revision.

4.3 Try Out Result from Students

Try out of the media which was done by students was conducted on 3rd May 2019. The purpose of conducting the try out was to know whether the media could be played by the students easily and could be used to increase students' grammar mastery or not. In playing this game, it needed 3-6 students. There were six students of tenth year graders at the class. All of them were chosen as the subjects in conducting the try out.

The six students were divided into two groups (Group A & Group B) which consisted of 3 students of each group. First of all, each group has to read the instruction of the game. Next, each group has to twist the roulette and see the clue they got. After that, they read the questions according to the clue they had gotten before. In the question sheet, there are questions about tenses, time allocation, and the score they will get. If the time is up and the group cannot answer the question, the other group can answer the question. The group with the highest score will be a winner.

The detail description of try out result from six students were explained as follows:

1. **Student 1**

a. Questionnaire

Student 1 crossed "yes" as an answer for question one about learning using media. She liked learning English using media. Second question, she crossed

"no". She never played grammar games before. Third question, she crossed "yes" for an answer. She was interested in playing the board game. Fourth question was about the size of the game. She crossed "yes" for it. She liked the size of the game. For the fifth question, she crossed "yes". The fifth question was about the appearance of the board game. Sixth question was whether she could play the board game easily or not. She decided to cross "yes". It means that the game was easy to use. For the seventh question was about the rule. She crossed "yes" as an answer. It means the rules were clear. Eighth question was about the game made her interested in learning grammar or not. She decided to cross "yes" for it. It means that she was more interested in learning English through the board game. Next, ninth question was about memorizing the tenses. She crossed "yes" for it. It means that through the game could make her easy to memorize the tenses. Last question was about the board game made her easy to understand the tenses or not. She crossed "yes" for it. It means the board game helped her understand more about the grammar especially in tenses. She also wrote some comments, there were "the game is interesting and exciting! The game could make her more understand in learning grammar."

2. **Student 2**

a. Questionnaire

Student 2 crossed "yes" as an answer for question one about learning using media. She liked learning English using media. Second question, she crossed "no". She never played grammar games before. Third question, she crossed "yes"

for an answer. She was interested in playing the board game. Fourth question was about the size of the game. She crossed "yes" for it. She liked the size of the game. For the fifth question, she crossed "yes". The fifth question was about the appearance of the board game. Sixth question was whether she could play the board game easily or not. She decided to cross "yes". It means that the game was easy to use. For the seventh question was about the rule. She crossed "yes" as an answer. It means the rules were clear. Eighth question was about the game made her interested in learning grammar or not. She decided to cross "yes" for it. It means that she was more interested in learning English through the board game. Next, ninth question was about memorizing the tenses. She crossed "yes" for it. It means that through the game could make her easy to memorize the tenses. Last question was about the board game made her easy to understand the tensEs or not. She crossed "yes" for it. It means the board game helped her understand more about the grammar especially in tenses. She also wrote some comment, there were "the game is interesting, exciting, increasing our interest in learning. Thank you for having us to play this game."

3. **Student 3**

a. Questionnaire

Student 3 crossed "yes" as an answer for question one about learning using media. He liked learning English using media. Second question, he crossed "no". He never played grammar games before. Third question, he crossed "yes" for an answer.

He was interested in playing the board game. Fourth question was about the size of the game. He crossed "yes" for it. He liked the size of the game. For the fifth question, he crossed "yes". The fifth question was about the appearance of the board game. Sixth question was whether she could play the board game easily or not. He decided to cross "yes". It means that the game was easy to use. For the seventh question was about the rule. He crossed "yes" as an answer. It means the rules were clear. Eighth question was about the game made him interested in learning grammar or not. He decided to cross "yes" for it. It means that he was more interested in learning English through the board game. Next, ninth question was about memorizing the tenses. He crossed "yes" for it. It means that through the game could make him easy to memorize the tenses. Last question was about the board game made him easy to understand the tenses or not. He crossed "yes" for it. It means the board game helped him understand more about the grammar especially in tenses. He also wrote some comment, there were "this game is very exciting, so it can make me feel more comfortable in learning grammar. Material given through media or games can be more easily remembered. Thank you."

4. Student 4

a. Questionnaire

Student 4 crossed "yes" as an answer for question one about learning using media. She liked learning English using media. Second question, she crossed "no". She never played grammar games before. Third question, she crossed "yes" for an

answer. She was interested in playing the board game. Fourth question was about the size of the game. She crossed "yes" for it. She liked the size of the game. For the fifth question, she crossed "yes". The fifth question was about the appearance of the board game. Sixth question was whether she could play the board game easily or not. She decided to cross "yes". It means that the game was easy to use. For the seventh question was about the rule. She crossed "yes" as an answer. It means the rules were clear. Eighth question was about the game made her interested in learning grammar or not. She decided to cross "yes" for it. It means that she was more interested in learning English through the board game. Next, ninth question was about memorizing the tenses. She crossed "yes" for it. It means that through the game could make her easy to memorize the tenses. Last question was about the board game made her easy to understand the tenses or not. She crossed "yes" for it. It means the board game helped her understand more about the grammar especially in tenses. She also wrote a comment; there was "learning while playing English this time was more fun so it's easy to remember the material."

5. Student 5

a. Questionnaire

Student 5 crossed "yes" as an answer for question one about learning using media. He liked learning English using media. Second question, he crossed "no". He never played grammar games before. Third question, he crossed "yes" for an answer. He was interested in playing the board game. Fourth question was about the size of

the game. He crossed "yes" for it. He liked the size of the game. For the fifth question, he crossed "yes". The fifth question was about the appearance of the board game. Sixth question was whether she could play the board game easily or not. He decided to cross "yes". It means that the game was easy to use. For the seventh question was about the rule. He crossed "yes" as an answer. It means the rules were clear. Eighth question was about the game made him interested in learning grammar or not. He decided to cross "yes" for it. It means that he was more interested in learning English through the board game. Next, ninth question was about memorizing the tenses. He crossed "yes" for it. It means that through the game could make him easy to memorize the tenses. Last question was about the board game made him easy to understand the tenses or not. He crossed "yes" for it. It means the board game helped him understand more about the grammar especially in tenses. He also wrote some comment, there were "this game made me easily to memorize the tenses."

6. Student 6

a. Questionnaire

Student 6 crossed "yes" as an answer for question one about learning using media. She liked learning English using media. Second question, she crossed "no". She never played grammar games before. Third question, she crossed "yes" for an answer. She was interested in playing the board game. Fourth question was about the size of the game. She crossed "yes" for it. She liked the size of the game. For the

fifth question, she crossed "yes". The fifth question was about the appearance of the board game. Sixth question was whether she could play the board game easily or not. She decided to cross "yes". It means that the game was easy to use. For the seventh question was about the rule. She crossed "yes" as an answer. It means the rules were clear. Eighth question was about the game made her interested in learning grammar or not. She decided to cross "yes" for it. It means that she was more interested in learning English through the board game. Next, ninth question was about memorizing the tenses. She crossed "yes" for it. It means that through the game could make her easy to memorize the tenses. Last question was about the board game made her easy to understand the tenses or not. She crossed "yes" for it. It means the board game helped her understand more about the grammar especially in tenses. She also wrote some comments, there were "this game was fun. Please add point on each question higher."

To make it clear the result of the questionnaire and student's answer were presented in tables 4.3, 4.4, and 4.5.

