

CHAPTER I INTRODUCTION

This chapter displays the research background of this research and some discussions are included in it. First, the researcher raises issues or phenomena, identifies and lists topics/issues, and determines the delimitation, focus of the research, and questions that have two research questions and two research aims. Then, the researcher states the significance of the research, namely theoretical and practical significance. Several theories and previous studies used were also displayed in this section. After that, the researcher figures out the frame of thought. Finally, this chapter explains the research method, such as the research design and its steps, sources and types of the data, research instruments, data analysis techniques, and research timeline.

1.1 Background of the Research

Although speaking is considered an important language skill and is considered the most important skill (Koran, 2015, p. 401), schools tend to neglect to teach. People use speaking for daily communication as much as 30% of daily life communication (Celce in Solak, 2016, p. 31). However, speaking receives less attention in English teaching and learning in formal education because speaking is not tested in formal exams. The fact also revealed by Al Hosni (2014, p. 25) states that speaking is the only skill that is not tested, and it receives less attention in the classroom. In addition, some teachers prefer to give reading and writing assignments instead of speaking because the teacher has difficulty managing speaking activities. This fact is also revealed by Goh (2014, p. 22) that some teachers may also prefer not to conduct speaking activities because monitoring a large number of groups in large classes is difficult. This makes teachers also pay more attention to teaching strategies that emphasize reading and writing rather than teaching (listening and) speaking.

In the teaching and learning process, some strategies have been applied that use the strategy in learning function to achieve learning objectives. As Isadaud, Fikri, and Bukhari (2022, p. 53) state learning requires a series of applicable and efficient strategies to achieve its objectives (learning objectives). In line with this, the strategy is used in teaching English speaking. As Widyaningsih and Robiasih (2018) argue that if students are having trouble communicating, it is crucial that teachers employ effective strategies in speaking activities. Students can increase their fluency and accuracy in public speaking by employing various strategies. (p. 46). One strategy that can be used is using media.

Teaching media assists teachers in conducting classroom teaching and learning activities. It facilitates the delivery of knowledge by the teacher during the teaching process. Educational media are communication channels that carry messages with an instructional purpose, and media is typically used for the sole purpose of learning and teaching (Webcrawler, 2013 in Ritakumari, 2019, p. 7). In this case, media is one of the learning tools that students and teachers can use to help students achieve their learning goals. Media in education is used as a tool and should be tailored to the learning needs of students. As a result, a teacher must select the appropriate media for disseminating information from the material presented to students during the learning process.

It is very beneficial for a teacher to use media for teaching and learning activities to implement communicative and effective teaching and learning activities. Lynch in Mustafa, Hermand, and Zulhafizh (2019, p. 15) affirmed that the media has the potential to increase the level of participation in learning. Language teaching media are essential to help students acquire new concepts of, skills, and language competencies. Teachers can use various media to motivate students to practice their English. One of the media that can be used is board games.

Teachers can use board games in teaching activities. Board games have a fixed set of rules that limit the number of pieces on a board, the number of positions for these pieces, and the number of moves that can be made. (Gobet et al., 2004, p. 2). The board game provided an engaging and entertaining activity that was often challenging and in which the learner played and interacted with others (Rusmawaty and Anggriani, 2016, p. 388). Using board games as media for teaching can make students learn while playing.

Several clusters includes in this research that related to research in board games such as *Teaching English* (Dakowska, 2018, Rahmanita & Mukminatien, 2019, König et al., 2016, Gupta, 2019, Pathan, 2016, Hawanti, 2018), *strategies for teaching English speaking* (Maulidar, Gani, & Sama, 2019, Carranza, 2019, Putri, 2020, Newton, 2020, Dupont, Held, and Hossain, 2020, Sari & Zainil, 2020, Purwaningsih, Wijayanto & Ngadiso, 2019, Faizah, 2021, Lestari, 2018, Hukom, 2019, Azizah, 2017.) *games in teaching speaking* (Larasati & Faridi, 2018, Hariyanto, Sukarsyah & Sukirlan, 2020, Dewi, Kulsum & Armadi, 2017), and *board game in teaching speaking* (Fung & Min, 2016, Rayhana, 2019, Emalia, 2016, Łodzikowski & Jekiel, 2019).

