

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher brought the title “Integrating English Learning Media with Islamic Values in Board Game Activities” In this study, the researcher to describe how to integrate Islamic values to board games activities and identify the potential benefits and challenges associate with integrating Islamic values into board games as an English learning media.

Design-Based Research (DBR) focuses on the design of innovative learning environment and the study of these environments in authentic settings. This research design is particularly suited to educational interventions, such as integrating English learning media with Islamic values in board game activities, where interactive design and evaluation are essential to refine and improve the intervention over time.

This research adopted a model of DBR by Reeves (2006) which was followed four phases: 1) analyze the educational problems (preliminary phase); 2) development of the solutions informed (prototyping phase); 3) iterative cycles of refining and testing the solutions (assessment phase); and 4) documentation and reflection to produce the ‘design principles (documentation phase).

Objectives in these research are: to design board game integrating English learning media with Islamic values, to implement the designed board game in an English language learning context, to evaluate the effectiveness of

the integrated board game in enhancing English language learning and understand of Islamic values among the learners.

B. Research Setting

This research was conducted at MAN 2 Hulu Sungai Tengah located on Jl. Telaga Sungai Tabuk in Mandingin village, Barabai, Hulu Sungai Tengah Regency and MA NIPA RAKHA located on Jl. Pekapuran, North Amuntai, Hulu Sungai Utara regency.

C. Setting of Time

This study is conducted for 7 months which is from February to September 2024.

D. Research Participants

The participants are 2 English teachers and 67 students of 10th graders from MAN 2 HST and MA NIPA RAKHA.

E. Research Instruments

The research instruments used in this research to gather the data are as follow:

1. Questionnaire

Sugiyono (2015) states that questionnaires are an instrument of gathering data in which participants fill out written questions or statements. In this study, the teachers evaluated the generated product using questionnaires to determine its suitability. Prior to and following their use of the developed product, they were also employed to assess changes in the students' motivation to learn.

According to McLeod (2018), questionnaire design as follow:

a. Aims

- 1) All questions should address the research aims.
- 2) Use only one feature of the construct per item.

b. Length

- 1) Question length should be short, clear, and concise.
- 2) Omit unnecessary questions/items.

c. Pilot Study

Conduct a small-scale practice study to ensure understanding and provide feedback.

d. Question Order

Questions should progress logically from least sensitive to most sensitive, factual to cognitive and general to specific.

e. Question Order Effects

- 1) Effects occur when responses to an earlier question affect responses to a later question.
- 2) Types include unconditional, conditional, and associational.
- 3) Recommendations include avoiding judgmental dependencies, separating potentially reactive questions, randomizing questions, following good survey design principles, considering respondent characteristics, and intentionally examining question context and order.

f. Terminology

- 1) Questions should be simple, to the point, and easy to understand.
- 2) Language should be appropriate to the vocabulary of the group of people being studied.

g. Promotion

The questionnaire should look professional, include clear and concise instructions, and not signify 'junk mail'.

The evaluation of the validation involved the assignment of scoring points, with SA=strongly agree, A=agree, D=disagree, SD=strongly disagree.

The scoring tool is displayed in the figure below.

No	Statement	SA	A	D	SD
1	Concise and appealing title layout				
2	Using appealing colors				
3	Readability of the texts in the game				
4	Appealing designs				

No	Statement	SA	A	D	SD
1	Simple gameplay mechanisms				
2	Understanding the game layout is simple				
3	All game elements included				

Table 3.3

Evaluation of material compatibility

No	Statement	SA	A	D	SD
1	The content covers suitable subjects related to Islamic principles and ethics				
2	Material is in accordance with the learning goals				
3	The content covers subjects that are relevant to students' everyday experiences				
4	The language employed in this instructional material is simple to comprehend				
5	This learning media makes the process of learning English easier				

2. Board Games Integrated with Islamic Values

Board games and card games are common game forms in which the goal is to be the first to circle a board, gather the most cards, discard the cards, or develop a tale. The cards and squares on the board serve as commands to initiate a conversational exchange (Hadfield, 1999).

These are the board games developed by the researcher that integrates the Islamic values as the main topic of the game used in this research as the product of English learning media.