Table 4.3 The Result of Students' Questionnaire

No	Questionnaire	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
1	Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan	Yes	Yes	Yes	Yes	Yes	Yes

	media?						
2	Apakah kamu pernah bermain *game* (*grammar games*) ini sebelumnya ?	No	No	No	No	No	No
3	Apakah *game* ini menarik untuk dimainkan ?	Yes	Yes	Yes	Yes	Yes	Yes
4	Apakah kamu menyukai ukuran dari *game* ini ?	Yes	Yes	Yes	Yes	Yes	Yes
5	Apakah kamu menyukai keseluruhan tampilan dari *game* ini ?	Yes	Yes	Yes	Yes	Yes	Yes
6	Apakah kamu bisa memainkan *game* ini dengan mudah ?	Yes	Yes	Yes	Yes	Yes	Yes
7	Apakah aturan peraturan di *game* mudah dimengerti ?	Yes	Yes	Yes	Yes	Yes	Yes
8	Apakah *game* ini membuatmu lebih tertarik untuk belajar grammar dalam bahasa Inggris ?	Yes	Yes	Yes	Yes	Yes	Yes
9	Apakah dengan *game* ini kamu lebih bisa mengingat tensis grammar dalam bahasa Inggris ?	Yes	Yes	Yes	Yes	Yes	Yes
10	Apakah belajar tensis dalam bahasa Inggris menjadi lebih mudah dipahami dengan	Yes	Yes	Yes	Yes	Yes	Yes

	bermain *game* ini ?						

Table 4.4 The Result of Students' Answer (Group 1)

No	Question	Group 1
1	**2x Point** (Make 2 sentences of past continuous tense) Answer : - I was reading a novel at this time yesterday - They were studying English last night	15 x 2 = **30**
2	 (Make 2 sentences of simple past tense based on the picture) Answer : - I studied English yesterday - Teacher taught math to the students in the classroom last Monday	**20**
3	**Write** (Make one sentence of simple past tense by using "write" as a verb) Answer : - I wrote a homework last night	**10**
Total scores		**60**

Table 4.5 The Result of Students' Answer (Group 2)

No	Question	Group 2
1	 (Make 1 sentences of past continuous tense) Answer : - He was eating sandwich at this time last morning	10
2	**Simple Past** (Make 2 sentences of simple past tense based on the picture) Answer : - I ate fried rice last night - My mother cooked a noodle yesterday	20
3	**Read** (Make one sentence of simple past tense by using "read" as a verb) Answer : - My father read a newspaper last morning	10
	Total scores	**40**

Table 4.4 and 4.5, showed that group 1 was the winner from the game. The game was done for 3 rounds. Each group could answer all questions correctly. The final result was that group 2 got 40 points, while group 1 won with 60 points. There was a difference of 20 points between two groups.

4.4 Discussion

Based on the data, it could be concluded that the media could help the students in learning English easily and also could make them enjoy and happy in learning English. Rebekah Stathakis (2013), states games grab students' attention and actively engage them. They were interested in learning English especially tenses through playing the game. Rebekah Stathakis (2013), also state the game can make students learn through the process of playing the game. In line with Rebekah state, the six students successfully answer all the question without mistake. The final product of this research was expected to be able to be used the teacher in teaching English especially in grammar or tenses and students in mastering English grammar easily.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion for the users, and development product.

5.1 Conclusion

After validating the media to the expert validators and conducting try out to the students, the data result could be concluded as follows.

1. Based on the result from media validator, this board game can be used to teach grammar. The board game is interesting, unique, and innovative in teaching grammar to the students. The board game can be a new innovation in teaching grammar. Besides, the media can be used to improve students' skill in grammar especially for the tenth year students of senior high school. The media validators also suggest for the researcher to add an extra activity to enrich and deep comprehension.

2. Based on the result from content validator, this board game also can be used to teach grammar. The validator states that the board game is a good media to teach grammar for the tenth year students of senior high school and able to improve students in learning grammar. She also stated that the board game can be applied to teach grammar to the students. Suggestion from the content expert was the researcher has to be careful with time allocation because the time allocation in some questions were too short.

40

3. The result of try out to the six students of the tenth year students of Panjura Senior High School Malang was in line with the researcher's purpose. The board game is interesting to be used as the media to learn grammar. It makes them enjoy and happy to learn English especially in grammatical tense.

4. The product has strengths and weaknesses. The strengths of the product are interesting to be applied in teaching grammar, supporting student centred learning, provide new innovation in teaching grammar to the teacher, and easy to use. The weaknesses are that it can only be used by the tenth graders who learns tenses on grammar, can be played in small groups and the tenses used only past tense, past continuous tense and past perfect tense.

5.2 Description of the Product

a. Board Game

The main product is a swivel wheel game. The wheel has a diameter of 17cm. A wheel stick on a board with size of 27cm x 27cm. A thin wheel and board on this product are made of thin board.

Figure 5.1 Board Game

b. Guide Book for Teacher

Guide book for teacher is made with A5 paper. It printed by using glossy photo paper. It uses 12 times new roman fonts. It consists of six pages. There are one page for cover, one page for table of contents, and four pages for description, tools, and how to play.