Several previous research has examined the use of board games in the classroom, such as *developing board game as media in teaching* (Purwatiani, 2020, Khunaivi, 2021, Hamka, 2020), *the use of board game in teaching speaking* (Syakur, 2020, Dewi, H, 2021, Rusmawaty & Anggriyani, 2016, Jasmadi, 2017), *Improving Students' Speaking Performance Through Board Game* (Agustin, Supriyadi & Sudirman, 2019, Hariyanto, 2020, NG, Michelle, et.al., 2021, Armida, 2019, Ade, 2019, Kartikasari, 2018, Putri, Sinaga & Sukirlan, 2017, Putri, Setiyadi & Nabila, 2018), and *the effectiveness of board game in teaching* (Larasati & Faridi, 2018, Ariani, 2019, Saputra, 2020).

Moreover, most previous research uses grades below high school, such as junior high school and elementary school, and only a few studies have examined the board game method used for high school. When entering high school age and above, the students at least already know the basics and some of the vocabulary contained in English, and it will be more challenging to research speaking skills in senior high school. In addition, Harmer (2007) in Cozma (2015, p. 1210) state that adult students have more cognitive abilities and conceptual complexity than younger students. Adults, on the other hand, have a longer attention span and can engage in abstract thought. Furthermore, older students better understand how language works, as they are more familiar with advanced grammar concepts such as how conjugation works or what an adverb does. They already understand the meaning of a well-constructed sentence and have a good grasp of punctuation and spelling.

1.2 Identification of the issues/phenomena

Based on the phenomena, the researcher found that after the pandemic, English teachers taught material to the students monotonously. The teachers struggle to apply strategy due to inadequate or unsupportive media causing the teaching and learning process to become monotonous and students to find it difficult to understand the material (Kunarsi, 2021, p. 24). Due to monotonous learning, the students feel bored and feel monotonous (Oktavia and Lestari, 2022, p. 29) several other problems the students:

1. Some students have trouble expressing their ideas when the teacher asks them to speak about some topics, and they cannot speak spontaneously.
2. The students had difficulties understanding the material.

1.3 Delimitations and focus of the research

Based on the issues encountered, the researcher conducted research to deal with the problems. For the delimitation of the research, the researcher did not discuss the tutorial in designing the board game on the Corel Draw application and making the scoring rubric for speaking assessment. The focus of this research is focused on

speaking skills and developing the board game as a medium for teaching English speaking with the introduction material in offline learning, as for the technical use in online learning, it can be adjusted according to the agreement of teachers and students. This board game was chosen because the board game can help the teacher teach English speaking and help students understand the material. The material used in this research is an introduction to 10th-grade senior high school. Some of the topics covered in the introduction material are related to self-introduction and others were chosen based on the findings and several references.

1.4 Research questions

The research will investigate the following questions:

1. What characteristics of the board game for teaching English speaking?
2. How is the board game designed and developed for teaching English?

1.5 Aims of the research

There are two objectives of this research:

1. To explain the characteristics of the board game for teaching English speaking.
2. To explain how to develop the board game as a medium for teaching English speaking in senior high school.

1.6 Significances of the research

1. Theoretical Significance

This research gives more understanding and references about developing the board game in the teaching process, the importance, and the applications of related theories.

2. Practical Significance

a. for the English teacher, this research provided practical activities to help the teacher use attractive media to teach introduction and improve students speaking skills using the board game.

b. for the students, using the board game for learning makes them develop their speaking skills.

c. for future researchers, language researchers can adapt the techniques/media used in this research as an alternative to teaching students. The researchers can also use the data taken in this research as a source to consider for the following teaching activities.

1.7 Theoretical foundation

To clarify and avoid misunderstanding and misinterpretation about the research's title and content, it is better to define the terms used in this research as follows:

1.7.1 Teaching

Some experts have several definitions of teaching; for Amidon (1967 as cited in Suresh and Srinivasan, 2014, p. 56), teaching means an interactive process, primarily consisting of classroom talk between the instructor and the students and takes place during definable activities. Another definition by Sequeira (2011, p. 3) states that teaching is a series of external events intended to support the internal learning process of the students (p. 3), which means that teaching (instruction) happens outside the learners and learning is the internal process of the learners. Thus, teaching is a series of events that is an interactive process between teachers and students in the classroom during learning activities. Related teaching English means that teaching English is an activity in the classroom between teacher and pupils to learn English, or it can be said that teaching English refers to teaching the English language to the learners.

