

QR CODE IN GRAMMY87 GAME AS NEW TECHNIQUES FOR MASTERING GRAMMAR

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ABSTRACT

The Challenges in Traditional Grammar Teaching grammar often rely on rote memorization and repetitive exercises, which can lead to student disengagement and boredom. Without context or interactive elements, students may find it hard to retain grammar rules and apply them correctly in their writing and speaking. Research in educational psychology emphasizes the benefits of active learning, where students participate actively in the learning process, rather than passively receiving information. Incorporating game elements in education can increase motivation, engagement, and retention. Games provide a dynamic and enjoyable way to learn complex concepts like grammar. The primary goal of Grammy87 is to be creative learning tools to improve students' grammar skills through a board game that is both educational and entertaining. The game aims to transform the learning experience from a mundane task into an exciting adventure by the use of technology of QR code scanning barcode to make easier for everybody to play without the assistance of a teacher. Techniques for gathering data that involve both direct observation and interviews. Data are analyzed using a descriptive qualitative approach, and they are then presented in a narrative format. The R&D procedures were modified from Borg and Gall's (1983) ten-cycle method of creating The Grammy87 Card game. Leveraging the principles of game design and educational research, Grammy87 significantly enhance grammar skills in a fun and motivating way. Integrating technology, providing clear learning paths, and ensuring the game is adaptable to various learning environments are key factors in its success.

Keywords: Teaching methods, Grammy87 game, grammar, QR code.

INTRODUCTION

Language proficiency involves various duties or activities that require specific competencies or skills, with linguistic abilities being heavily weighted in this endeavor. Grammatical rules, for instance, encompass not only the knowledge of grammatical resources such as categories, structures, types of words, tenses, and so on in a certain language, but also the ability to use them effectively to convey a message appropriately. To cultivate an adequate level of English proficiency in learners, linguistic competencies such as grammar must be incorporated into classes. This integration enhances language structure comprehension and usage among language learners.

Various methods and techniques have been devised to ensure learners achieve grammatical competence, including games, music, and storytelling. Nonetheless, this project emphasizes games, which should be integrated into teaching elementary students because they create a more engaging and interactive classroom environment (Lee, 1979; Rixon, 1981; Uberman, 1998). Thornbury (2002) notes that grammar has often been one of the most contentious and misunderstood elements of language teaching, leading to teacher disinterest. Hence, there is a need for strategies that make both learners and teachers comfortable with grammar instruction.

Ersoz (2000) identifies two primary reasons for incorporating games into language instruction. Firstly, games are highly motivating and challenging. Secondly, they offer students opportunities to practice their language skills. Experts agree on the importance of using games in EFL and ESL classes, as they can inspire students and create a supportive learning environment. Based on my observations and experiences as both an observer and a learner, I have noticed various challenges people face when learning grammar. NPDD (2023) found in her research that educational games can enhance student sportsmanship, promote discipline,

encourage interaction with others, and reduce reliance on gadgets by providing engaging activities and focus.

Many people consider grammar to be not only uninteresting but also the most challenging part of learning a foreign language. However, Nguyen (2010) found that nearly every instructor relies on textbooks to teach grammar and seldom incorporates game activities into their lessons. Nguyen states that "teachers tend to turn grammar lessons into a boring, difficult experience for their students, failing to create engaging and effective classes." Scholars such as Luong (2009), Riedle (2008), and Zdybiewska (1994, as cited by Nguyen, 2010) agree that when teaching grammar is difficult, incorporating games is an effective solution. Therefore, using games in the classroom is essential for making grammar lessons easier, more motivating, and more engaging for students.

The challenge of teaching grammar to students and children can be effectively addressed through educational games that facilitate the entire learning process. These games can be further enhanced by incorporating QR codes in classroom applications. QR codes are a rapidly evolving technology, evident in the increasing variety of tasks they can perform. With the advent of mobile technology, QR codes have become prevalent across all industries and are gaining traction in education and learning (Ramsden and Jordan, 2009). Cataloglu and Ateskan (2014) state that QR codes can be utilized in instructional activities in two main ways: first, by providing students access to online applications; and second, by delivering necessary information directly after scanning, even without an Internet connection.