Page 1 — Description

The product is designed to be colourful and easy to use. This product is made for tenth grade students at Panjura Senior High School. The materials of this product are several types of past tense. The tenses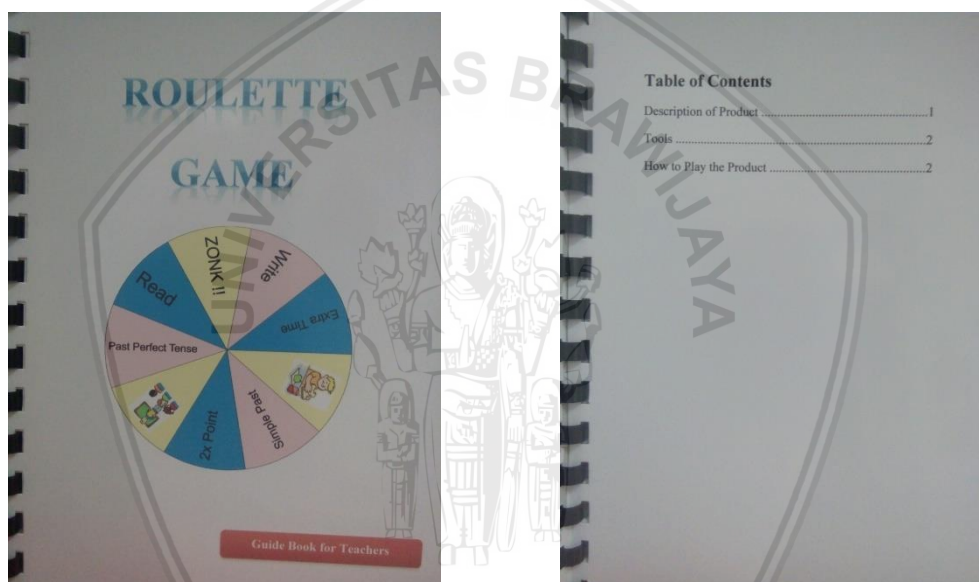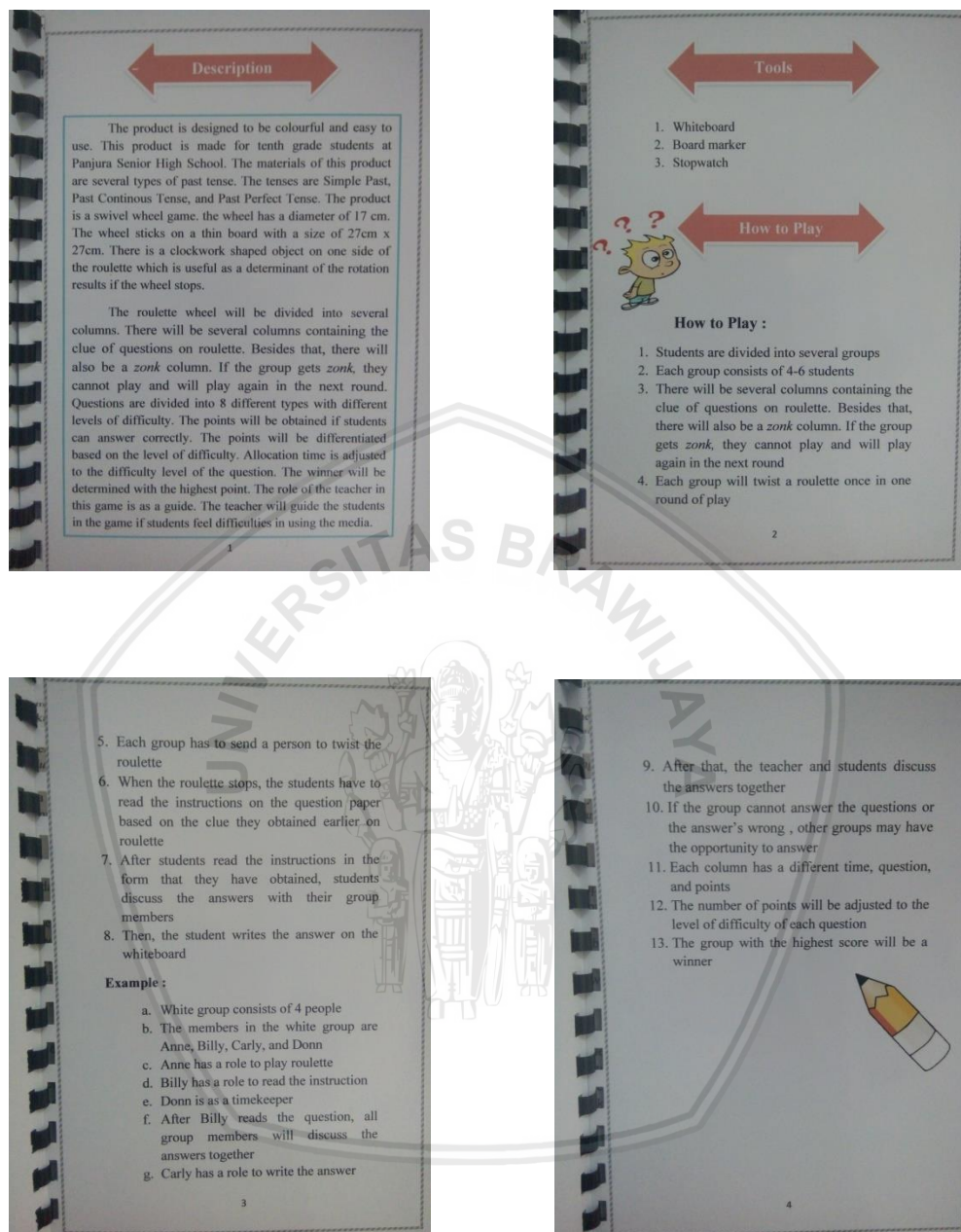 are Simple Past, Past Continous Tense, and Past Perfect Tense. The product is a swivel wheel game. the wheel has a diameter of 17 cm. The wheel sticks on a thin board with a size of 27cm x 27cm. There is a clockwork shaped object on one side of the roulette which is useful as a determinant of the rotation results if the wheel stops.

The roulette wheel will be divided into several columns. There will be several columns containing the clue of questions on roulette. Besides that, there will also be a *zonk* column. If the group gets *zonk*, they cannot play and will play again in the next round. Questions are divided into 8 different types with different levels of difficulty. The points will be obtained if students can answer correctly. The points will be differentiated based on the level of difficulty. Allocation time is adjusted to the difficulty level of the question. The winner will be determined with the highest point. The role of the teacher in this game is as a guide. The teacher will guide the students in the game if students feel difficulties in using the media.

1

Page 2 — Tools

1. Whiteboard
2. Board marker
3. Stopwatch

How to Play

How to Play :

1. Students are divided into several groups
2. Each group consists of 4-6 students
3. There will be several columns containing the clue of questions on roulette. Besides that, there will also be a *zonk* column. If the group gets *zonk*, they cannot play and will play again in the next round
4. Each group will twist a roulette once in one round of play

2

Page 3

5. Each group has to send a person to twist the roulette
6. When the roulette stops, the students have to read the instructions on the question paper based on the clue they obtained earlier on roulette
7. After students read the instructions in the form that they have obtained, students discuss the answers with their group members
8. Then, the student writes the answer on the whiteboard

Example :

a. White group consists of 4 people
b. The members in the white group are Anne, Billy, Carly, and Donn
c. Anne has a role to play roulette
d. Billy has a role to read the instruction
e. Donn is as a timekeeper
f. After Billy reads the question, all group members will discuss the answers together
g. Carly has a role to write the answer

3

Page 4

9. After that, the teacher and students discuss the answers together
10. If the group cannot answer the questions or the answer's wrong , other groups may have the opportunity to answer
11. Each column has a different time, question, and points
12. The number of points will be adjusted to the level of difficulty of each question
13. The group with the highest score will be a winner

4

Figure 5.2 Guide Book for Teacher

c. Guide Book for Students

Guide book for students is made on matte paper (doff) with A4 size. It use the font times new romance size 12. The guidebook for students is made by using two languages, there are English and Indonesian.
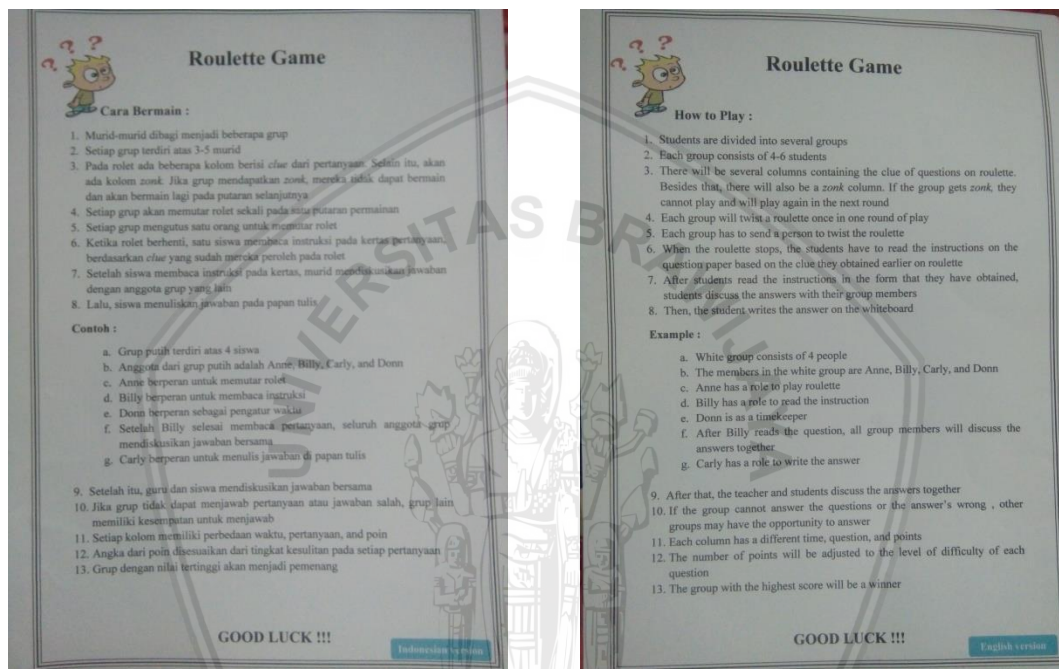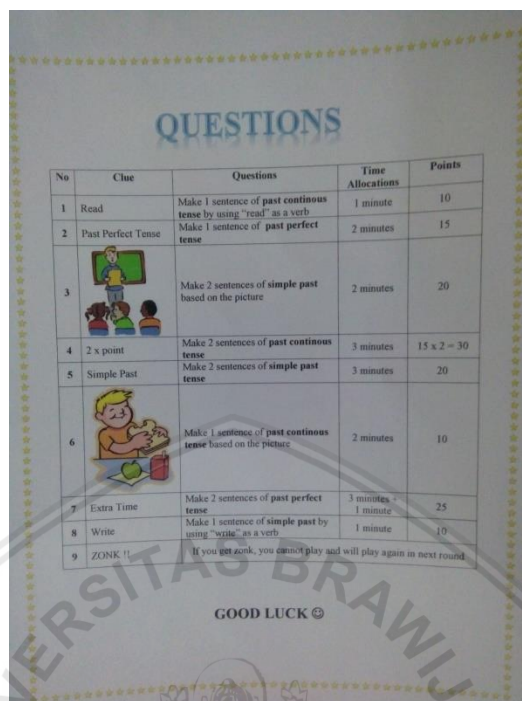