Rohmah (2013) has abbreviations for teaching English, such as TEFL, TESL, TESOL, TEYL, and TEFLIN.

“Teaching English as a Foreign Language is known as TEFL. TESL is an abbreviation for teaching English as a second language. Another phrase that might be used concerning TESL is TEAL (Teaching English as an Additional Language). TESOL is an abbreviation for teaching English to speakers of other languages. It is a term frequently used to mean the same thing as TEFL. It also describes English language teaching to non-native English speakers living in an English-speaking country, such as refugees and first-generation immigrants. TESOL courses in the United Kingdom equip students with a level of English that enables them to integrate into the country's educational, professional, and cultural environments. Basic literacy and other life skills may need to be taught as well. TEYL is an abbreviation of teaching English for Young Learners, while TEFLIN is an abbreviation of Teaching English as a Foreign Language in Indonesia. In addition, TEFLIN is an association of English teachers in Indonesia. It conducts annual international conference in Indonesia and publishes TEFLIN Journal, an English teaching journal.” (p. 10)

1.7.2 Speaking Skill

For many second and foreign language students, mastering English speaking skills is a top priority. Speaking is one of the most essential and valuable skills students should learn while studying English. It is supported by Richards (2008, p. 19) states that the mastery of speaking skills in English is the priority for many second languages or foreign language learners. All of the students are thinking about something different. Students can use their speaking ability to express themselves verbally. Students should be able to speak to deliver those ideas orally. Students can orally communicate or inform others about something by speaking.

In addition, Walter and Woodford (2008) in Tasmia (2019) state that speaking is: to communicate with someone by speaking, using one's voice, or having a conversation with them, to (be able to) communicate in a foreign language, giving a formal presentation to a group of people, and to demonstrate or convey something without the use of words. People can transfer their ideas, feelings, emotions, and message by speaking because speaking is oral communication.

There are four characteristics of success in speaking:

- 1) Talk a lot. As much of the time allotted to the activity as possible is taken up by learners talking. This may seem self-evident, but teacher talk or pauses often consume most of the time;
- 2) Participation is even. A small group of talkative students dominates classroom discussion. Everyone gets a chance to speak, and contributions are distributed relatively;
- 3) High Motivation. Learners are eager to speak because they are interested in the topic and have something new to say about it and want to contribute to the achievement of the task goal; and
- 4) Language is at an acceptable level. Learners express themselves in meaningful, easy-to-understand utterances with an acceptable level of grammatical accuracy. (Ur, 1996, p. 120)

1.7.3 Games

The teacher needs a method to use to improve students' speaking ability. One of them uses games as media. A game is an activity that makes the player engage to have fun. According to Martin and Betrus (2019, p. 87) game is a series of activities

carried out by cooperating or competing players, within a framework of rules, with pre-defined conditions for success. Games can help students practice the target language they're learning in a fun way. Students are concerned about the role of games in their daily activities. Some students enjoy playing games. Others enjoy playing the game as a way to unwind. The teacher employs the game as a teaching technique to brighten up the English class activities and make the language more enjoyable and easier to learn.

Using games to teach, the students can get other functions besides mastering speaking skills. Mayer and Harris (2010) state that by using games they can get many life skills as follow: authentic experience, student engagement, social and life skills, and higher-order thinking as goals in board games. In addition, Chou (2012) confirmed that “games, songs, and role-plays make the pupils more engaged in language learning.” Collaborative works, such as pair and group work, have shown a positive impact where pupils heard several new words and phrases spoken by their classmates, which increased their speaking. Collaborative works are also supportive for low-proficiency pupils, where they can master more advanced words. In working together, the pupils become more confident in speaking and using advanced words to interact with others and make themselves understood.