QR codes enhance learning environments by preventing students from wasting time on search engines and avoiding exposure to irrelevant material. Educators can use QR codes on printed documents to give students access to supplementary resources related to the subject, thereby reducing paper waste and providing additional learning materials. QR codes support mobile education and enrich the learning experience (Aktas and Cayci, 2013). Based on the background, problem identification, and defined boundaries, this research aims to answer: How does the Grammy87 game serve as a creative learning tool for students to improve their grammar skills? And how do QR codes simplify playing the Grammy87 game without teacher assistance?

METHODS

The workflow is used to describe the research conceptual model. Problems identified during field observations were integrated into the conceptual framework. This study employed the Research and Development (R&D) strategy, which involves creating specific products and evaluating their effectiveness. Borg and Gall (1983: 772) define development research as a process for developing and validating educational products. This process, known as the R&D cycle, involves studying research findings related to the product, developing the product based on these findings, testing it in the intended setting, and revising it to address any deficiencies found during testing. In a more rigorous R&D program, this cycle is repeated until field-test data confirms that the product meets the defined behavioral objectives.

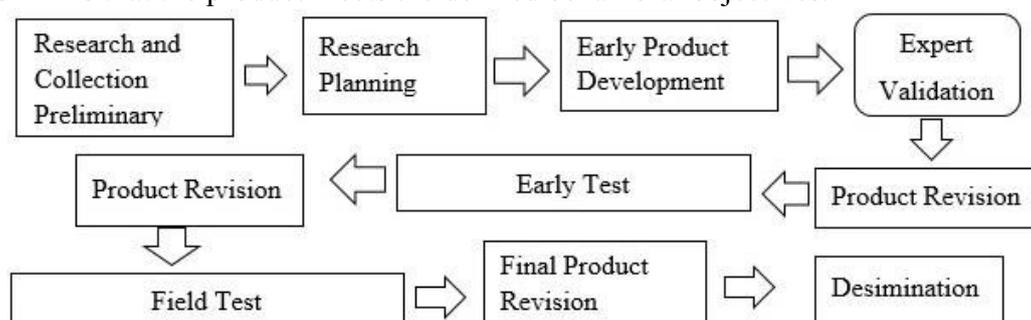


Figure 1. The Research Methods

The research and development steps in this study were adapted from Borg and Gall (1983) and included: Preliminary Research and Information Collection, Planning, Initial Product Development, Expert Validation, First Revision, Early Trial, Second Revision, Field Test, Final Product Revision, and Dissemination (Figure 1). In this study, the development phase concluded after the second product revision, before the field test was conducted.

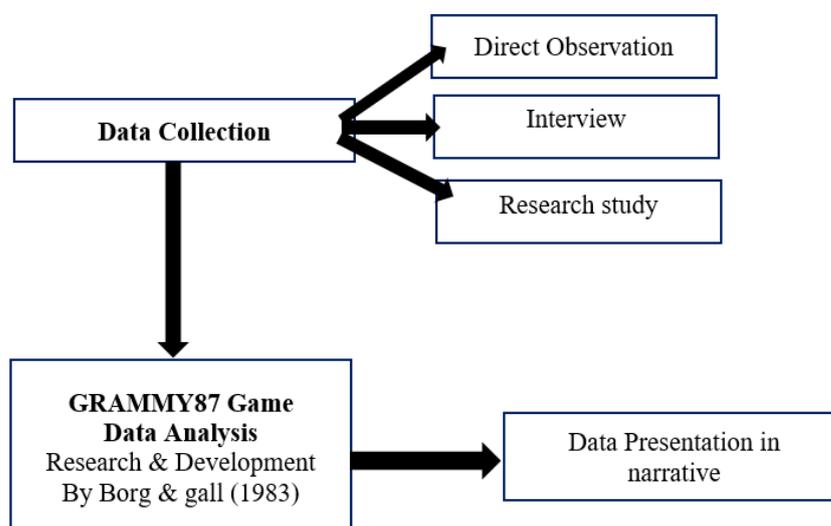


Figure 2. The steps of research

Data analysis techniques in this study follow the methods proposed by Miles and Huberman (Sugiyono, 2009: 91), which include data reduction, data presentation, and drawing conclusions or verification.