Figure 5.3 Guide Book for Student

d. Question Sheet

Guide book for students is made on matte paper (doff) with A4 size. It uses the font times new romance size 12. On the question sheet, there are 8 types of questions with different levels of difficulty. In addition, there are also a point and time allocation to answer the questions.

Figure 5.4 Questions Sheet

5.3 Suggestion

a. For English teacher

For English teacher, this product is expected to help in teaching grammar. Besides, teacher can also modify the kinds of tenses which are wanted to teach such as present tense or future tense.

b. For future researcher

For the future researcher, the result of this study can be used as reference and new information in doing research especially on developing teaching media. Besides, this media can also be developed in form of ICT based by using technology.

The game is developed only focused about teaching tenses especially past tense (simple past, past continuous tense, past perfect tense) for tenth graders students. The result of try out to students was very good and they were interesting and enjoying in it. Roulette game can also be developed for other grades.

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APPENDICES

APPENDIX 1. CHECKLIST FOR MEDIA

EXPERT VALIDATION CHECKLIST FOR MEDIA

Research Title   :

Researcher   :

Name of Validator   :

Instruction

1. Please give a tick (✔) within the coloumn (yes or no) based on your evaluation toward the media.
2. Please give comments and suggestions for every variable.

No	Indicator	Creteria	Answer	
			Yes	No
1.	**Content**	a. Is it suitable for target user ?		
		b. Are the topics interesting for target users ?		
		c. Is it relevance to English students' level ?		
		d. Is it relevance to the language function targeted ?		
		e. Are the whole pronouncioations of the questions correct ?		
Comments and suggestions :				
2	**Equipment**	a. Is the size of the board game enough ?		
		b. Is the size of the questions sheet able to be seen clearly ?		
		c. Is the game guidance able to be understood easily ?		
		d. Is the appearance of the board game interesting ?		

		e. Is the board game appropriate for the users' guide ?		
Comments and suggestions :				
3	**Media Purpose**	a. Is the media easy to use ?		
		b. Is the use of the media able to atract the students' attention ?		
		c. Is the purpose of the media use able to be achieved ?		
Comments and suggestions :				

Note : adapted from : Wahyu Pubwo Jatmiko (2015)

Yonanda Wahyu Hidayah (2016)

The validator's conclusion

Please give an answer based on your conclusion toward the media.

A. This media :

1. Very Good   2. Good   3. Not Good

B. This media :

1. Can be used without revision   2. Can be used with revision   3. Cannot be used

Malang,   April 2019

Validator

(_____)

APPENDIX 2. CHECKLIST FOR CONTENT

EXPERT VALIDATION CHECKLIST FOR CONTENT

Research Title :

Researcher :

Name of Validator :

Instruction

The following checklist in designed for evaluating the board game as media that aimed to improve grammar for tenth graders students at Panjura Senior High School. Please give checklist mark (✓) under the "Yes" or "No" colomn. Please also give your comment and suggestion to improve the product.

No	Indicator	Component	Creteria	Answer	
				Yes	No
1	Content	Instructional Objectives	The topics are suitable for the target learners		
			The board game achieves the objective as media to increase grammar		
		Content of the materials	The content of the materials is interesting for target learners		
			The content of the materials is flexible to be used in any situation and condition		
			The instruction of the materials is clear		
			The content of materials is not offensive in term of racism and sexism		
			The questions/ exercise of the material is clear		
		Coverage of the materials	The materials support students centered learning		
			The coverage of materials applies		

			the grammar mastery		
		Grammatical tense	Selection of grammatical tense is appropriate for learners		
			The board game is sufficient in covering the activities related to grammar used		
		Organization of the materials	Grammatical tense is already appropriate with the media (board game)		
2	Level of difficulty	Activities	The activities are appropriate with the materials given		
			The activities have communicative purpose for target learners		
			The activities integrate the knowledge with the target language		
			The materials are easy to understand for target learner		
General Comments					
Content					
Level of Difficulty					

Note : adapted from : Jakfar Sodiq (2017)

The validator's conclusion

Please give an answer based on your conclusion toward the media.

C. This media :

2. Very Good   2. Good   3. Not Good

D. This media :

2. Can be used without revision   2. Can be used with revision   3. Cannot be used

Malang,   April 2019

Validator

(_____)

APPENDIX 3. THE RESULT OF CHECKLIST FOR MEDIA

EXPERT VALIDATION CHECKLIST FOR MEDIA

Research Title : Developing Roulette Game as a Media to Improve Grammar Skill for the Tenth Graders Students at Panjura Senior High School

Researcher : Revi Nur Febrianti

Name of Validator : Dian Novita Dewi, S.Pd, M.Li

Instruction

1. Please give a tick (✓) within the coloumn (yes or no) based on your evaluation toward the media.
2. Please give comments and suggestions for every variable.

No	Indicator	Creteria	Answer	
			Yes	No
1.	Content	a. Is it suitable for target user ?	✓	
		b. Are the topics interesting for target users ?	✓	
		c. Is it relevance to English students' level ?	✓	
		d. Is it relevance to the language function targeted ?	✓	
		e. Are the whole pronounciations of the questions correct ?	✓	
	Comments and suggestions : mispelling is still being found in the question. make sure every document is provedread.			
2	Equipment	a. Is the size of the board game enough ?	✓	
		b. Is the size of the questions sheet able to be seen clearly ?	✓	
		c. Is the game guidance able to be understood easily ?	✓	
		d. Is the appearance of the board game interesting ?	✓	
		e. Is the board game appropriate for the users' guide ?	✓	
	Comments and suggestions :			

3	Media Purpose	a.	Is the media easy to use ?	✓	
		b.	Is the use of the media able to atract the students' attention ?		✓
		c.	Is the purpose of the media use able to be achieved ?	✓	

Comments and suggestions :

the media can be used in asmall group, and you must add an extra activity to enrich and deep comprehension.