According to Hadfield in Wulandari (2014), "games can be pictured as competitive games in which players race to be the first to reach the goal and cooperative games in which players work together toward a common goal." He also classified the activity into two categories, namely linguistic and communicative games: linguistic games concern the correctness of language in terms of the grammatical item, while communicative games concern successful communication.

1.7.4 Board Games

Board games are one type of game that can be used to teach the learning process. Lee (2012) argues that if board games are aligned with the national

curriculum and matched with specific learning objectives, implementing board games can be an effective and meaningful teaching tool when players learn and generate chunks of language from the games. The board game also provides competitive interaction and cooperation. Using a competitive environment and students' imagination in a board game technique is designed for practicing students' reactions in specific situations (Sterba, 2014). When the teacher and students use the board game in their teaching and learning process, students can express their ideas directly in limited time with their timework and feel fun activities in the classroom.

Board games are considered a useful tool because board games create an engaging and playful atmosphere where students are neither inhibited by making mistakes nor excluded if they do not know an answer, thus fostering their self-confidence (Treher, 2011). Furthermore, Fung and Min (2016) state that the board game motivated students to speak after watching their friends' presentations and increased their confidence level when they could perform in subsequent game rounds and classroom activities. Thus, the teaching and learning activity is more engaging for both the teacher and the students through the board games that encourage and motivate students to participate in discussions after watching their peers' presentations.

A board game is defined as a game with a board that has some boxes with instructions and questions written in each box (Fithri, 2016). In line with this, Hukom (2021) defines a board game as a game that involves counters or pieces moved or placed on a pre-marked surface or board, according to the set of rules, and when you play it you throw the dice in the counters and you can step forward based to dice. Thus, a board game can define as a game that has rules, in which several boxes have instructions and questions written on each box, played by rolling dice.

In discussing types of board games. Parlet in Johnson (2021) covers five kinds, which include:

- 1) race games. The aim is being first to get one's pieces or piece 'home', by casting dice or spinning a numbered wheel or teetotums;
- 2) space games. The purpose is to get all of one's pieces in a line or specified area (e.g. Chinese checkers);
- 3) chase games. The goal is for the side with dominance in the number of pieces to immobilize the weaker side (e.g., Fox & Geese);
- 4) displace games. Like war, as in chess, the goal is to capture or displace the opponents' pieces; or as in Mancala to capture a majority of neutral pieces (beans, seeds, etc.); and
- 5) theme games. Many modern games have thematic content, such as property trading (Monopoly) or crime detection (e.g., Clue). These games are invented and protected by copyright. As such they are proprietary as opposed to traditional or evolved games, like backgammon and chess.

Below is a second example of a classification system for board games suggested by Jhonson (2021).

- 1) strategic. Strategic board games involve structured rules, planning, anticipation, predictions, and other nuances of playing against opponents strategically. These board games, such as Monopoly, Life, Risk, and Settlers of Catan, encourage more social interaction because they are often played in groups. Other strategic board games, like Carrom and Chess, may require a certain number of players. For example, four people playing Carrom as doubles and two people playing Chess;
- 2) educational. Educational board games are designed to help students achieve specific learning objectives such as counting and sorting in Hi-Ho! Cherry-O, or forming simple equations using Mathable. For younger children, learning goals are frequently limited to one primary and one secondary, whereas an educational board game for older children can be more complex and have multiple learning goals;

- 3) mysterious. The deduction is used in mystery games within a fictional narrative such as ruling out suspects in the game of Clue or Outfoxed, or guessing each other's mystery person in 'Guess Who?'. The game progresses based on a series of clues that assist players in ruling out potential suspects;
- 4) luck-centered. Luck-centered games such as Chutes and Ladders or Bingo are purely based on chance and do not necessitate any strategizing or deduction. A dice/spinner would instruct players to move their game pieces to a specific area of the board. This genre's simplicity makes it appealing to a wider age range;
- 5) creative. Creative board games provide a unique spin on traditional strategies, such as combining memory-matching and luck to remember and seek hidden treasures in Enchanted Forest, or the ability to switch/flip sections of the board to reveal new pathways in Peppa pig surprise slides; and
- 6) DIY. Do-it-Yourself Board games allow children to use their images, texts, rules, and contexts by utilizing available resources and their imagination. With the rise of the Maker 4 Movement (i.e., learning by making), children can also use fabrication technologies like 3D printing or laser cutting to create personalized board games on demand.