FINDING AND DISCUSSION

Research planning

A product plan or design is created based on the basic investigations that have been conducted, and it includes:

a) The purpose of using the product;

Based on the data collected, this study aims to assess two main objectives: firstly, to evaluate how effectively Grammy87 card games enhance senior high school students' grammar skills as creative learning media; secondly, to examine the impact of Grammy87 card games on students' motivation to enhance their grammar skill.

b) Who are the users of the product;

Students from classes X, XI, and XII of senior high school were the sample population for the research phase. However, Grammy87 card games are versatile and can be used at all educational levels in Indonesia. They are suitable for individuals ranging from 10-year-old children to adults.

c) Description of the product's components and their functions.

Grammy87 is an educational game that helps students improve their English grammar, structure, and vocabulary. The term "Grammy87" comes from the word "Grammar." Understanding grammar and structure is critical for efficient communication in English. Students are typically intimidated by the phrase "grammar," but Grammy87 takes a unique approach to learning by combining elements of adventure games (such as Jumanji), luck (dice idea), purchasing techniques (Monopoly), and math (counting concept).

Grammy87 makes learning more pleasurable by incorporating enthusiasm, laughter, focus, seriousness, teamwork, critical thinking, and understanding of certain topic. The repetition with Grammy cards allows players to memorize answers and quickly learn ideas. The game offers 20 basic grammar editions meant to help students improve their grammatical skills through targeted content.

Grammy87 games component

a) Grammy87 Map

In an adventure game, the Grammy87 game map performs numerous important tasks that improve the player experience. The map helps players grasp the layout of the game environment by displaying numerous locations, pathways, and major areas of interest. It gives gamers a visual guide to help them explore the game. The map allows participants to track their progress throughout the game. By highlighting visited sites and completed objectives, gamers can understand how far they've come and what needs to be done. Maps frequently feature quest locations, objectives, and key things. This helps players understand where to go next and what activities they need to complete, keeping the game orderly and goal-oriented. Players can utilize the map to plan their movements and plans. Understanding the geography and layout allows them to find safe paths, anticipate enemy encounters, and plan for future obstacles.

Figure 3. Grammy87 game Map

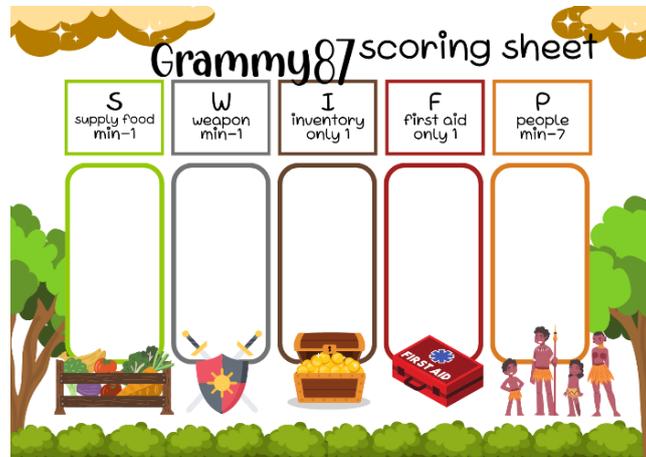


b) Grammy87 Scoring Sheet

A scoring sheet is essential when playing Grammy87 games since it serves a variety of tasks that improve the whole experience. Here are the main uses of a scoring sheet in a board game. The primary purpose of a scoring sheet is to keep track of each player's points throughout the game. This allows gamers to immediately see their current standing and how they compare to others. Scoring sheets keep a permanent record of the game's progression and outcomes. This can be useful for comparing previous performances, spotting trends, or simply reflecting on noteworthy games. All players may see how points are calculated and recorded, which reduces disagreements

and misunderstandings. Scoring sheets can be used to teach students about educational board games. They can assist gamers in tracking their progress toward acquiring new abilities or knowledge areas, as well as providing performance feedback. By performing these roles, a scoring sheet becomes an essential component of many board games, contributing to an orderly, engaging, and fair gaming environment.