Note : adapted from : Wahyu Pubwo Jatmiko (2015)

Yonanda Wahyu Hidayah (2016)

The validator's conclusion

Please give an answer based on your conclusion toward the media.

A. This media :

1. Very Good   2. Good   3. Not Good

B. This media :

1. Can be used without revision   2. Can be used with revision   3. Cannot be used

Malang,   April 2019

Validator

Dian Novita Dewi S.Pd. M.Li

APPENDIX 4. THE RESULT OF CHECKLIST FOR CONTENT

EXPERT VALIDATION CHECKLIST FOR CONTENT

Research Title : Developing Roulette Game as a Media to Improve Grammar Skill for the Tenth Graders Students at Panjura Senior High School

Researcher : Revi Nur Febrianti

Name of Validator : Aliefiana Budhiarmylia, S.Pd

Instruction

      The following checklist in designed for evaluating the board game as media that aimed to improve grammar for tenth graders students at Panjura Senior High School. Please give checklist mark (✓) under the "Yes" or "No" colomn. Please also give your comment and suggestion to improve the product.

No	Indicator	Component	Creteria	Answer Yes	Answer No
1	Content	Instructional Objectives	The topics are suitable for the target learners	✓	
			The board game achieves the objective as media to increase grammar	✓	
		Content of the materials	The content of the materials is interesting for target learners	✓	
			The content of the materials is flexible to be used in any situation and condition	✓	
			The instruction of the materials is clear	✓	
			The content of materials is not offensive in term of racism and sexism	✓	
			The questions/ exercise of the material is clear	✓	
		Coverage of the materials	The materials support students centered learning	✓	
			The coverage of materials applies the grammar mastery	✓	
		Grammatical tense	Selection of grammatical tense is appropriate for learners	✓	
			The board game is sufficient in covering the activities related to grammar used	✓	
		Organization of	Grammatical tense is already	✓	

		the materials	appropriate with the media (board game)		
2	Level of difficulty	Activities	The activities are appropriate with the materials given	✓	
			The activities have communicative purpose for target learners	✓	
			The activities integrate the knowledge with the target language	✓	
			The materials are easy to understand for target learner		✓
General Comments					
Content					
Level of Difficulty					

Note : adapted from : Jakfar Sodiq (2017)

The validator's conclusion

Please give an answer based on your conclusion toward the media.

A. **This media :**

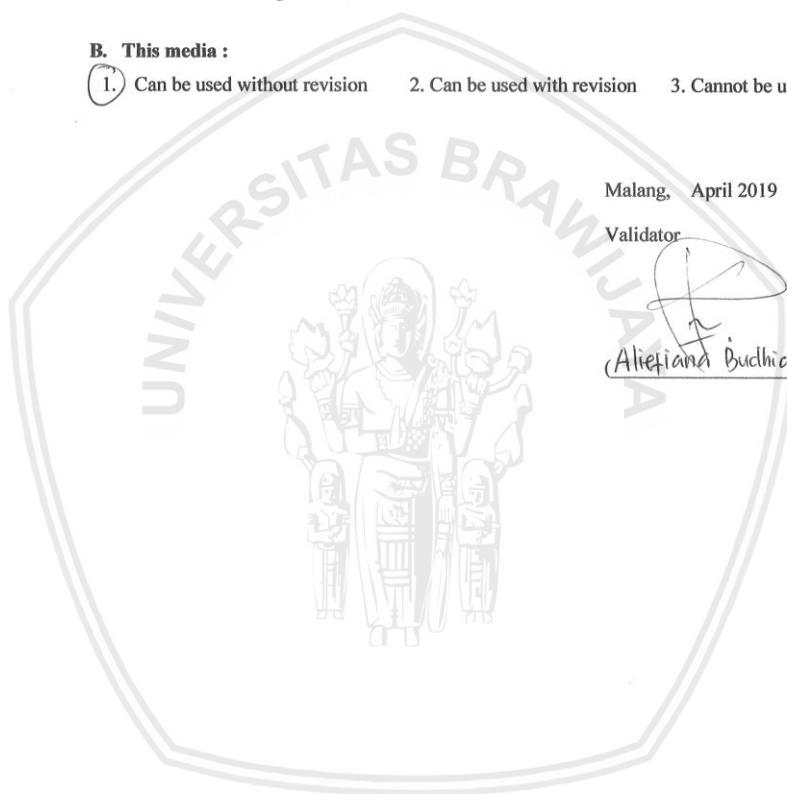   1. Very Good   (2.) Good   3. Not Good

B. **This media :**

   (1.) Can be used without revision   2. Can be used with revision   3. Cannot be used

Malang,   April 2019

Validator

(Aliefiana Budhiarmylia, S.Pd)

APPENDIX 5. STUDENTS' QUESTIONNAIRE

KUESIONER SISWA (TRY OUT)

Nama   :

Kelas   :

Petunjuk

1. Bacalah terlebih dahulu pertanyaan dengan seksama
2. Pilihlah jawaban yang tersedia sesuai dengan pertanyaan
3. Berikan tanda silang (X) pada jawaban yang kalian pilih

Pertanyaan :

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media ?
   a. Ya
   b. Tidak
2. Apakah kamu pernah bermain *game* (*grammar games*) ini sebelumnya ?
   a. Ya
   b. Tidak
3. Apakah *game* ini menarik untuk dimainkan ?
   a. Ya
   b. Tidak
4. Apakah kamu menyukai ukuran dari *game* ini ?
   a. Ya
   b. Tidak
5. Apakah kamu menyukai keseluruhan tampilan dari *game* ini ?
   a. Ya
   b. Tidak
6. Apakah kamu bisa memainkan *game* ini dengan mudah ?
   a. Ya
   b. Tidak
7. Apakah aturan peraturan di *game* mudah dimengerti ?
   a. Ya
   b. Tidak

8. Apakah *game* ini membuatmu lebih tertarik untuk belajar grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
9. Apakah dengan *game* ini kamu lebih bisa mengingat tensis simple past, past continous, dan past perfect dalam bahasa Inggris ?
   a. Ya
   b. Tidak
10. Apakah belajar tensis simple past, past continous, dan past pefect dalam bahasa Inggris menjadi lebih mudah dipahami dengan bermain *game* ini ?
    a. Ya
    b. Tidak

Tulislah kesan, pesan, dan saran yang kamu rasakan setelah mencoba game ini.

....
....
....
....
....
....

Note : adopted from : Wahyu Pubwo Jatmiko (2015)

Yonanda Wahyu Hidayah (2016)

APPENDIX 6. THE RESULT STUDENTS' QUESTIONNAIRE

KUESIONER SISWA (TRY OUT)

Nama : Hani Suraya

Kelas : × Mipa 1

Petunjuk

1. Bacalah terlebih dahulu pertanyaan dengan seksama
2. Pilihlah jawaban yang tersedia sesuai dengan pertanyaan
3. Berikan tanda silang (X) pada jawaban yang kalian pilih

Pertanyaan :

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media ?
   a. Ya
   b. Tidak
2. Apakah kamu pernah bermain *game* (*grammar games*) ini sebelumnya ?
   a. Ya
   b. Tidak
3. Apakah *game* ini menarik untuk dimainkan ?
   a. Ya
   b. Tidak
4. Apakah kamu menyukai ukuran dari *game* ini ?
   a. Ya
   b. Tidak
5. Apakah kamu menyukai keseluruhan tampilan dari *game* ini ?
   a. Ya
   b. Tidak
6. Apakah kamu bisa memainkan *game* ini dengan mudah ?
   a. Ya
   b. Tidak
7. Apakah aturan peraturan di *game* mudah dimengerti ?
   a. Ya
   b. Tidak
8. Apakah *game* ini membuatmu lebih tertarik untuk belajar grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
9. Apakah dengan *game* ini kamu lebih bisa mengingat tensis grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
10. Apakah belajar tensis dalam bahasa Inggris menjadi lebih mudah dipahami dengan bermain *game* ini ?