1.7.5 Senior High School

High school is a level of secondary education that focuses on preparing students for higher education and specialization (Depdiknas, 2004). Senior high school is a secondary education level in Indonesian formal education that follows the completion of Junior High School or its equivalent. High school students range in age from sixteen to nineteen years old, with the majority of them are in the adolescent development stage. Adolescence is a period of development that occurs between childhood and adulthood and is marked by significant physical, cognitive, and psychosocial changes (Papalia, 2008)

There are several types of high school levels such as senior high school (SMA), vocational high school (SMK), madrasah aliyah (MA), madrasah aliyah vocational (MAK), and study group package C.

According to Sukintaka (2007, as cited in Qurotula'yun, 2018) the characteristics of high school learners aged 16-18 years include:

- 1) psychic or mental, the students have a strong sense of self-identity, are mentally mature and stable, require extensive experience in all areas, and are extremely content with ideal things and extremely content when making decisions about education, employment, marriage, tourism, and trust;
- 2) social, the students are aware and sensitive to the opposite sex, freer, trying to escape the protection of adults or educators, enjoy social development, enjoy the problem of self-freedom and adventure, conscious of looking good and how to dress neatly and well, dissatisfied with the conditions set by the parent, and the views of the group greatly determine their attitude; and
- 3) motor development, the students will achieve growth and development in adulthood. The state of their body will become stronger and better. Their ability, motor, and psychological condition are also ready to receive improvement exercises and movement skills towards greater sporting achievement.

1.7.6. Definition of Introduction

An introduction is one of the materials in various subjects, for example, 10th-grade senior high school and 7th-grade junior high school. Introduction (n) means the act of making one person formally known to another (Hornby, 2005, p. 817). An introduction is an expression of introducing oneself or other people (friends, family, colleagues) to the person we are talking to, which helps establish communication when we are dealing with new situations and

new people. In the introduction, we can get personal information about names, hobbies, education, work, daily activities, and other activities.

1.8 Previous research

Good research on developing board games as a media for teaching was conducted by Purwatiani (2020). The research objective was to develop a Grammar Board Game as media for learning English Grammar. The result shows that the development of the Grammar Board Game can be used as an alternative and appropriate medium for learning English Grammar because it has succeeded in extending students' attention spans and motivating them to learn grammar, particularly tenses.

In a similar study conducted by Khunaivi (2021), the study aimed to develop a "Beberan" board game as a practical, efficient, and innovative media to improve students' speaking skills. The result showed that developing the "Beberan" game board as an innovative media improved students' beginner speaking skills. The result showed that the speaking board game is valid and appropriate to be used as media in teaching speaking descriptive text. Another study by Hamka (2020) aimed to develop a learning media for teaching descriptive text. The result showed that speaking board game is valid and appropriate to be used as media in teaching speaking descriptive text.

Similarly, related to developing board games as teaching media, research was conducted by Sari and Dewi (2021). The objective is to develop board games as media for teaching vocabulary. The design of this research is R&D and used quasi-experimental with its data collection through questionnaires and interviews. The result shows that board games are an effective learning media for elementary school students, especially for vocabulary mastery.

In addition, the research conducted by Novitasari (2020) also developed board games as a medium for teaching, namely flash-board. The descriptive text was chosen

as the topic for developing speaking skills in grade 10th senior high school. The research aimed to find out whether using the medium works or not and whether it can improve the students speaking skills. The research is R&D with the ADDIE model. The result shows that board games are suitable for learning English, especially for speaking. It also attracts the students to be more creative and expand their ideas.