Figure 3.1. Name 3



Figure 3.2. Use a Word

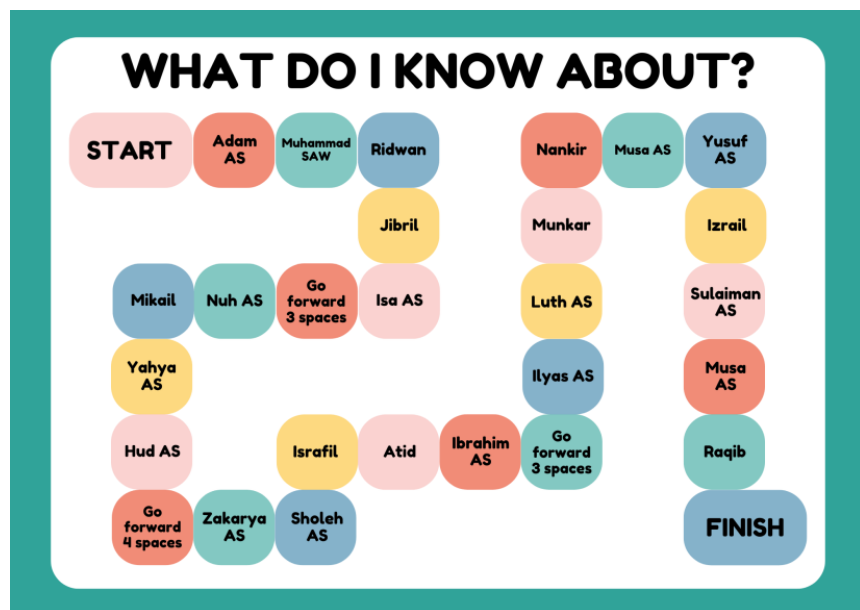


Figure 3.3. What Do I Know About

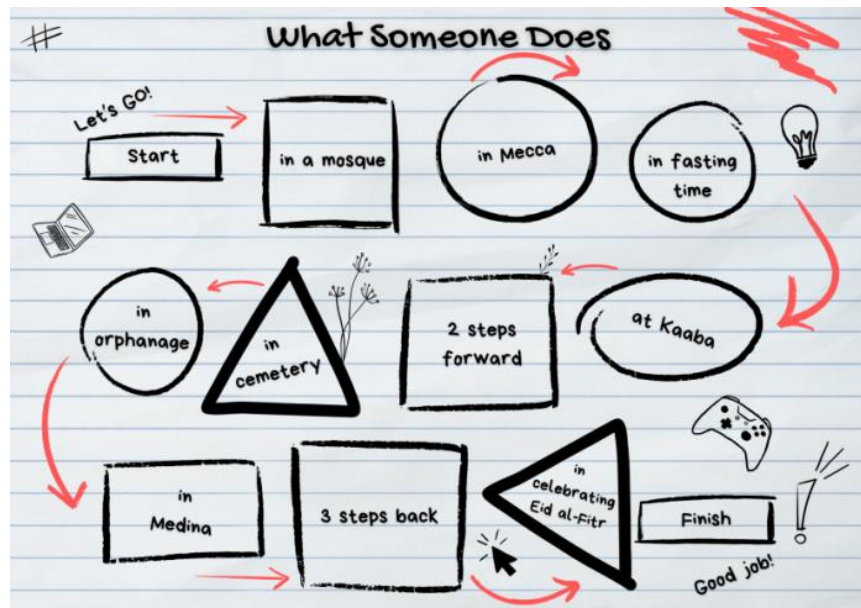


Figure 3.4. What Someone Does



Figure 3.5. What Will You Do If You...

F. Technique of Data Collection

A technique that assists the researcher is required in order to collect the data. In this study, the researcher is collecting data with pre-intervention, discussion, and observation.

1. Pre-intervention assessment to measure English language proficiency and understanding of Islamic values.

The researcher reflects on his experience of how English was taught in Islamic-based school called Madrasah where most of the topic is not related to Islamic values. As the goal of the Madrasah is to produce individuals who are knowledgeable in Islam and possess good moral values, the topics are being concerned by the researcher. In order to implement Islamic values, the researcher searches for the media that is simple and suitable for English learning.

Board game is chosen to be suitable media to integrate Islamic values into English learning activities as it is known by majority of people and also has simple rules and mechanics making it fun to play.

The researcher explores the internet to search for Islamic values that fit to be implemented on the level of 10th grader, then decided to implement aqidah value, moral value, and social value.

After the values are decided, the researcher develops the board games using snake and ladder as the main mechanics of the game to keep it simple. The researcher made 5 board games integrated with Islamic values. Each game has one or more Islamic values integrated in it as the values are connected each other.

2. Observational note during implementation phase to document students interactions with the board game and their behavior.

The researcher implements them in English learning activity after the games are developed with a small group of learners and educators to gather feedback. In the process of implementation of the board games in real time English learning activity, the researcher takes some observational notes how the students interact while playing the games, seeking the potential benefits and challenges that may be encountered in the process.

3. Discussion with English teachers to gather qualitative data on engagement, motivation and learning experiences.

After the implementation of the games, the researcher and the teacher conduct a short discussion of the board games implementation in the class. The researcher also gathers the data from teacher using questionnaire.

4. Post-intervention assessment to measure English language proficiency and understanding of Islamic values.

The researcher reflects on the implementation of the board games integrated with Islamic values by analyzing the observational notes, the discussion and questionnaire to find the potential benefits and challenges in the implementing Islamic values into English learning media, and the suitability of the content to improve the quality of the product.

G. Data Analysis

The analysis focused on thoroughly assessing the material received from, the observational notes, discussion and questionnaires. The main objective was to pinpoint certain problems that could form the foundation for

developing educational materials that are effective. As part of this process, feedback on the generated materials was evaluated to make sure they fulfilled the requirements and expectations of both educators and learners. In order to guide future developments, the analysis also sought to obtain a thorough grasp of the needs and preferences of the consumers. In order to address the issues raised during the initial stage of data collecting, the research aimed to develop more interesting and useful teaching materials.