    ✗ Ya
    b. Tidak

Tulislah kesan, pesan, dan saran yang kamu rasakan setelah mencoba game ini.

Kesan : Gamenya sangat seru dan menarik ! lebih mudah untuk mengerti materi pembelajaran.

Pesan : selalu menggunakan media agar pembelajaran mudah dimengerti dan dimakan gamer tidak membosankan.

Note : adopted from : Wahyu Pubwo Jatmiko (2015)

                      Yonanda Wahyu Hidayah (2016)
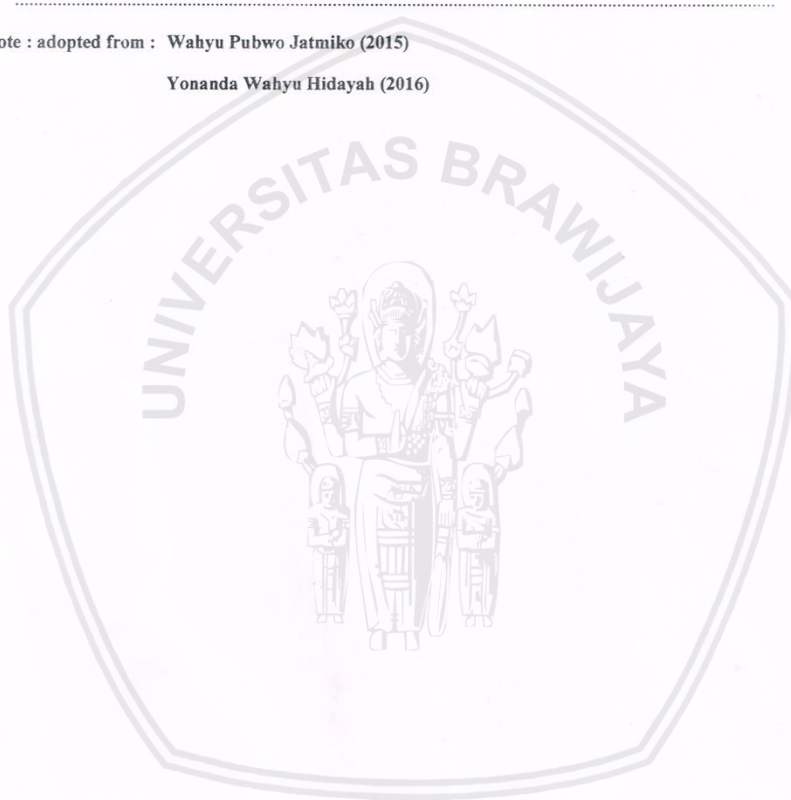
APPENDIX 7. THE RESULT STUDENTS' QUESTIONNAIRE

KUESIONER SISWA (TRY OUT)

Nama   : Tri Diana Wanti

Kelas   : X MIA 1

Petunjuk

1. Bacalah terlebih dahulu pertanyaan dengan seksama
2. Pilihlah jawaban yang tersedia sesuai dengan pertanyaan
3. Berikan tanda silang (X) pada jawaban yang kalian pilih

Pertanyaan :

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media ?
   a. Ya
   b. Tidak
2. Apakah kamu pernah bermain *game* (*grammar games*) ini sebelumnya ?
   a. Ya
   b. Tidak
3. Apakah *game* ini menarik untuk dimainkan ?
   a. Ya
   b. Tidak
4. Apakah kamu menyukai ukuran dari *game* ini ?
   a. Ya
   b. Tidak
5. Apakah kamu menyukai keseluruhan tampilan dari *game* ini ?
   a. Ya
   b. Tidak
6. Apakah kamu bisa memainkan *game* ini dengan mudah ?
   a. Ya
   b. Tidak
7. Apakah aturan peraturan di *game* mudah dimengerti ?
   a. Ya
   b. Tidak
8. Apakah *game* ini membuatmu lebih tertarik untuk belajar grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
9. Apakah dengan *game* ini kamu lebih bisa mengingat tensis grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
10. Apakah belajar tensis dalam bahasa Inggris menjadi lebih mudah dipahami dengan bermain *game* ini ?

a. Ya

b. Tidak

Tulislah kesan, pesan, dan saran yang kamu rasakan setelah mencoba game ini.

Kesan : Menyenangkan, seru, meningkatkan minat tami utk belajar.

Pesan : Terimakasih sudah mengajak tami bermain :)

Note : adopted from : Wahyu Pubwo Jatmiko (2015)

Yonanda Wahyu Hidayah (2016)

APPENDIX 8. THE RESULT STUDENTS' QUESTIONNAIRE

KUESIONER SISWA (TRY OUT)

Nama : SAKA DHARMA AL HAYYU

Kelas : X MIA 1

Petunjuk

1. Bacalah terlebih dahulu pertanyaan dengan seksama
2. Pilihlah jawaban yang tersedia sesuai dengan pertanyaan
3. Berikan tanda silang (X) pada jawaban yang kalian pilih

Pertanyaan :

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media ?
   - X a. Ya
   - b. Tidak
2. Apakah kamu pernah bermain *game* (*grammar games*) ini sebelumnya ?
   - a. Ya
   - X b. Tidak
3. Apakah *game* ini menarik untuk dimainkan ?
   - X a. Ya
   - b. Tidak
4. Apakah kamu menyukai ukuran dari *game* ini ?
   - X a. Ya
   - b. Tidak
5. Apakah kamu menyukai keseluruhan tampilan dari *game* ini ?
   - X a. Ya
   - b. Tidak
6. Apakah kamu bisa memainkan *game* ini dengan mudah ?
   - a. Ya
   - X b. Tidak
7. Apakah aturan peraturan di *game* mudah dimengerti ?
   - X a. Ya
   - b. Tidak
8. Apakah *game* ini membuatmu lebih tertarik untuk belajar grammar dalam bahasa Inggris ?
   - X a. Ya
   - b. Tidak
9. Apakah dengan *game* ini kamu lebih bisa mengingat tensis grammar dalam bahasa Inggris ?
   - X a. Ya
   - b. Tidak
10. Apakah belajar tensis dalam bahasa Inggris menjadi lebih mudah dipahami dengan bermain *game* ini ?

a. Ya

b. Tidak

Tulislah kesan, pesan, dan saran yang kamu rasakan setelah mencoba game ini.

Game kali ini sangat seru, sehingga dapat membuat saya lebih
merasa enjoy dalam pelajaran. Materi yang diberikan melalui
media dan game lebih mudah diingat. Terima kasih ......