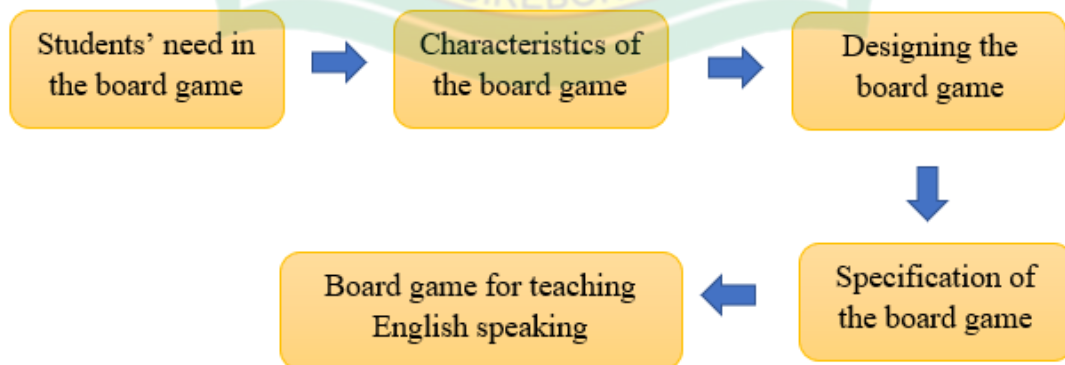
The previous research talked about developing board games as a medium for teaching English. The similarity of this research with all the previous research is using R&D design and it has similarity in concept, that is developing a product in the form of a medium for teaching English, it is a board game. There are differences in focus skills, the research by Purwantiani, Sari, and Dewi were conducted research about grammar. The researcher found gaps in previous research. The previous research did not list the characteristics of the board game used in learning.

Based on the explanation above, the researcher is interested in conducting the research using board games in English teaching, this research entitled: “Developing Board Game for Teaching Speaking in Senior High School”

1.9 Frame of Thought

The following figure illustrates the frame of thought of this research

Figure 1.1 Frame of thought



In this research, the need of students in learning is using the media, then the media is developed. In media development, the researcher looked for the characteristics of the media used in the product. After that, the researcher made a product design. After designing the product, the product specifications are determined by the researcher from the results of the design, the product specifications are anything that is contained in the product. After that, the product is formed for teaching English speaking with introduction materials for 10th-grade senior high school.

1.10 Research method

1.10.1 Research design and steps of the research

This research developed the board game as learning media. This research was conducted with a qualitative approach. Qualitative research methods are used to test the most important questions by verbally describing how study participants perceive and interpret various aspects of their environment. Furthermore, qualitative research focuses on understanding human experiences through a humanistic, interpretive approach (Jackson et.al, 2007). Besides, Ahmad et.al (2019) states that qualitative research is used to gain an in-depth understanding of human behavior, experience, attitudes, intentions, and motivations, based on observation and interpretation, to find out the way people think and feel. Process-oriented methods for understanding, interpreting, describing, and developing theories about phenomena are referred to as qualitative research. The researcher observes the phenomenon of in-the-moment research at a specific time using this qualitative research.

In this research, the researcher used R&D (research and development method) for research design because in the research and development process, there is data collection which data is used as the basis for making a product, and then this research aims to develop the board game as media for teaching. According to Sugiyono (2013, p. 297), Research and Development (R&D) is the research method used to produce

certain products and test their effectiveness of the products. This process is usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed and developing the products based on the findings. Dick & Carey (as cited in Borg & Gall, 2003, p. 569) proposed ten steps in conducting the R&D method.

In this research, the steps were adapted from Borg and Gall (2003), conducted as follows:

- 1) Need analysis: At this stage, the researcher conducts research and collects information about the needs of product manufacturers. This is done by reviewing literature and taking data to find out what is needed in the manufacture of products
- 2) Planning: After the needs analysis is obtained, the researcher makes a plan for designing and making products based on the needs that have been received.
- 3) Media development: After doing the plan, the researcher developed the media, namely the Speaking Board Game
- 4) Validation by experts: After the product has been made, the product is validated for feasibility by the expert to test whether the product is feasible and can be used by teachers to teach English speaking

This modification, supported by Dirgeyasa (2011) in Hamka (2020) explains that the procedures for research and development implementation are not rigid steps that must be followed; each researcher must execute and determine the proper procedures for himself/herself based on the conditions encountered during the development process. Besides, this is done because the researcher may expect all four stages to be completed in a single project in some cases; in other cases, Design and Development Projects may entail multiple projects (IES&NSF, 2013, P.47).