Figure 4. Grammy87 Scoring Sheet



c) Online Dice

Online dice play a key role in Grammy87 games, improving the player experience in a variety of ways. Online dice provide a fair and unbiased method of generating random numbers, ensuring that the results are only determined by chance and are unaffected by external circumstances. Using online dice eliminates the need to carry real dice, making it easier to set up and play board games anywhere, including at home, in the classroom, and while traveling. Online dice can automate the rolling procedure, providing results quickly and eliminating the need for manual rolling and counting. This accelerates games and decreases downtime, keeping players engaged. Online dice reduce the risk of losing or injuring physical dice, allowing the game to continue uninterrupted due to missing or broken components.

d) Grammy87 Pawns (40 pieces)

Pawns, often known as game pieces or tokens, play an important role in Grammy87 games, enhancing the whole gameplay and player experience. On the gaming board, pawns serve as avatars or tokens for the players. Each player usually has a distinct pawn to differentiate their position and movements from others. Pawns represent the players' current position on the board. Pawns track their progress during the game as players move them in accordance with the game's rules (for example, based on dice rolls or card draws). Pawns enable interaction between players and the game board. Moving pawns, landing in specified spaces, and reaching specific locations are common gameplay aspects that engage and keep players interested. Physical manipulation of pawns can be rewarding and enjoyable, improving the overall playing experience. By fulfilling these duties, pawns contribute significantly to the mechanics, strategy, and enjoyment of Grammy87 games, making them crucial components of the overall gaming experience.

Figure 5. Grammy87 Pawns



e) Grammy87 Cards

These Grammar Cards contain multiple choice questions related to certain grammar. Each card has a score in the form of dollars, which must be collected to achieve the mission. The card contains a QR code that can be scanned to check whether the answer is right or wrong. The Grammy87 card contains 75 cards in 1 deck. Grammy 87 has 38 Decks with 38 types of simple grammar.

Figure 6. Grammy87 card game



Figure7. Grammar Deck List

- | | | | |
|-----------------------------------|------------------------------------|--------------------------|----------------------------------|
| 1. ADJECTIVE CLAUSE | 11. CONJUNCTION CORRELATIVE | 21. NOUN DERIVATIVE | 30. PREPOSITION OF PLACE |
| 2. ADJECTIVE DEGREE OF COMPARISON | 12. CONJUNCTION FANBOYS | 22. NOUN VOCAB PART 1 | 31. PRONOUN PERSONAL |
| 3. ADJECTIVE ED & ING | 13. CONJUNCTION SUBORDINATE | 23. NOUN VOCAB PART 2 | 32. PRONOUN POSSESSIVE ADJECTIVE |
| 4. ADJECTIVE ORDER dosascom | 14. DETERMINER A AN THE | 24. NOUN VOCAB PART 3 | 33. SYNONYM AND ANTONYM |
| 5. ADVERB OF FREQUENCY | 15. DETERMINER DEMONSTRATIVE | 25. NOUN VOCAB PART 4 | 34. TELLING THE TIME |
| 6. ADVERB OF PLACE AND TIME | 16. DETERMINER MUCH MANY FEW LITT. | 26. NOUN VOCAB PART 5 | 35. VERB IRREGULAR |
| 7. AUXILIARY DO DOES DID | 17. DETERMINER QUANTIFIER | 27. NOUN VOCAB PART 6 | 36. VERB VOCAB |
| 8. AUXILIARY HAVE HAS HAD | 18. DETERMINER SOME any every | 28. NUMBER & PRICE | 37. WH QUESTIONS |
| 9. AUXILIARY TO BE IS AM ARE | 19. MODAL 1 CAN MUST SHOULD | 29. PREPOSITION IN ON AT | 38. WILL AND BE GING TO |
| 10. AUXILIARY TO BE PAST | 20. MODAL 2 MUST SHOULDS HAVE TO | | |

5.2 Research result

The findings of this study are related to the following two primary issues discovered through field observations:

5.2.1 How does the Grammy87 game become a creative learning tool for students to improve their grammar skills?

The Grammy87 game can become a creative learning tool for students to improve their grammar skills by incorporating the following elements based on the research observation as follows:

a) **Interactive Gameplay**

By making grammar learning a game, students are more likely to engage actively with the material. This can include board movements based on correct answers, challenges, and rewards that make learning fun.