Note : adopted from : Wahyu Pubwo Jatmiko (2015)

Yonanda Wahyu Hidayah (2016)

APPENDIX 9. THE RESULT STUDENTS' QUESTIONNAIRE

KUESIONER SISWA (TRY OUT)

Nama : Regita Ratna Dwi

Kelas : X IA I

Petunjuk

1. Bacalah terlebih dahulu pertanyaan dengan seksama
2. Pilihlah jawaban yang tersedia sesuai dengan pertanyaan
3. Berikan tanda silang (X) pada jawaban yang kalian pilih

Pertanyaan :

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media ?
   a. Ya
   b. Tidak
2. Apakah kamu pernah bermain *game* (*grammar games*) ini sebelumnya ?
   a. Ya
   b. Tidak
3. Apakah *game* ini menarik untuk dimainkan ?
   a. Ya
   b. Tidak
4. Apakah kamu menyukai ukuran dari *game* ini ?
   a. Ya
   b. Tidak
5. Apakah kamu menyukai keseluruhan tampilan dari *game* ini ?
   a. Ya
   b. Tidak
6. Apakah kamu bisa memainkan *game* ini dengan mudah ?
   a. Ya
   b. Tidak
7. Apakah aturan peraturan di *game* mudah dimengerti ?
   a. Ya
   b. Tidak
8. Apakah *game* ini membuatmu lebih tertarik untuk belajar grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
9. Apakah dengan *game* ini kamu lebih bisa mengingat tensis grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
10. Apakah belajar tensis dalam bahasa Inggris menjadi lebih mudah dipahami dengan bermain *game* ini ?

X Ya
b. Tidak

Tulislah kesan, pesan, dan saran yang kamu rasakan setelah mencoba game ini.

Belajar sambil bermain bahasa Inggris ini menyenangkan, sehingga mudah mengingat materinya.

Note : adopted from : **Wahyu Pubwo Jatmiko (2015)**

                                 Yonanda Wahyu Hidayah (2016)

APPENDIX 10. THE RESULT STUDENTS' QUESTIONNAIRE

KUESIONER SISWA (TRY OUT)

Nama : Muhamad Maeroful Faizin

Kelas : X MIPA I

Petunjuk

1. Bacalah terlebih dahulu pertanyaan dengan seksama
2. Pilihlah jawaban yang tersedia sesuai dengan pertanyaan
3. Berikan tanda silang (X) pada jawaban yang kalian pilih

Pertanyaan :

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media ?
   a. Ya
   b. Tidak
2. Apakah kamu pernah bermain game (*grammar games*) ini sebelumnya ?
   a. Ya
   b. Tidak
3. Apakah *game* ini menarik untuk dimainkan ?
   a. Ya
   b. Tidak
4. Apakah kamu menyukai ukuran dari *game* ini ?
   a. Ya
   b. Tidak
5. Apakah kamu menyukai keseluruhan tampilan dari *game* ini ?
   a. Ya
   b. Tidak
6. Apakah kamu bisa memainkan *game* ini dengan mudah ?
   a. Ya
   b. Tidak
7. Apakah aturan peraturan di *game* mudah dimengerti ?
   a. Ya
   b. Tidak
8. Apakah *game* ini membuatmu lebih tertarik untuk belajar grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
9. Apakah dengan *game* ini kamu lebih bisa mengingat tensis grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
10. Apakah belajar tensis dalam bahasa Inggris menjadi lebih mudah dipahami dengan bermain *game* ini ?

X Ya
b. Tidak

Tulislah kesan, pesan, dan saran yang kamu rasakan setelah mencoba game ini.
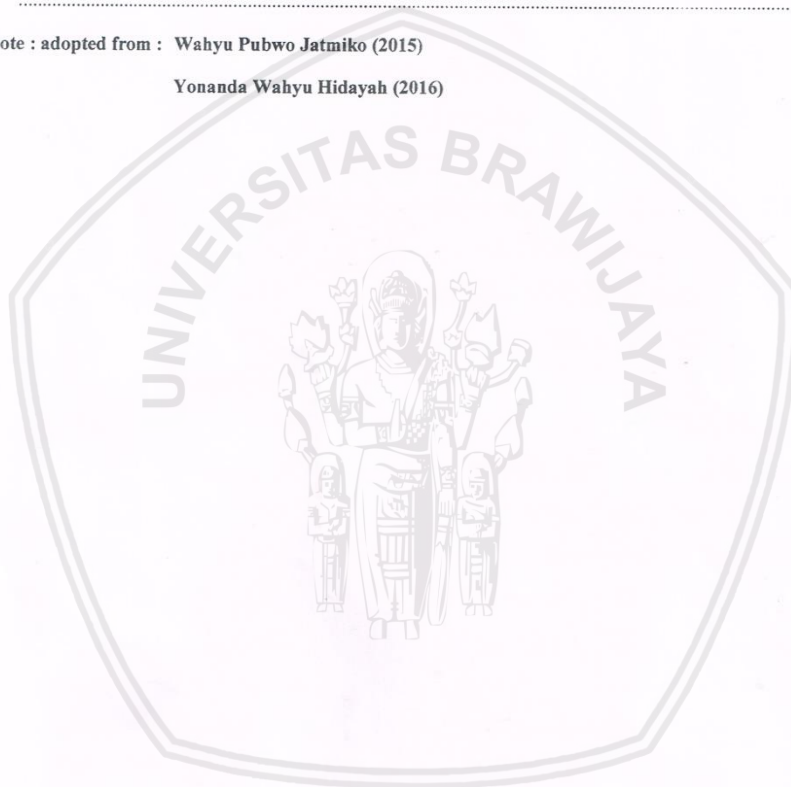
Kesan : saya jadi lebih mudah dalam mengingat tenses

Pesan : Semoga pembelajaran lebih baik

Saran : Dibuat game lagi yg lebih menarik agar proses pembelajaran
menyenangkan dan yg memudahkan dalam mengingat

Note : adopted from : Wahyu Pubwo Jatmiko (2015)

Yonanda Wahyu Hidayah (2016)

APPENDIX 11. THE RESULT STUDENTS' QUESTIONNAIRE

KUESIONER SISWA (TRY OUT)

Nama   : EKA APRILYA P.

Kelas   : X MIA I

Petunjuk

1. Bacalah terlebih dahulu pertanyaan dengan seksama
2. Pilihlah jawaban yang tersedia sesuai dengan pertanyaan
3. Berikan tanda silang (X) pada jawaban yang kalian pilih

Pertanyaan :

1. Apakah kamu menyukai pembelajaran bahasa Inggris dengan menggunakan media ?
   a. Ya
   b. Tidak
2. Apakah kamu pernah bermain *game* (*grammar games*) ini sebelumnya ?
   a. Ya
   b. Tidak
3. Apakah *game* ini menarik untuk dimainkan ?
   a. Ya
   b. Tidak
4. Apakah kamu menyukai ukuran dari *game* ini ?
   a. Ya
   b. Tidak
5. Apakah kamu menyukai keseluruhan tampilan dari *game* ini ?
   a. Ya
   b. Tidak
6. Apakah kamu bisa memainkan *game* ini dengan mudah ?
   a. Ya
   b. Tidak
7. Apakah aturan peraturan di *game* mudah dimengerti ?
   a. Ya
   b. Tidak
8. Apakah *game* ini membuatmu lebih tertarik untuk belajar grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
9. Apakah dengan *game* ini kamu lebih bisa mengingat tensis grammar dalam bahasa Inggris ?
   a. Ya
   b. Tidak
10. Apakah belajar tensis dalam bahasa Inggris menjadi lebih mudah dipahami dengan bermain *game* ini ?

X Ya
b. Tidak

Tulislah kesan, pesan, dan saran yang kamu rasakan setelah mencoba game ini.

Point di setiap grammar ditambahkan, Contoh yang dituliskan bis ditambah lagi. Gamenya menyenangkan.