1.10.2 Sources and types of data

This research was conducted in 10th-grade senior high school in the academic year 2021/2022. The subjects in this research were teachers, students in senior high school, one expert for the respondents, and one expert for the product validation. In collecting data, the researcher collected sources in the form of primary and secondary data. The researcher collected primary data with questionnaires (distribute questionnaires to the students) and interview methods (interviewing the teachers). The researcher used this primary data to make the data original and factual to answer the research questions. In line with this Ajayi (2017) states that primary data is factual and original. This data is for getting the solution to the problem at hand. For the secondary data, the researcher took the form of several literature reviews that related to this research. The researcher used secondary data to support the primary data. Ajayi (2017) adds that secondary data is just the analysis and interpretation of the primary data and is collected for other purposes.

1.10.3 Data collection techniques and instruments

In this research, some steps were conducted to gain the data from the beginning until the end of the research. The researcher conducted the questionnaire and interview to get the data for this research.

1. Open-ended questionnaire

Questionnaires are documents that ask the same question of all individuals in the sample (Gall, Borg, and Gall, 2003). Questionnaires are a low-cost, quick, and efficient way to collect large amounts of information from a large sample of people. Questionnaires are a very convenient way of collecting useful comparable data from a large number of individuals (Mathers, Fox, and Hun, 1998). This type of data gathering technique aims to obtain valid and reliable information. The big advantage of questionnaires is that make it easier to get responses from a large number of people, so the data gathered can be used to generate more generalizable findings (Rowley, 2014).

In this research, the instrument for collecting data is a questionnaire. A questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from respondents (Kabir, 2016). The contents of the questionnaire are several questions regarding needs analysis that will be used in teaching speaking by board game (see Appendix 1 page 75 for questionnaire instrument). The researcher used a questionnaire to get data to answer the research problem. The questionnaire was distributed to high school students with categories: students who currently or have studied introduction material, students who have studied using board game media, and students who have a high interest in using media in learning.

2. Interview

By this technique, the researcher asked the participants of the research by an in-depth interview which aimed to find out the data that cannot be collected by questionnaire. Creswell (2012) states that some advantages are that they provide useful information when you cannot directly observe participants and permit participants to describe detailed personal information. Compared to the observer, the interviewer also has better control over the types of information received because the interviewer can ask specific questions to elicit the information.

The interview data were transcribed using a technique known as "semi transcription" (Edmonds & Kennedy in Nashruddin, 2020), in which the transcription does not provide a complete description of the interviewees' words. Rather, the main points of the respondents' responses to the questions were transcribed. The goal of a transcript is to make the respondents' responses more readable. In this research, the researcher interviewed two teachers in senior high school and one expert in board game media. The categories of teachers who were interviewed: the teacher has a minimum education level of a bachelor's degree in English, the teacher is currently or has been teaching introduction material, the teacher has used board game media and

the teacher has a high interest in the use of media in teaching. For categories of the expert: the expert has a minimum education level of master's degree, the expert has been using board game media in teaching for at least five years, and the expert have created a board game for teaching purposes.

1.10.4 Data analysis techniques

The data analysis technique is a systematic process of collecting data to facilitate researchers in obtaining conclusions. Miles and Huberman (1984) as cited in Sugiyono (2013) states that there are 3 steps in analyzing the data: data reduction, data display, and data conclusion.

1. Data reduction

Reducing data means summarizing, choosing the main things, focusing on important things, and looking for themes and patterns (Shidiq and Choiri, 2019). In addition, Junaid (2016) argues that data reduction is a process of identifying raw data that has been obtained by taking steps summary, coding, and categorizing. The data reduction provides a clearer picture and makes it easier for researchers to collect further data. In this research, the researcher made data reduction by categorizing the data collection results. The researcher then performs initial coding or labeling in the form of letters on the interview transcript and questionnaire based on the data obtained.

2. Data display

After the data is reduced, the next step is to display the data. Through the presentation of data, then the data is organized and structured so that it will be easier to understand. Data display in qualitative research can take the form of narrative texts, matrices, graphs, networks, charts, etc. In line with this, Sarwono (2006) argues that narrative text is most commonly used in qualitative research to present data.