b) **Contextual Learning**

The game can present grammar exercises within the context of sentences or stories, helping students understand how grammar rules apply in real-life scenarios. This contextual approach enhances retention and comprehension.

c) **Variety of Activities**

Including different types of grammar exercises, such as fill-in-the-blanks, sentence correction, and matching exercises, can cater to various learning styles and keep the game dynamic and interesting.

d) **Competition and Collaboration**

The game can be designed for both individual play and team-based activities. Competition can motivate students to improve, while collaboration can foster peer learning and discussion about grammar rules.

e) **Immediate Feedback**

Providing instant feedback on answers helps students understand their mistakes and learn the correct rules immediately. This can be done through hints, explanations, or correcting wrong answers.

f) **Progress Tracking**

Keeping track of students' progress through levels or stages of the game can help them see their improvement over time and set goals for further learning.

g) **Incorporation of Technology**

Utilizing digital tools and platforms can enhance the interactive experience, with multimedia elements such as audio, video, and animations to illustrate grammar concepts vividly.

h) **Customizable Content**

Allowing teachers to customize the game's content to fit their lesson plans and the specific grammar topics they want to cover ensures that the game remains relevant and targeted to their students' needs.

i) **Real-life Applications**

Including scenarios that students might encounter in their daily lives can make the grammar lessons more relatable and practical, enhancing the learning experience.

j) **Rewards and Incentives**

Offering rewards, such as points, badges, or certificates, can motivate students to participate and excel in the game, making the learning process more enjoyable.

Figure 8. Students playing the Grammy87 game



By incorporating these elements, The Grammy87 game can turn grammar practice into an engaging and effective learning experience for students.

5.2.2 How does the QR code make the Grammy87 game easier for everybody to play without the assistance of a teacher?

The use of QR codes can significantly enhance the accessibility and ease of play for The Grammy87 game, making it more user-friendly for students to play independently. Here are several ways QR codes can achieve this:

a) Instant Access to Instructions

QR codes can link to instructional written guides on how to play the game. This allows students to quickly understand the rules and objectives without needing a teacher to explain them.

b) Resource Access

QR codes can link to additional grammar resources, such as explanations of grammar rules, and the key answer. This allows students to review and reinforce their learning independently without needing a teacher to explain them.

c) Hints and Tips

If students encounter difficult questions or challenges during the game, QR codes can provide hints or tips, helping them overcome obstacles without needing teacher intervention.

By integrating QR codes into The Grammy87 game, students can enjoy a seamless, interactive, and independent learning experience, making grammar practice more accessible and enjoyable.

SUMMARY

Developing a novel board game exclusively for improving grammatical skills can be a creative and useful teaching tool. The Grammy87 games are intrinsically motivating due to their interactive and competitive character. They make learning more fun and less daunting than traditional techniques. Board games can improve grammar rule recall and knowledge by requiring players to actively solve problems and make decisions. The Grammy 87 Games provide quick feedback on players' choices, allowing them to learn from mistakes and reinforce correct usage. It encourages social engagement and collaboration, which can improve learning through discussions and peer correction.

Integrating digital features, like as online dice or QR codes, can improve the gaming experience by giving new resources, interactive information, and automated scoring. Allowing teachers and players to tailor the game's content guarantees that it fits specific learning goals

and adjusts to varied classroom situations. Offering both collaborative and competitive gameplay choices can accommodate different learning styles and promote teamwork or healthy competitiveness. Points, badges, and other awards can encourage players to engage more fully in the game and persevere through hurdles.

According to studies, pupils who study grammar through games tend to retain information and understand concepts more profoundly than those who acquire grammar using traditional means. According to research, kids enjoy learning grammar through games, which can lead to improved motivation and less fear about making mistakes. The Grammy87 games encourage players to communicate, negotiate, and cooperate, all of which are useful abilities both inside and outside of the classroom.

Designing The Grammy87 game for grammar practice combines the advantages of interactive, entertaining, and effective instruction. By combining game design concepts with educational research, such a game can greatly improve grammatical abilities in a pleasant and compelling way. Integrating technology, giving clear learning paths, and making the game adaptable to different learning situations are critical to its success.

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