Note : adopted from :   Wahyu Pubwo Jatmiko (2015)

Yonanda Wahyu Hidayah (2016)

APPENDIX 12. TEACHER'S INTERVIEW GUIDE FOR NEED ANALYSIS

Interviewer   :

Nama Guru (narasumber)   :

Tanggal Interview   :

INTERVIEW GUIDE

1. Berapa jumlah total kelas X yang ibu ajar ? Terdiri atas kelas apa saja ?
2. Dalam seminggu, berapa kali ibu mengajar bahasa Inggris untuk kelas X ?
3. Materi apa yang biasa selalu ibu sisipkan dalam mengajar bahasa Inggirs selain materi utama ?
4. Apakah ibu mengajarkan grammar pada setiap pertemuan ?
5. Untuk grammar, materi apa yang biasa ibu tekankan kepada murid ?
6. Apakah menurut ibu materi tensis perlu diberikan kepada murid ?
7. Kapan ibu mengajarkan tensis kepada murid ?
8. Dalam mengajarkan tensis apakah ibu pernah menggunakan media ?
9. Apakah menurut ibu dengan menggunakan media dapat membantu murid lebih mudah dalam memahami suatu materi ?
10. Selama proses pembelajaran hambatan apa yang ibu rasakan dalam mengajarkan grammar khususnya tensis ?

APPENDIX 13. THE RESULT OF TEACHER'S INTERVIEW GUIDE FOR NEED ANALYSIS

Interviewer : Revi Nur Febrianti

Nama Guru (narasumber) : Aliefiana Budhiarmylia, S.Pd

Tanggal Interview : 5 September 2018

INTERVIEW GUIDE

1. Berapa jumlah total kelas X yang ibu ajar ? Terdiri atas kelas apa saja ?

   Jawab : Saya mengajar 6 kelas untuk kelas X yaitu 4 kelas IPS dan 2 kelas IPA.

2. Dalam seminggu, berapa kali ibu mengajar bahasa Inggris untuk kelas X ?

   Jawab : Setiap minggunya saya mengajar 1 kali pertemuan pada setiap kelas.

3. Materi apa yang biasa selalu ibu sisipkan dalam mengajar bahasa Inggris selain materi utama ?

   Jawab : Dalam mengajarkan setiap materi saya selalu menyisipkan penguasaan grammar pada murid secara hati-hati agar mereka tidak tertekan. Contohnya, saya meminta mereka untuk mereka memeriksa pola kalimat/tensis dalam setiap tugas mereka apakah sudah sesuai atau belum dengan waktu penggunaannya.

4. Apakah ibu mengajarkan grammar pada setiap pertemuan ?

   Jawab : Iya, saya mengusahakan agar murid dapat materi grammar pada setiap pertemuan.

5. Untuk grammar, materi apa yang biasa ibu tekankan kepada murid ?

   Jawab : Materi grammar yang saya berikan biasanya berupa penguasaan tensis, kecocokan antara *subject & verb*, dan meminta murid melihat *grammar error* pada setiap teks bacaan yang mereka peroleh.

6. Apakah menurut ibu materi tensis perlu diberikan kepada murid ?

Jawab : Menurut saya itu diperlukan. Itu akan membuat murid lebih dapat menguasai dan memahami makna dari setiap tensis, karena setiap tensis memiliki aturan tersendiri dalam pengunaannya.

7. Kapan ibu mengajarkan tensis kepada murid ?

Jawab : Waktu yang tepat menurut saya adalah pada saat mereka mendapatkan teks panjang seperti narrative, recount, and descriptive. Tapi, selain pada waktu teks panjang, saya juga meminta mereka untuk mengecek setiap tensis pada kalimat yang mereka pakai.

8. Dalam mengajarkan tensis apakah ibu pernah menggunakan media ?

Jawab : Media yang pernah saya gunakan adalah lagu, *powerpoint*, dan media yang saya buat sendiri seperti kartu

9. Apakah menurut ibu dengan menggunakan media dapat membantu murid lebih mudah dalam memahami suatu materi ?

Jawab : Iya, karena jika dengan menggunakan media murid akan merasa suasana lebih ceria dan menyenangkan.

10. Selama proses pembelajaran hambatan apa yang ibu rasakan dalam mengajarkan grammar khususnya tensis ?

Jawab : Hambatan yang saya rasakan adalah keterbetasan waktu, karena untuk pelajaran bahasa Inggris hanya diajarkan sekali dalam seminggu. Itu sedikit membuat saya kesusahan dalam mejelaskan materi secara detail. Selain itu, saya juga merasa kurangnya media juga dapat menjadi hambatan, karena bagi saya dengan mengajar menggunakan media murid dapat memahami materi secara lebih mudah.

APPENDIX 14. THE REPORT OF THESIS GUIDANCE

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145 Indonesia
Telp. (0341) 575875   Fax. (0341) 575822
E-mail: fib_ub@ub.ac.id   http://www.fib.ub.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama   : Revi Nur Febrianti
2. NIM   : 155110501111059
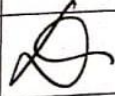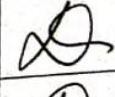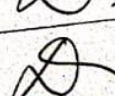3. Program studi   : Pendidikan Bahasa Inggris
5. Judul Skripsi   : Developing Roulette Game as a Media to Improve Grammar Skill for Tenth Graders at Panjura Senior High School Malang
6. Tanggal Mengajukan   : 16 Oktober 2018
7. Tanggal Selesai Revisi : 17 Juli 2019
8. Nama Pembimbing   : Dr. Putu Dian Danayanti Degeng, S.S., M.Pd
9. Keterangan Konsultasi *)

No	Tanggal	Materi	Pembimbing	Paraf
1.	16 Oktober 2018	Pengajuan Judul	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
2.	29 Oktober 2018	Konsultasi Bab 1	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
3.	5 Desember 2018	Revisi Bab 1	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
4.	17 Desember 2018	Konsultasi Bab 2 & 3	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
5.	28 Januari 2019	Revisi Bab 2 & 3	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	

6.	7 Februari 2019	Konsultasi Bab 1, 2 & 3	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
7.	15 Februari 2019	ACC Seminar Proposal	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
8.	21 Februari 2019	Seminar Proposal	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
9.	25 Februari 2019	Product Development	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
10.	8 Mei 2019	Konsultasi Bab 4 & 5	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
11.	20 Mei 2019	Revisis Bab 1, 2, 3, 4 & 5	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
12.	20 Mei 2019	ACC Seminar Hasil	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
13.	29 Mei 2019	Seminar Hasil	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
14.	20 Juni 2019	Konsultasi Bab 1, 2, 3, 4 & 5	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
15.	20 Juni 2019	ACC Ujian Skripsi	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
16.	03 Juli 2019	Ujian Skripsi	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
17.	12 Juli 2019	Konsultasi Abstrak, Bab 1, 2, 3, 4 & 5	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	
18.	12 Juli 2019	ACC Penjilidan	Dr. Putu Dian Danayanti Degeng, S.S., M.Pd	

10. Telah dievaluasi dan diuji dengan nilai:

B
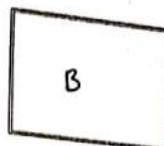
Mengetahui,
Ketua Jurusan Pendidikan Bahasa

Dosen Pembimbing

Dr. Sony Sukmawan, M.Pd
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Dr. Putu Dian D. Degeng, S.S., M.Pd
NIP. 201201840503 2 001