3. Data conclusion

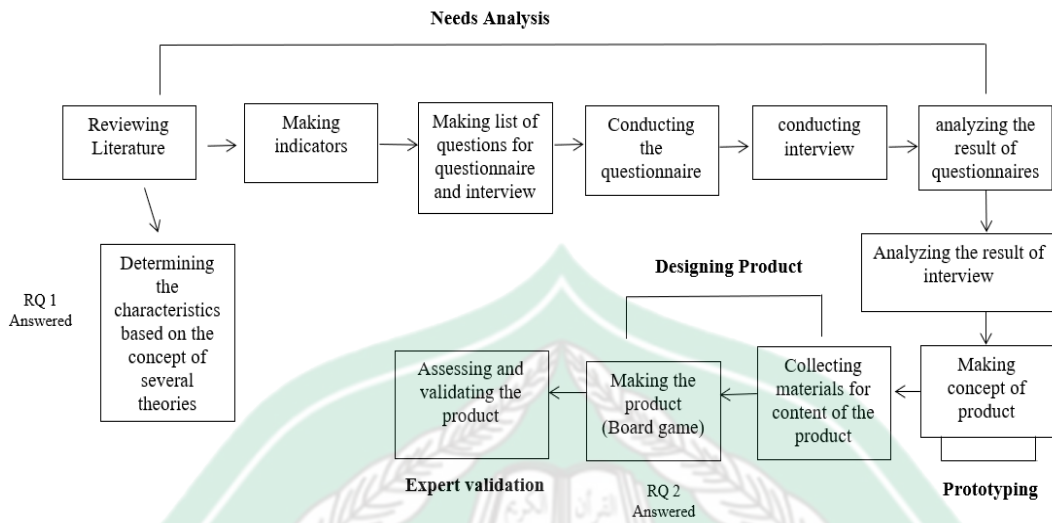
The researcher then concluded from the data obtained after the data had been reduced and displayed.

In answering the first research question, the researcher conducted a review of the literature. The researcher did a literature review from several journals and books for this research to find the theory and data. After that, it was abstracted and then used as data in this research. To answer question number 1, the researcher finds the characteristics for designing the product (board game) and indicators for developing the questionnaires and interview instrument.

In answering the second research question, the researcher did the need analysis. The needs must be analyzed before developing the new media. The find needs analysis by distributing the questionnaire and doing the interview to get the data, such as analyzing learner and context, problem in learning and teaching, characteristic of the instructional setting, performance objectives, etc. After getting the data, the researcher designed and developed the media based on the data after the questionnaire and interview. The board game will include several criteria or specifications, and this aims to design the manufacture of board games based on the needs and data obtained from the field. The teacher and students' needs analysis were used to guiding the design of the product. The product design was created with the Corel Draw application.

After finishing the product (board game), the product is presented to experts to analyze and assess for feasibility. Experts used the checklist validation to evaluate the appropriateness of the media developed by the researcher. The goal of the measure researcher was to see if the developed media researcher was usable.

Figure 1.2 Process of the project adapted from Nurazizah (2022)



To obtain a need analysis, the researcher conducted a literature review related to the research. After completing a literature review, two things were obtained: indicators for developing questionnaires and interview instruments and obtaining product characteristics based on several aspects. After that, the researcher collected data through a questionnaire (distributed to students) and interviews (for teachers and experts). After that, the researcher analyzed the data from the questionnaire and interview. The data obtained from the literature, questionnaire, and interviews were used to develop the board game. After that, the product was developed and validated by an expert.

1.10.5 Research Timeline

Tabel 1. 1 Research timeline

No	Activities	Month																				
		February				March				April				May				June				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.	Instrument development of research (question for questionair)																					

	e and interview)	■	■	■															
2.	Research permit				■														
3.	Collecting data 1: questionnaire to students				■	■													
4.	Collecting data 2: interviewing teachers and expert					■													
5.	Analyzing data						■	■											
6.	Product design and development							■	■										
7.	Writing the chapter 2,3, and 4								■	■									
8.	Expert validation													■					
9.	Finishing writing thesis														■	■			